

# NDEJJE UNIVERSITY



## **GUIDELINES FOR MASTER'S DEGREE RESEARCH EFFECTIVE 2015/2016**

P. O. Box 7088  
Kampala. Uganda  
[www.ndejjeuniversity.ac.ug](http://www.ndejjeuniversity.ac.ug)

© Ndejje University, 2015

All rights reserved.

Use of the Master's Research Guidelines (2015) of any part of it should be fully acknowledged. It should be cited as Ndejje University Master's Research Guidelines (2015).

## FOREWORD

The third edition Ndejje University Master's Research Guidelines has come out at a crucial time. The University is geared towards innovation, excellence and authenticity in staff and student research including publication. The Guidelines will go a long way in keeping high standards and quality of Master's research.

The Guidelines are within the context of the mandate of the University, namely, teaching/training, research, innovations and outreach. Preparing a Master's graduate with excellent research and publication skills fulfills the vision and mission as well as upholding all the core values of the University, especially the value of integrity, hard work and creativity.

The Guidelines provide information on all the requirements and formats for all key master's research output including the concept paper, research proposal and dissertation as well as the processes that lead to successful completion of Master's research. The milestones cited should help to gauge progress and encourage planning for success and timely completion of the Master's degree journey.

The Graduate School is fully committed to working hand-in-hand with the faculties, the Directorate for Research and innovations, the Quality Assurance Directorate to ensure the growth and development of excellence in research at Ndejje University.

The Support and encouragement from Top Management towards research and publication is our guarantee that the University has taken off towards great achievements in Master's Research. We shall succeed.

Rita Makumbi Oola (Dr.)  
Former Director,  
Graduate School  
Ndejje University

Ag. Director  
Graduate School  
Ndejje University

C. Charity Mwebesa

## **ACKNOWLEDGEMENT**

A word of thanks and great appreciation for all people who have contributed to the production of the Ndejje University Master's Research Guidelines, especially Top management for financial and moral support throughout the various activities. This proves commitment to improving the quality of student research at Ndejje University.

The reviews and revisions that led to the third edition were informed by observations and assessment of Master's student research since the production of the second edition in 2010. Feedback and suggestions from students on the previous Guidelines enriched the third edition. We are grateful to all former Master's students who kept supervisors and Deans of their faculty informed about the usefulness and challenges of the 2010 Guidelines.

The final draft of these Guidelines (2015) was vetted and adopted by Deans and Research Coordinators of all faculties as well as academic staff who teach and supervise Master's research. Their commitment and informed contributions added value to the 2010 Guidelines.

I am very grateful to all the people who have supported and contributed to the production of the Guidelines for Master's Research 2015.

Rebecca Mirembe Nyonyintono (Dr)  
Director, Research and Innovations  
Ndejje University

**FEAR OF GOD BRINGS KNOWLEDGE AND WISDOM.**

# TABLE OF CONTENTS

Page

<b>FOREWORD</b> .....	i
<b>ACKNOWLEDGEMENT</b> .....	ii
<b>LIST OF ILLUSTRATIONS</b> .....	v
<b>ABBREVIATIONS AND ACRONYMS</b> .....	vi
<b>PART ONE</b> .....	1
<b>1.0 BACKGROUND INFORMATION</b> .....	1
1.1 Brief Information on the Post Graduate Programme at Ndejje University.....	1
1.1.1 The School of Post Graduate Studies.....	2
1.1.2 Objectives of the School of Post Graduate Studies.....	2
1.1.2.1 General objective.....	2
1.1.2.2 Specific objectives.....	2
1.2 The Research Guidelines for the Master’s Degree.....	3
1.2.1 Applicability of the Master’s Research Guidelines.....	4
1.3 Brief Information About Ndejje University Research Policy.....	5
1.4 Teaching, Conducting Research and Supervising Master’s Degree Research.....	6
1.4.1 Requirement to publish before graduation.....	7
1.4.2 Teaching and supervision of Master’s degree research.....	7
1.5 The Concept Paper.....	8
1.6 The Research Proposal.....	8
1.7 The Dissertation.....	9
1.8 Monitoring of Progress and Adherence to Deadlines.....	9
1.8.1 Research agenda and milestones.....	9
1.9 Rule on Plagiarism.....	11
1.10 Accepted Academic Writing Style.....	11
1.11 Co-authorship of Supervised Research Output.....	12
<b>PART TWO</b> .....	13
<b>2.0 FORMAT OF THE CONCEPT PAPER AND RESEARCH PROPOSAL</b> .....	13
2.1 The Concept Paper.....	13
2.2 The Research Proposal.....	14
2.3 Preliminary Pages or Front Matter.....	16
2.4 Main Body of the Proposal.....	16

2.5	Appendix or Back Matter.....	16
<b>PART THREE.....</b>		<b>38</b>
3.0	<b>THE MASTER’S DEGREE DISSERTATION.....</b>	<b>38</b>
3.1	Format of the Dissertation.....	38
<b>PART FOUR.....</b>		<b>48</b>
4.0	<b>PROCEDURE AND PROCESS FOR MASTER’S DEGREE RESEARCH.....</b>	<b>48</b>
4.1	The Role of the Faculty.....	48
4.1.1	The Faculty Higher Degrees Committee.....	48
4.1.2	Examination of the Dissertation.....	49
4.1.3	The first supervisor.....	49
4.1.4	The second supervisor.....	50
4.2	The Role of the Graduate School.....	51
4.3	Presentation of the Dissertation and Graduation	
4.3.1	Introduction	
4.3.2	Examination of the dissertation.....	52
4.3.3	The Viva Voc’e.....	52
4.4	The Final Draft of the Dissertation.....	54
4.5	The Graduation List.....	54
<b>APPENDIX.....</b>		<b>55</b>
<b>APPENDIX 1: Sample Dissertation Supervision Form.....</b>		<b>56</b>
2: Sample Master’s Degree Examination Score Form.....		57

## **LIST OF ILLUSTRATIONS**

- Example 1: The Cover or Title page of a research proposal
- 2: General Introduction
  - 3: Example of a title
  - 4: Example of a concluding sentence to the statement of a problem
  - 5: General objective
  - 6: Introduction of a research method
  - 7: General research budget showing line item and cost
  - 8: Title page of a Masters' Dissertation
  - 9: Suggestions for further research

## **ABBREVIATIONS AND ACRONYMS**

SPGS	School of Post Graduate Studies
GS	Graduate School
NDU	Ndejje University
SP	Strategic Plan
ICT	Information Communication Technology
FHDC	Faculty Higher Degrees Committee
HDRCo	Higher Degree Research Coordinator
APA	American Psychological Association
IEEE	Institute of Electrical and Electronic Engineering

# PART ONE

## 1.0 BACKGROUND INFORMATION

Part one gives information on the policy to guide Master's research including teaching and supervision of research as well as the procedure for research, such as presentation, authorisation and defence of the concept paper, research proposal and dissertation. There is information on monitoring progress and adherence to stipulated deadlines as well as the rule on plagiarism. It covers academic writing style and co-authorship of supervised student research output.

The Graduate School, Directorate for Research and Innovations and Quality Assurance Directorate have prepared these guidelines to help all concerned to work as a team with a common purpose; namely successful completion of the requirement to write and defend an authentic, researched dissertation for the award of Ndejje University Master's degree.

The Guidelines are presented in four parts. Part one presents general background information to research at Ndejje University and the Master's research context. Part two gives detailed information on the format for preparing two key required research output for the Master's degree namely, the concept paper and research proposal. Part three gives information on the format of the dissertation. Part four has information on the process and procedure for Master's research, oral defence of the dissertation and authorisation to bind the final copy as well as clearance for graduation.

### 1.1. Brief Information on Post Graduate Programme at Ndejje University.

After thirteen years of offering undergraduate programmes and in response to the alumni and other stakeholders' requests, Ndejje University initiated the first postgraduate programmes in the faculties of Business Administration and Education in academic year 2004/2005.

### **1.1.1 The School of PostGraduate Studies.**

The School of Post Graduate Studies (SPGS) was established by the University Council on 28th September, 2004 to co-ordinate all postgraduate programmes in the University. Postgraduate programmes were managed at faculty level and coordinated by the SPGS. They were run by teams of full-time staff who constitute the majority and a few part-time staff where the need arose. The name of the school was changed to Graduate School in 2014 but the organisation, system and procedures for management of graduate studies have remained the same. Ndejje University has established partnership with several local and international universities for the purpose of enriching the quality of all areas of the full mandate of the University, including research.

The Graduate School (GS) is headed by a Director nominated by the University Senate and appointed by the University Council on contractual basis. The Director reports to the Board of the GS. The Board is charged with overseeing policy matters and decisions made by the GS. The Board reports to Senate.

### **1.1.2 Objectives of the Graduate School.**

They include:

#### **1.1.2.1 General objective:**

To manage and administer all matters related to postgraduate studies at Ndejje University.

#### **1.1.2.2 Specific objectives:**

They include the objective to:

1. Be the focal point for the various postgraduate programmes offered by the different departments, faculties, schools and institutes.
2. Give guidance to the organization, management and administration of postgraduate studies at NDU.

3. Review and update policy, regulations, procedures and practices governing postgraduate studies at NDU from time to time
4. Co-ordinate and ensure high standards and quality of research at NDU.
5. Spearhead the creation of linkages between NDU postgraduate studies, including research priorities, with national, regional and international research trends and priorities.
6. Coordinate capacity development for staff involved in teaching and research.
7. Undertake other relevant activities pertaining to postgraduate studies at NDU.

Cited from (School of Post Graduate Studies: Graduate Students' Orientation Book (2009: 12-13). The book is currently under review and revision. Students will be informed of the relevant changes that apply to research as soon as they become available. Otherwise they should adhere to the objectives as cited in these Guidelines.

The Graduate School organizes an orientation programme during the first semester for new graduate students every academic year to give them information on Ndejje University, focusing on the GS and the expectations and requirements for successful completion of the Master's degree at NDU.

## **1.2 The Research Guidelines for the Master's Degree.**

The guidelines have been developed to enhance mutual benefit between the student and staff by outlining the process of teaching and supervising research at Ndejje University. Before 2006, there was an open-ended approach to research at the University which often led to stress and delay, especially in research undertaken as part of the requirements for the award of the Master's degree. The School of Post Graduate Studies (SPGS), at the time, together with the Research

Coordinator formulated the first Graduate Research Guidelines in 2006. Uptake was slow and stress and delay continued. The Guidelines were revised in 2010 and since then there has been steady improvement in the quality of research by the students. Furthermore, the SPGS has since become the Graduate School (GS) and the Research Coordinator Desk has become the Directorate for Research and Innovations. The quality of research has continued to improve. The Directorate for Research and Innovations, the Quality Assurance Directorate and the Graduate School have prepared the third edition of the Master's Research Guidelines through a consultative process that involved all the academic faculties and departments with a view to streamline the research process and outcomes and encourage ownership and internalization of the same. The Guidelines should therefore act as:

1. A reference for the various activities in the Master's degree research process.
2. An agreement between the student and university on how to present the concept paper, research proposal, and dissertation.
3. A means to ease communication between the student and supervisor in the process of preparation and presentation of the research concept, proposal and dissertation.
4. A safeguard for all concerned by spelling out the requirements for successful preparation and completion of all activities in the process of research that leads to the dissertation as partial fulfilment of the requirements for the award of the relevant Master's degree.

### **1.2.1 Applicability of the Master's Research Guidelines**

All research concept papers, proposals and dissertations shall conform to the Ndejje University Master's Research Guidelines (2015) for the format of their presentation and oral defence of research output. These Guidelines shall apply to students admitted from the academic

year 2015/2016 onwards. Students admitted during the earlier years shall continue to use the Ndejje University Guidelines for Preparation of the Research Proposal and Dissertation: From the Proposal to the Graduation List. 2nd Edition (2010).

### **1.3 Brief information About Ndejje University Research Policy**

Ndejje University Research and Innovations Policy (2014) contributes towards and reinforces the vision, mission, core values and principles that form the foundation of the University as provided in the Ndejje University Charter ( 2009), the current Strategic Plan 2012/2017 and the various University policies and regulations. The principles governing research also conform to the requirement of other University policies, core value, guidelines and regulations. They include the principle of integrity, transparency, compliance, and responsible conduct of research.

Research and all scholarly and artistic work at the University, shall be carried out in adherence to stipulated ethical standards in the pursuit of creating, refining and extending knowledge and understanding. Stewardship of resources allocated and acquired for research and scholarly work will be transparent and compliant with the University and funding agency's policies, procedures and regulations.

The policy presents broad principles to guide the research enterprise and assure the integrity of scholarly inquiry at university, including the rights and responsibilities of researchers in the creation and dissemination of knowledge. Master's students should see their role and responsibility in conducting research and innovations within this broad University research and innovations ethical framework.

Furthermore, the Research Policy is geared towards the implementation of strategic objective 2 of the Ndejje University Strategic Plan 2012/2017(SP) as well as providing the broader policy framework for research at the University beyond the current SP. Strategic objective 2 of the SP covers Research and Innovation and is made up of five strategic objectives, namely;

1. Establish and operationalise a NDU research policy and agenda that will guide identification, conduct and publishing of research.
2. Mobilise and allocate adequate funding for research from local, regional and international sources
3. Improve linkages between NDU and the public and private sector so as to open avenues for research and innovation collaboration.
4. Increase dissemination of research findings locally and internationally
5. Build capacity of the faculty and students to generate research and innovation ideas (issues), conduct research, innovate, publicise and publish the findings.

**Note:** The full research policy is available in hard and soft copy and can be accessed through the libraries, faculty offices and the university website.

#### **1.4 Teaching, Conducting, and Supervising Master's Degree Research.**

Ndejje University offers academic and professional degrees with a view to producing academicians and professional with excellent research skills. Training and hands-on experience in research is the key to this goal. Teaching, learning and supervision of Master's research shall be governed by the following requirements:

1. Some faculties will require students to do a research proposal with field data collection and a written dissertation.
2. Some will have the option of offering an extended essay/library research and a written dissertation as part of the degree award requirements.
3. Some will require a project and dissertation as part of the requirements for the degree award.

The guidelines for the project option are presented as a separate document.

Departments/faculties shall clearly indicate the research requirements and options available to students in the first year of Master's study to enable new students make the right decision at the beginning of the Master's degree course. All first year graduate students who have a research option shall be required to have a copy of the Master's Research Guidelines and to use them for preparation of the concept paper, research proposal and dissertation. Concept papers, research proposals and dissertations that do not conform to these Guidelines shall be disqualified.

**Note:** There are separate sets of Guidelines for project and post graduate research proposals and students who are required to produce these outputs shall have the relevant set of guidelines for their option and be required to follow them.

Students pursuing Master's degrees shall have research methods and statistics background or do remedial courses, at their expense, to make up for lack of the required background, basic knowledge and skills in research methods and statistics. Departments/faculties shall have options for academic or professional Masters' degree that shall reflect the research and publication requirements for every option.

#### **1.4.1 Requirement to publish before graduation**

In the long-term, students pursuing Master's degree shall be required to publish, at least one academic article in a peer-reviewed journal as part of the requirements for the award of the degree. The Graduate School publishes the Ndejje University Journal and publication in this journal will be accepted as part of the requirement to publish before graduation. Publication of an article or proof of submission and acceptance of an article for publication shall be required in order to qualify for graduation with a master's degree.

#### **1.4.2 Teaching and supervision of Masters' Degree Research**

Lecturers who teach and supervise graduate research shall preferably

hold a PhD degree and have Post graduate research experience of, at least, one year. Graduate lecturers/supervisors with a Masters' degree shall have a strong Research Methods and Statistics background and a dissertation with grade B score at Master's level and an equally strong undergraduate level Research Methods and Statistics grade of 70% with proven research and publication since graduation.

There will be tiers of training, guidance and supervision for every student; namely the Department, Faculty and the Graduate School (GS). Details of the procedure and process of Master's research are in Part Four of these Guidelines.

### **1.5 The Concept Paper**

The concept paper is the first indication of the research area of interest. The concept paper shall be presented and defended before the Department/Faculty before it is presented to the Graduate School panel of experts. The Graduate School shall, then authorise the relevant Department/faculty to allocate the student a supervisor/supervisors for the rest of the research process.

### **1.6 The Research Proposal**

The student will work with the supervisor/s to prepare the research proposal. The relevant faculty will ensure that the proposal meets a high level of academic quality before authorising the student to proceed with field data collection. While some faculties will require students to do field research, others will require research projects, for example ICT and Engineering. Students who are required to do research projects should refer to the Guidelines for Master's Research Projects. The same requirements for high quality assurance will apply to the research proposal and research project. No student shall proceed to collect data without authorisation by the Faculty. The authorisation shall be in writing or by appending a supervisor's signature on the authorised copy of the research proposal. The student

shall be responsible for clearing the research with the National Council for Science and Technology before proceeding to the field to collect data.

## **1.7 The Dissertation**

The Department/Faculty and ensure that all registered students choose researchable topics that relate to the degree they are pursuing and are within the Ndejje University and national research agenda. There shall be a member of staff who is qualified and competent enough to supervise the student to the completion of the research. There will be committees to monitor and evaluate the quality of research at different levels. Faculties/Schools shall have active Higher Degrees Committees (FHDC) and Higher Degrees Research Coordinators (HDRCo) to ensure proper selection of topics, supervisors and all matters relating to student research in the Faculty/School.

## **1.8 Monitoring of Progress and Adherence to Deadlines**

The ratio of staff- to-student supervision for graduate research shall not exceed 5-7 new Master's students, groups, or projects per supervisor per academic year. Faculties shall be free to seek competent academic supervisors from other chartered universities to assist where there is need to do so. External supervisors shall be vetted and cleared by the Faculty and authorised by the Graduate School before they commence supervision of Ndejje University students. Allocation of new students for supervision shall take into consideration the number of continuing supervisees a supervisor already has. Faculties shall do all they can to help students complete research in the stipulated time. The Master's degree should be completed in two to four years after registering for the first year. The student is responsible for conducting and completing research in the stipulated time for the Master's degree.

### **1.8.1 Research agenda milestones and deadlines**

The student should gauge progress in research and towards

graduation along these milestones, among others:

February of the 1st year: Deadline for presenting and defending the concept paper.

30th June of the 1st year: Deadline for approval of the Research Proposal and clearance for data collection.

30th June of 2nd year : Deadline for submission of finished dissertation for external examination.

The research supervisor is responsible for guiding the student and monitoring progress. The supervisor and student shall plan the supervision schedule and should conduct the supervision process in a professional manner.

A Supervision record form shall be used for all supervision. See appendix 1. It shall indicate date of initial and consequent supervision meetings. The date when work is received by the supervisor and the date of the supervision meeting. The time allowed for the supervisor to mark the first submission of work and call a supervision meeting shall not exceed one month from the date of submission of the work by the student. Receipt of work for supervision should be dated and signed by the supervisor or secretary of the relevant Faculty/ Department office. Subsequent re-submission of corrections made by the students shall not exceed two months from the last date of supervision feed-back from the supervisor to the student. In other words, students should correct the work and re-submit it within two months. The supervisor shall correct the work and call a supervision meeting within one month. This is intended to ensure completion of research and submission of the dissertation within the stipulated time. Supervision shall take place at the University during normal work-hours, as much as possible, or in a public place as opposed to private home/residence or other private or non-academic settings. Ethical considerations shall guide all aspects of supervision, especially the conduct, safety, and security of the student's work.

## **1.9 Rule on Plagiarism**

Plagiarism shall disqualify the work submitted for the award of the Master's degree or any other award of Ndejje University and shall be punished according to Ndejje University Senate Rules and Regulations. Plagiarism includes but is not limited to copying other students/scholars'/people's work, from other institutions or NDU and presenting it as one's own work. Failure to acknowledge source of information or ideas, and wilful deceit in presenting assignments, research reports or other academic work. Students shall be required to present a soft copy of the dissertation to enable scanning for plagiarism. Ndejje University has zero-tolerance for plagiarism and students should be aware and observe this for all assignments and submissions for course work, examinations, concept papers, research proposals and the dissertation.

## **1.10 Accepted Academic Writing Style.**

The University shall accept standard academic writing styles for the academic disciplines offered at Ndejje University. For example, the American Psychological Association (APA) writing style, shall be the style for writing in the Humanities. Basic Sciences can use either APA or Chicago style but must inform Graduate School of the chosen style and be consistent for all students in the given faculty. Engineering shall use the Institute of Electrical and Electronic Engineers Referencing Style (IEEE) or other Engineering style variations. Faculties must inform the supervisors, external examiners and the Graduate School and Directorate for Research and Innovations of all accepted styles used by the Faculty. The list of accepted academic writing styles shall be updated as faculties submit and adopt other academic styles used by their disciplines.

### **1.11 Co-authorship of Supervised Research Output**

Students and supervisors shall be free to co-author and publish research findings together. Co-authorship and co-publication shall be governed by the Ndejje University Research and Innovations Policy (2014) provisions. Supervisors and students should familiarise themselves with the research policy especially with regard to who is the principal author and who is the co-author. The Research and Innovations Policy has been posted on the University website and there are hard copies in various outlets as pointed out earlier

## **PART TWO**

### **2.0 FORMAT OF THE CONCEPT PAPER AND RESEARCH PROPOSAL**

Part two provides information on the format for the concept paper and research proposal. The details of what goes into each of these major requirements are provided with some example of the key components.

#### **2.1 The Concept Paper**

All first year Master's students shall write and defend a concept paper. The general format of the concept paper is as follows, although faculties that require a project might have variations to this general format. Faculties will guide students on any variations. Students should read the general guidelines and the sections that refer to specific faculty requirements before preparing the concept paper.

The concept paper is a brief summary, capturing the key aspects of the research at a formative stage of the research process. All these components will be elaborated fully in the research proposal and even more in the dissertation.

The concept paper shall be brief and concise. The format is the Times New Roman font 12 and 1.5 spacing. It should be organised under these headings:

1. Title and sub-title(15-20 words)
2. Background to the Study (half a page)
3. Statement of the Problem (half a page)
4. General Objective (1-2 lines)
5. Specific Objectives (not more than 2 line for every specific objective)

6. Research Questions
7. Research Hypotheses (if applicable)
8. Justification of the Study (one paragraph)
9. Significance of the Study (half a page)
10. Conceptual Framework (diagram and narrative, one page)
11. Scope of the Study (subject, geographical, and time scope in 6 lines)
12. Brief Literature Review (5-10 citations, 2 pages)
13. Research Design (4 lines)
14. References ( 5-10 citations details)

**Note:** The concept paper should not be more than five (5) pages.

The concept paper, research proposal, and dissertation are stages in a process and therefore related. While the concept paper is a brief summary of the intended research, the proposal is the road-map and the dissertation is the finished product. The student must adopt the habit of editing all the work they submit to the supervisor, the Faculty and the Graduate School. Editing improves the quality of the student's work. All work shall be examined and awarded marks for quality of presentation. See appendix 2.

## **2.2 The Research Proposal.**

The purpose of preparing a research proposal, and of seeking authorization before actual field work, is to guide the student so that s/he does not attempt to do research pre-maturely. Poorly conceived research is expensive, frustrating and ends in failure. When a proposal is written properly it facilitates both research and writing of the dissertation thus ensuring successful completion of the academic requirements for awarding the Master's degree. The research proposal is written in future tense because it is a proposition of what one plans to do.

The proposal has a cover page, and three major units namely; i). preliminary pages or front matter, ii). Main body or text and iii). appendix/annexes or back matter. The title or cover page is presented on a new page and there is important information at the top, middle and bottom of that page as in example 1.

Example 1: The Cover or Title page of a research proposal.

TOP: TITLE OF THE RESEARCH (Upper case) and sub-title (capitalised). Both are centred.

IMMUNISATION AND QUALITY OF HEALTH OF CHILDREN  
UNDER FIVE:

The Case of under-fives in Wakiso District, Uganda.

MIDDLE Student's names.....  
Student's registration number .....  
Undergraduate qualifications .....

BOTTOM (centred)

A RESEARCH PROPOSAL SUBMITTED IN PARTIAL  
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD  
OF THE DEGREE OF MASTER'S OF (SCIENCE/ARTS ETC) IN  
(DISCIPLINE) OF NDEJJE UNIVERSITY.

Date of submission: Month, year.

**Note:** Students should make sure the wording and placement of the cover page is correct. The words TOP, MIDDLE, BOTTOM and Date of submission are omitted on the actual cover page. They just indicate position in this example.

**2.3 Title.** The title and sub-title appears on the cover page of the proposal. It should reflect the scope and content of the study in 20 words or less. It should be descriptive and concise. The title page is the first page of the proposal but it is not numbered. Numbering starts with the subsequent page which is numbered (ii).

#### **2.4 Preliminary Pages or Front Matter.**

Preliminary pages are numbered in lower case Roman numerals starting on page ii, because the title page which is page(i) is not numbered. They include the following in this order:

- i. Declaration
- ii. Approval for submission
- iii. Table of contents
- iv. List of tables,
- v. List of figures
- vi. List of illustrations (if applicable)
- vii. List of Acronyms and Abbreviations

Every one of these sub-sections starts on a new page, Every one of them should be given a full title.

#### **2.5 The Main Body of the Proposal.**

The different parts of the proposal are sections not chapters, they

include the GENERAL INTRODUCTION with various sub-headings, REVIEW OF LITERATURE and METHODOLOGY as indicated in the following presentation.

**Note:** The numbering of this section (Main body of the proposal) is based on the actual numbering and format of the Research Proposal and is therefore different from the numbering of other parts of these

## Guidelines.

### **SECTION ONE**

#### **1.0 GENERAL INTRODUCTION**

The general introduction presents the whole proposal as well as what is in section one of the proposal, namely:

- 1.1 Background to the Study
- 1.2 Statement of the Problem
- 1.3 Objectives of the Study
  - 1.3.1 General objectives
  - 1.3.2 Specific objectives
- 1.4 Research Questions and/or Hypothesis(es)
- 1.5 Scope of the Study
  - 1.5.1 Geographical scope
  - 1.5.2. Content scope
  - 1.5.3 Time scope
- 1.6 Justification of the Study
- 1.7 Significance of the Study
- 1.8 Theoretical Framework
- 1.9 Conceptual Framework/Other frameworks/models such as Empirical, Analytical,can be included.

## 1.10 Definition of Key Concepts

## **SECTION TWO**

### **2.0 REVIEW OF LITERATURE.**

#### 2.1 Introduction to Review of Literature

#### 2.2 Literature Survey

#### 2.3 Theoretical Review

#### 2.4 Review of Specific Literature (according to specific objectives)

#### 2.5 Summary of Review of Literature (highlights for each specific objective, gaps, the gap justifying the study proposed).

## **SECTION THREE**

### **3.0 METHODOLOGY**

#### 3.1 Introduction

#### 3.2 Research Design

#### 3.3 Study Area and Population

#### 3.4 Study Sample

##### 3.4.1 Sampling design

##### 3.4.2 Sampling procedure

##### 3.4.3 Sample size

#### 3.5 Data Collection

##### 3.5.1 Data collection sources

##### 3.5.2 Data collection methods and instruments

- 3.5.3 Data quality control
- 3.5.4 Data collection procedure
- 3.6 Data Processing and Analysis
  - 3.6.1 Data processing
  - 3.6.2 Data analysis and presentation
- 3.7 Ethical Considerations
- 3.8 Limitations of the Study and Counteraction Measures

## **REFERENCES**

### **APPENDIX**

- APPENDIX 1: Research plan
  - 2: Research Budget
  - 3: Research Instruments
  - 4:

### **Details of the Sections and Sub-sections**

The presentation here shows the actual format and numbering of the sections and sub-sections of the proposal at Ndejje University. The Graduate School is aware that there are variations on this format and that is why an agreed format has been formulated and circulated to introduce coherence and a common standard to use to evaluate proposals presented for award of Ndejje University Master’s Degree.

### **1.0 GENERAL INTRODUCTION [Upper case]**

The general introduction does not preclude introduction of each

section. The general introduction highlights what is in the whole proposal first, and then goes on to introduce what is in section one of the proposal.

### **Example 2: General Introduction**

**This section introduces the research proposal in brief. The proposal is in three sections that cover a general introduction in section one, literature review in section two and methodology in section three. Section one section presents the background to the research problem and the statement of the problem as**

**well as the study objectives. It includes sub-sections describing the hypotheses to be tested, a statement on the significance and scope of the study, a description of the conceptual framework, and definition of key concepts.**

#### 1.1 Background to the Study. [capitalised]

Background to the study presents the rationale, providing evidence and conditions of the existing situation to make the reader feel the urgency of the problem and the need to investigate it in order to suggest or contribute research findings that can be useful in finding a solution. The background may be funnel- shaped in the sense that it locates the study within the boarder global context, and narrows it to the regional, national and finally local context. It should capture all variables under study. All sources of information cited should be acknowledged and documented properly.

#### **Statement of the Problem. [capitalised]**

The statement of the problem does the following:

1. Focuses on what the student perceives as the problem that warrants further research,
2. The nature of the problem and its known dimensions or estimated magnitude.

3. The student indicates the gaps in knowledge that justify undertaking further research.
4. A statement of what s/he is going to do in the proposed

research. The concluding sentence of the research problem should be clear and precise. The final sentence should reflect what the title of the study says the research is about.

**Example 3: Example of a title: Investigating the Relationship Between Immunisation and the Level of Health of Children Under Five Years of Age: The case of Luwero District.**

**Example 4: Example of a concluding sentence to the**

**statement of a problem: The study will investigate the relationship between immunisation and the level of health of children under five years of age in Luwero District.**

The statement of the problem is a very important part of any research. It sets the limit of what the student wants to do. It is from this statement that one derives objectives, hypothesis and or the research questions and thus the research design. It is from this statement that one gets the scope and significance of the research. The problem must be in a researchable area.

The statement of the problem should be  $\frac{3}{4}$  of a page to one page.

### **1.3 Objectives of the Study. [capitalised]**

The objectives include the general objective and specific objectives as follows:

#### **1.3.1 General objective of the study.**

A general objective is the overall goal of the research. It is derived from the topic and statement of the problem. Specific objectives of the study are derived from the general objective.

**Example 5: General Objective.**

**The general objective of the study is to find out the relationship between immunisation and the level of health of children under five years of age.**

### **1.3.2 Specific objectives**

The specific objectives arise directly from general objective of the study. They break down the general objective into relationships to be investigated for each variable. The key concepts of the study e.g immunisation, health, and under age five, should be operationalised to identify their components. The student then chooses the variables and relationships to investigate. Each variable and its relationship to another can form a specific objective of the study. The actual number of specific objectives is influenced by the nature of relationships the student is interested in investigating. The number of specific objectives will influence the volume of the literature review and data to be collected so one should limit the number of specific objectives to be investigated in relation to the time, finances and volume of data one can handle properly within those limitations. It is assumed that the findings of the study will lead to recommendations so there is no need for a specific objective about recommendations. Specific objectives are stated in short practical sentences and numbered in Arabic numerals. They should be SMART i.e. Specific, Measurable (for quantitative research), Achievable, Realistic and Time-bound.

### **1.4 Research Questions. (capitalised)**

It is not always necessary to turn specific objectives into research questions, in fact it is tedious. Research questions are usually used in exploratory studies because the researcher is not so familiar with the research area and cannot therefore pre-determine what relationships to examine or investigate. However, research questions help to focus

students on what it is they are investigating that is why specific objectives are sometimes turned into research questions.

### **1.5 Research Hypothesis (if applicable)**

Stating a hypothesis presumes a research method where the researcher will control the variables in order to attribute cause and effect. It presupposes a pre-post research design or statistical analysis that delineates a null and alternate hypothesis to be tested. The student tests hypotheses in a study where the variable can be controlled i.e. where the researcher can manipulate the independent variable in a controlled experiment or set-up and observe the effect on the dependent variable. Another situation where hypotheses can be tested is when the independent and dependent variable are known to vary together in a systematic manner; i.e. where the change in one variable is correlated to change in another variable. There should be no intervening variable that can cause the variations or there should be a provision for determining the contribution of the intervening variable or a statistical measure of the margin of error. Other situations call for examining, observing, investigating etc. the relationship between independent and dependent variables.

There are other types of hypotheses but for the Master's degree testing the null and alternative hypothesis is sufficient.

The decision to use objectives and questions, objectives alone or test a hypothesis will dictate the choice of research design and method and the type of findings and how they are analysed and reported.

### **1.6 Scope of the Study. (capitalised)**

The student must show the depth of investigation by indicating the content and geographical area as well as time scope of the study. One should also indicate how long data collection is expected to take.

1.6.1 Geographical Scope – is the location or study area

1.6.2 Content Scope – the variables to be investigated in

the study e.g. from the theoretical/analytical model and or conceptual framework.

- 1.6.3 Time scope – period to be covered/collect data from (e.g. 2001 -2010) and the period during which the study is to be carried out e.g. between June and July 2015.

### **1.7 Justification of the study (capitalised)**

The reason and rationale for wanting to carry out the proposed research should be spelled out in this sub-section. Is it an existing gap in knowledge, a novel idea that must be tested, or a problem that cannot be addressed without empirical evidence?The sub-section explains why one needs to do that particular research.

### **1.8 Significance of the Study. (capitalised)**

The student is expected to show the academic and practical relevance of his/her study. S/he should state who is likely to benefit from the findings of the study and how they will benefit. Usually there are several stakeholders for any study or research. For example, the institution, agency or target group where the data is collected from should benefit from the findings. The student should indicate clearly how the institution would benefit from what the study will reveal. Other agencies/institutions in related areas of the research topic should also benefit. The student should show how each stakeholder or institution mentioned would benefit from the findings of the study. The student should also spell out the ways in which her/his study would add to existing stock of academic knowledge. Remember that a study does not solve problems, it provides information that can be used to solve a problem. A project, however, might be designed to test a method or provide a solution.

### **1.9 Research Framework/Models. (capitalised)**

A research study should have a framework to guide the thought process and communicate the same to the reader. There are several types of frameworks that can be adopted depending on the type and

level of analysis in a given study. Most studies require a conceptual and theoretical framework. The student may also include an analytical framework and empirical framework or model depending on the type of research design adopted.

### **1.9.1 Conceptual framework**

A conceptual framework is used to illustrate relationship between independent and dependent variables. This implies that there are studies that will not require a conceptual framework but an analytical or other framework or model instead, depending on the nature of the study.

The conceptual framework is a scheme of key research variables and the postulated relationships between them. The topic and statement of the problem centre around some key concepts and the variables in those concepts, for example, immunisation, quality of health and under five years of age. These three key concepts can be broken down to the component variables within each of them and the relationship between the variables in the independent and dependent variables in each concept.

The value of the conceptual framework is to help the student to do a number of things through a diagram or illustration and accompanying narrative. The conceptual framework should have a relevant title. The title is numbered as a diagram or figure and placed under the diagram/illustration in APA style. Students of Engineering or using other agreed styles should be careful to note where the title of the conceptual framework is placed and ensure it is placed there. The conceptual framework should enable the student to:

1. Analyse the key concepts of the study to derive specific variables and how they relate to one another in the stated problem of the proposed study. Every specific objective should be analysed to identify the variables in it and how they relate to one another.
2. Each variable is operationalised or given its empirical equivalent.

3. The tentative relationship between specific variables to be studied is stated.
4. The student outlines the nature of relationship between the variables of the study in a diagrammatic form.
5. The empirical equivalents of the variables give indication of the data that must be collected to explain the variables

The diagram or illustration should be followed by brief narrative to explain what is presented.

### **1.9.2 Theoretical framework**

A theoretical framework is a collection of intellectual concepts, a theory but not necessarily so well worked-out. A theoretical framework guides research in determining what things should be measured and what statistical relationships to look for (Glesson, 1999). Theory guides every aspect of research from formulation of research question through operationalisation and discussion. A theoretical framework is not a stand-alone, copy and paste operation. A theory is selected on the basis of how best it can explain the relationships among the variables. There should be a connection between theoretical framework, conceptual framework, operationalisation of the variables and instrument for collecting data. Having a theory helps to identify the limits to the generalisations made from the key concepts of the study. A theoretical framework specifies which key variables influence a phenomenon of interest. It alerts the student to examine how those key variables might differ in varied populations. (Basic Research General Concepts... <http://www.Ssoar.info/ssoar/handle/document/19566>. Visited 15th July, 2015).

### **1.9.3 Analytical framework**

In Psychology, an analytical framework is an intellectual tool which is created in order to help a researcher to collect, sort, prioritise and interpret a variety of existing data and information about the subject or context that has been analysed. The purpose of an analytical framework is to give the study an analytic and disciplined methodology allowing

a systematic evaluation of data and thus enable the researcher to identify the main data needed to come to a conclusion. [http://www.answers.com/Q/What\\_is\\_analytical\\_framework](http://www.answers.com/Q/What_is_analytical_framework) visited 15 July, 2015.

### **1.10 Definition of Key Concepts/Terms. (capitalised)**

The key concepts in the research topic and objectives must be given operational definitions. The student should review literature on every key concept, evaluate the definitions and discussions and select the meaning that best defines the concept in the context of the study s/he proposes to do. The final sentence of the definition of the concept should state “In this study, xxx will mean (put the operational definition selected)”. The student does not make up these definitions but rather reviews literature to relate their own understanding of the concept to its professional use by other scholars in the discipline of the students study.

## **SECTION TWO**

### **2.0 LITERATURE REVIEW (upper case)**

This section deals with a discussion of existing literature on the subject with the objective of reviewing contributions made by earlier scholars, weaknesses and gaps in existing knowledge and lessons learnt. Citation should be included in the text, indicating author and year of publication in accordance with the approved style for presenting the dissertation. The student should check with his/her Faculty Guidelines and learn and use the style the Faculty/Department/School has adopted.

Literature review starts with the broad perspective and narrows down to specific literature. The student is advised to include recent literature (not older than 5 years) as well as sources that date back more than five years, e.g. theories, models and historical review. The sub-section on theoretical review shall require a mixture of original theory critique over time and new reviews. In any case, a mixture of

old and current literature is required.

## **2.1 Introduction to Literature Review (captlised)**

The introduction tells the reader how the chapter is arranged and how the review is organised. The rationale of the study, the sources of literature and the procedure of literature review should be stated and briefly discussed in the introduction of the section. The purpose of academic research, among others, is to contribute to the body of existing knowledge. The student should show what relevant existing knowledge relates to what s/he wants to do research on. One should seek literature that lends support to the line of argument of the study. The literature review section shall include a general survey of literature, theoretical review and review of related literature.

Literature review should reflect the objectives of the study, hypothesis/research questions and method. The student should seek literature on the key variables and stated tentative relationship between the independent and dependent variables (if used) e.g. advertising and volume of sales. As the student reviews literature, s/he should answer the questions: what has been researched upon about my topic? Where? On what products/population/etc.? What was found out? What support or otherwise do the findings lend to the argument for my research? Furthermore, the student should assess the findings of other studies to show how they support one's argument and the gaps in existing knowledge as far as the proposed research is concerned i.e. state in what ways the proposed research differs from what has been done, so far, and why yet another study should be undertaken.

Literature review should be a logical flow of argument. The student should not over quote. Any quotes should be limited to the necessary area of investigation and should be documented fully by (author's surname and date of publication e. g. (Simons, 1996). Direct quotes should have a page indicated (Simons, 1996:12) and be indented in the text. A quotation that is too long (more than three lines in font 12) can be summarized and the author cited as in (Simons, 1996).

## **2.2 Literature Survey (capitalise)**

Examines the global literature that relates to the objectives of the study. The funnel approach is usually the best, that is starting with international citations, coming down to regional (Africa, East Africa) and then national (Uganda) citations. This should not be merely “cut and paste” or just citation without intelligent discussion and integration in the argument of the study. Remember the purpose of literature survey is to give the current study an academic context.

## **2.3 Theoretical Review (capitalise)**

This will be the review of literature on the theory or theories, which the student will have identified as being the guiding principle of the study. How the theories will be used in the study has to be highlighted. By definition, a theory is a set of concepts and therefore some of the concepts in the conceptual framework may be identified from these theories. The student should relate theoretical review with preparation of the theoretical framework that will guide the proposed study and the final outcome.

## **2.4 Review of Specific Literature (capitalise)**

This should be done specific-objective by specific-objective. Each objective is given a theme that should reflect both variables of the study and a review of appropriate literature. The student will decide on sub-headings in accordance with every specific research objective.

## **2.5 Summary of the Literature Review**

The student should highlight the main argument and key points from the literature in relation to the argument of the proposed study. The gaps that have been identified in the literature have to be highlighted. The student should then use the identified gaps to justify the need for her/his proposed study.

## SECTION THREE

### 3.0 METHODOLOGY

The different aspects of methodology for the study are described in the section on methodology.

#### 3.1 Introduction

It tells the reader what is contained in the methodology section and how it is arranged. It gives the rationale of the section and how the student is going to go about collecting and analysing the data. The methodology section includes the following:

#### 3.2 Research Design

The student should indicate the approach proposed whether qualitative or quantitative or a combination of both. Within each approach the methods to be used should be identified.

The choice of research method e.g. descriptive, a case study, cross-sectional survey, experimental or quasi-experimental design, and so on, should be spelt out. The choice of a particular design must be justified. The type of data to be handled by each method should be stated and justified. Sources of justification for the methods chosen must be acknowledged and cited properly i.e. other scholars who discuss the strengths and weaknesses of a given research method.

#### **Example 6: Introduction of a research method.**

**A cross section survey method will be used to collect data from parents of under-fives. This method is appropriate because the study requires data from a cross-section of the parents of the children. A large volume of data will be collected using a face-to-face interview instrument within a short time. Include a citation or two on justification of use of the selected method, in this case, the cross section survey.**

### **3.3 Study Area and Population**

The study area is the geographical area where the study is done. It is described including any aspects of the area that may enhance or hinder the study objectives. The study population is the total number the eligible respondents in the area of study. Eligible in the sense that they have the required characteristics for the study general and specific objectives and are therefore suitable data sources.

### **3.4 Study Sample**

This sub-section describes the type of respondents who will be selected from the study population to represent others. Those selected must represent the population, they must have all the relevant characteristics of the population. A study sample is used because it is not necessary to study everybody in the population. Beyond a certain representative number of respondents from the population, the researcher does not get any new responses, so the extra number of respondents adds nothing new. The important thing is to select the right respondents in a representative and sufficient number.

#### **3.4.1 Sampling design**

A description of the sampling plan that will be used, the techniques under that plan, and how they will be used. The formula that will be used to select respondents.

#### **3.4.2 Sample frame and sample size**

Gives the parameters of the sources for the study sample. It also includes a description of the sampling frame which the student will use to select the actual representative respondents. A description of the actual number of the respondents to be involved in the study and how they will be calculated then selected has to be included. The student should provide justification for the number chosen. It is necessary to cite relevant authors for the choice of sampling frame. The student should ensure that the sample size chosen is representative enough of the entire population and adequate for the type of data analysis proposed.

### **3.4.3 Sampling Procedure**

This sub-section describes in detail the process that will be used to select the sample.

## **3.5 Data collection**

The student describes how the data for the study will be obtained.

### **3.5.1 Data collection sources**

The student should explain which primary and secondary data sources will be used and how each source adds value to data that is required for the study.

### **3.5.2 Data collection methods and instruments**

This includes the specific techniques to be used in the collection of data. Methods could include face-to-face interview, key informants interview, focus group discussion. Instruments could include questionnaire, observation check-list among others. The method and instruments chosen should be fully described, indicating how every one of them will be used, the type of data that will be collected using that method and instrument and why. Both methods and instruments should be described and justified.

### **3.5.3 Data collection procedure**

The student describes the steps that will be taken to ensure good quality data. A data collection plan with dummy tables of sample composition appended can help to ensure that all data that is needed is actually collected in the right amount.

### **3.5.4 Data Quality Control**

Data quality control starts with ascertaining the validity and reliability of the data collection instruments but also includes assuring that the data collected is accurate and authentic to the respondents. The student should show how the data collection instruments will be assessed for validity and reliability. Pre-testing or piloting is important but should be accompanied by other robust tests for validity and reliability. The student should show how bias and inaccuracies in data collection will be detected, controlled and avoided.

### **3.6 Data Processing and Analysis.**

The methods and processes to be used to organize, analyse, and interpret the data collected should be described fully. It is not enough to state that a package will be used, EPI Info, SPSS etc. There are many data analysis techniques in each package. The student chooses the appropriate technique for data analysis depending on the type of analysis that is dictated by the study objectives and the data required to meet those objectives. He/She should state the technique and how and why it will be used to analyse the data in his/her study.

#### **3.6.1 Data Processing**

This entails organizing the data into manageable sizes for example editing, coding, tabulating and classification, among others. The student should be in charge of this process by knowing what s/he wants to get out of the data. S/he should make sure the data is cleaned before it is analysed. The student should know the statistical analysis that need to be done and why and go ahead to prepare the data properly in order to ensure that meaningful statistics or any other type of information required from the data is obtained and explained.

#### **3.6.2 Data Analysis and presentation**

Data analysis involves transforming the data into meaningful information. It may involve the use of different statistical packages and procedures of data analysis. The output of the statistical analysis, whether descriptive or inferential analysis, must be interpreted as part of presentation of the findings. The student should know what type of analysis should be done, what statistics, or descriptions will be yielded, how they will be interpreted and presented.

In case of qualitative data, the student should indicate the qualitative data analysis and presentation to be used, what information will be derived from the analysis and how it will be presented.

### **3.7 Ethical Consideration**

The student should indicate a clear understanding of the ethical issues of the study and how they will be handled to counteract their negative effect on the outcome of the study. A study topic or methods used to collect data, the type of respondents, and the like, have within them ethical issues that a student should be aware of. This calls for a deeper understanding of the research problem in order to be able to identify the ethical issue in it. Once identified, it is the responsibility of the student to cater for them i.e know how to address them and how to offset their effect on the quality of data collected and consequently the effect on quality of the whole research undertaking. The student should also indicate how s/he will obtain clearance for the study and consent from the respondents/participants in the study.

### **3.8 Limitations of the Study and Counteracting Measures**

The student should highlights issues and problems that are likely to hinder progress of her/his study and affect the quality of the data as well as ways of overcoming them. These problems might be caused by method, location, situation, languages etc. They should be understood and counteracted in order to avoid their negative effect on the quality of the research and dissertation.

### **REFERENCES:**

References come at the end of the main body. The list starts on a fresh page. The sub-section is not numbered in the way other sections and subsections are numbered. The title “REFERENCES” is in capital letters. All citations made in the text must appear in the reference list. All references must be written using the agreed style and format of the faculty under which the degree is awarded.

A reference sub-section is different from a bibliography. References include only citations that have been used in the document. A bibliography, on the other hand, includes all sources one reads

whether they appear in the document or not. References are what is required for the proposal and dissertation in this case.

## **APPENDIX/ANNEX**

Appendices start on a fresh page. Each piece of appendix is numbered and given a proper title.

The full word appendix/annex is written once for appendix/annex 1: and thereafter the next number and title are listed. The word appendix should not appear on research instruments that are to be sent out to respondents for data collection. The content of the appendix/annex is the back matter of the proposal.

Appendix 1: Work Plan

2: Research Budget

### **Work plan**

This is the schedule or time table of activities and the period in which the research is to be conducted. It could be presented in a tabular or graphical form indicating activity, duration, and dates. It should be put in the appendix as an end note

### **Research Budget**

A budget for conducting the study should be included at the end of the proposal. While the University does not fund student research directly, it is important to learn the skill of budgeting for the study. The budget consists of research-activities as line items and the estimated or actual cost of each line item. Example 7 gives a general budget without itemising the detailed costs within each broad line item. The budget should be presented as an appendix

Example 7: General research budget showing line items and cost.

<b>Item</b>	<b>Quantity</b>	<b>Unit Cost</b>	<b>Total Cost</b>
Subsistence Allowance	2 RAs x 10 days	10,000/= per day	200,000/=
Travel (Vehicle Hire)	1 vehicle	500,000/= per day x 11 days	5,500,000/=
Data Analysis (use of analytical computer software e.g. SPSS)			
Secretarial Services (Processing the research instruments and reports)			
<b>TOTAL</b>			

RA: Research Assistants

**Note:** Having followed the guidelines and produced a research proposal, the student can now seek endorsement by the supervisor, and approval by the Faculty Higher Degrees Research Committee before embarking on the clearance for field data collection from the National Council for Science and Technology.

### **PART THREE**

### **3.0 THE MASTER’S DEGREE DISSERTATION**

This section gives details of how a student should proceed to prepare the dissertation and submit it for examination.

The dissertation should be written in good English and in the approved writing style for the discipline of the Master’s degree pursued. Students must make sure their work is thoroughly edited before submitting it to the supervisor, department, Faculty and Graduate School respectively. In other words, the student should edit the dissertation every time s/he gets feedback from the supervisor and finally the external examiner and Viva Voce panel.

The dissertation is written in past tense because it is a report of what has already been done. The sections of the dissertation are chapters. The first three chapters are similar to the three sections of the research proposal but they report what was done instead of what is proposed. They provide more detailed information of the research as it was carried out by the student. The following is the format of the dissertation.

#### **3.1 Format of the Dissertation**

The format of the dissertation is similar to that of the research proposal for the first three sections of the proposal. However, while the proposal has sections the dissertation has chapters. Furthermore the dissertation gives a report of the implementation of what was proposed so the two are closely inter-related. The student should therefore refer to the explanations in the proposal for what goes into the first three chapters of the dissertation. This part of the Guidelines will describe in detail only parts of the format which have not been described already.

**Note:** A student who wants to make major changes from the proposal should seek permission to do so from the Faculty Dean. The Faculty Dean should officially write to the Graduate School informing the Director of Graduate School of the changes that have been made. The Director should keep a record of the change because the dissertation and proposal must relate or where changes have been made, they

must be highlighted for the record.

The dissertation report is in the form of a book. It goes through a number of revisions before the final draft which is authorised to enable graduation and for depositing in the Graduate School Library. It should be arranged as follows:

Preliminary pages. (front matter), which includes the following:

They are presented in upper case letters and centred.

1. Title Page or cover page
2. Declaration and authorisation
3. Dedication
4. Acknowledgment
5. Table of Content
6. List of Tables
7. List of illustrations/figures
8. Abbreviations and Acronyms
9. Abstract

### **Title Page or Cover Page**

The title is in upper case letters but the sub-title should be capitalised. The full names of the student and qualifications already attained and the awarding universities/institutions should appear in the middle of the title page. A statement that “a dissertation submitted in partial fulfilment of the requirements for the award of the degree of Master of (Science/Arts ...) in (Discipline) of Ndejje University “. The month and year of submission should appear at the bottom of the title page. See example 8.

Note: Title page is not numbered; from declaration to the abstract page numbering is done using Roman numerals (ii, iii). The style of presentation of the dissertation should follow the approved style for

the disciplines under which the degree is pursued.

Example 8: Title page of a Master's Dissertation

Top of the page: Title and sub-title. (Upper case and Capitalised and centred)

ADVERTISING AND VOLUME OF SALES:  
The Case of Madhvani Sugar Company.

Middle of the page: STUDENT'S  
NAMES.....  
REGISTRATION  
NUMBER.....  
UNDERGRADUATE QUALIFICATIONS.....

BOTTOM OF THE PAGE: (CENTERED)

A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE AWARD OF THE  
DEGREE OF MASTER OF (SCIENCE/ARTS) IN (DISCIPLINE)  
OF NDEJJE UNIVERSITY.

Date of submission: Month, Year

**Note:** Date of submission of the finished copy is after the VIVAs, and revision. It is the date of authorisation to bind final copy.

## **Declaration and authorisation**

This is a pronouncement by the student that his/her study is original and has not been published and/or submitted for any other degree award to any other university or any other institution before. The student must sign it. The declaration must also state that the dissertation has been submitted for examination with the approval of the supervisor(s) and carry the signatures and date of signing of both the supervisor and the student. A dissertation that is not signed by the supervisor shall not be accepted for examination by the external examiner or Viva Voce' panel.

## **Dedication**

The candidate may wish to dedicate his/her work to a specific person or a number of people respectively to recognise the contribution they have made towards the success of the research and dissertation. It is good practice to acknowledge God as the power that enables one to achieve success.

The dedication should not exceed [20 words].

## **Acknowledgement**

The acknowledgement entails recognition of the supervisors, mentors, colleagues, individuals, sponsors and institutions, which supported the research.

The acknowledgement should not exceed [30 words]. Students are advised to use the computer word-counter to ensure they do not exceed the word limit.

## **Table of Content**

This is a list of all the content of the dissertation. It shows the headings, sub-headings, and page number of the front matter in Roman numerals and the main body and end notes in Arabic numerals. Chapters, headings and sub-headings must be listed in proper style. Careful use of capital letters, lower case letters and alignment of headings and sub-headings, according to the style of presentation of

the dissertation, must be observed.

### **List of Abbreviations and Acronyms**

**Note:** An abbreviation and acronym are both shortened versions of something else. Both can be represented as a series of letters. Some abbreviations are acronyms but others are not. For example K'LA is an abbreviation for Kampala. The abbreviation stands for a word that carries the same meaning. The acronym Jan for January or any month can be used in a table for instance to enable the student to fit the whole year's months in a table, but Jan does not carry the same meaning beyond the use adopted for the table. Some dissertations will only have acronyms but others will carry both acronyms and abbreviations.

The student should make a complete list of all abbreviations and acronyms used in the dissertation. Normally only abbreviations and acronyms other than those commonly used such as i.e., e.g., et al., etc., are listed. The common ones are not listed. The list must be presented in internationally standardised abbreviations and any others abbreviations and acronyms indicated in the body of the dissertation.

### **Abstract**

An abstract should carry only essential information in a brief, succinct single paragraph. In APA style, for example, an abstract should summarise the objectives, methods, results and conclusion of the study in 150 to 250 words. The abstract can have headings e.g. objectives, methods etc or flow without headings. It is presented in New Roman font size 12 and 1.5 spacing. It is in bold letters.

The abstract should be objective, precise and easy to read. Although the abstract appears at the beginning of the dissertation, it is actually the last part of the dissertation to be written because it is a summary of the key information about the dissertation.

### **The Main Body of the Dissertation.**

The pages of the text are numbered in Arabic numerals starting with

the introduction as page 1. The sections of the text are chapters and include the following:

**CHAPTER ONE**  
GENERAL INTRODUCTION

**CHAPTER TWO**  
LITERATURE REVIEW

**CHAPTER THREE**  
METHODOLOGY

**CHAPTER FOUR**  
FINDINGS AND INTERPRETATION OF THE FINDINGS.

**CHAPTER FIVE**  
SUMMARY AND DISCUSSION OF THE FINDINGS

**CHAPTER SIX**  
CONCLUSION AND RECOMMENDATIONS

**Note:** Some Faculties may advise their students to present the findings differently for example, to present the findings from each specific objective as a chapter in which case, the presentation will be:

**CHAPTER FOUR**  
FINDINGS AND INTERPRETATION OF OBJECTIVE ONE

(Using the actual wording of the objective)

## **CHAPTER FIVE**

### **FINDINGS AND INTERPRETATION OF OBJECTIVE TWO**

## **CHAPTER SIX**

### **FINDINGS AND INTERPRETATION OF OBJECTIVE THREE (and so on).**

## **CHAPTER SEVEN**

### **SUMMARY AND DISCUSSION OF FINDINGS**

**Note:** Chapters one to three will have been presented in short form, in the research proposal. They are expanded and change in tense from what is proposed (future tense) to what was done (past tense). The student now reports what was done, including the changes and modifications made in the original proposed procedure and process. One should avoid copying and pasting the proposal without editing and adding information of what happened during actual research.

## **CHAPTER FOUR**

### **PRESENTATION AND DISCUSSION OF STUDY FINDINGS**

The findings of the study should be presented in a logical systematic form. They should reflect what was discovered in relation to the specific objectives and/or hypothesis of the study.

**Note:** The purpose of research is not to prove that your ideas are right but to show what exists in the field in relation to the relationship between the variables that one sets out to investigate or the specific

objectives one sets or questions one sought to answer or the hypothesis one set out to test. Significant findings confirm the hypothesis, while non-significant findings confirm the alternate hypothesis, in the case where one sets out to test a null hypothesis. Both confirmation and non-confirmation of ones ideas are true and worthy findings of the study and should be reported as such. The findings should be reported and discussed in detail.

## **CHAPTER FIVE**

### **SUMMARY AND DISCUSSION**

The student must summarize the findings briefly, and discuss the implications of the findings. The discussion must put the findings in the context of what the student proposed to do and what the findings have revealed.

## **CHAPTER SIX**

### **CONCLUSION AND RECOMMENDATIONS.**

Recommendations should be drawn from the findings of the study and relate the findings to the research objectives, significance of the study and conclusion and the way forward. The recommendations should be targeted in as much as possible. If the student is suggesting that the findings indicate need for action to be taken, s/he should indicate who s/he thinks should be responsible for taking that action. The student could also make a few suggestions for further research. Recommendations for further research should reflect the new aspects or insights gained in the process of conducting the present research.

**Example 9: Suggestions for further research.**

**They are some key issues that were identified but clearly fall outside the scope of the study that was proposed for the dissertation. There**

is need for further research to address, 1,2,3... The reason for recommending further research for each suggested area should be indicated.

## **REFERENCES**

All written material cited in the study must be referenced either

chronologically or alphabetically according to the names of the author starting with the surname. Every academic writing style has guidelines on how to present references. The student should follow the relevant style.

## **APPENDICES**

All details that explain key aspects of the dissertation, e.g. research tools, maps, procedural matters, clearance letters etc. should be appended in the dissertation. Each item should be clearly numbered and titled e.g.

- Appendix 1: Research Work Plan
- 2: Budget for the Research
- 3: Questionnaire for Household Respondents.

## **PART FOUR**

### **4.0 PROCEDURE AND PROCESS FOR MASTER'S**

## **DEGREE RESEARCH.**

Ndejje University has streamlined the process of research, preparation and submission of the dissertation for final examination and awarding of the degree. There will be tiers of training, guidance and supervision for every student at Department/Faculty level and the Graduate School.

### **4.1 The Role of the Faculty.**

The Faculty shall ensure that all registered students choose researchable topics within the University and national research agenda and that there is a member of staff who is qualified enough to supervise the students to the end of the research process.

Supervisors should hold a master's Degree or above in the subject matter or other relevant area of the chosen research topic.

#### **4.1.1 The Faculty Higher Degrees Committee**

The FHDC shall be selected from academic staff who teach and supervise graduate students. Its role shall include, among others:

- i. Vetting all graduate students research concepts, proposals and dissertations for quality of content and presentation.
- ii. The FHDC shall review and discuss every concept paper, proposal and dissertation and keep minutes of its comments and decision regarding every one of these documents for every graduate student. The FHDC can have sub-committees to carry out its work.
- iii. In case of the need to re-submit any of these documents, the FHDC should detail the corrections to be made. The first supervisor should ensure that all corrections are done before allowing the student to re-submit the proposal to the FHDC.
- iv. The FHDC shall assign research supervisors for every student.
- v. In case of contradictions between what the first and second supervisor ask the student to do, the FHDC shall make the final

decision on what the student should follow.

#### **4.1.2 Examination of the Dissertation.**

- i. The FHDC will identify suitable second supervisor and external examiners for each dissertation and submit these names and CV to the Graduate School for approval.
- ii. The FHDC will liaise with the GS to arrange the Viva Voce for every student, on successful completion of the research and dissertation.
- iii. The FHDC will recommend award of degree on satisfaction that all corrections suggested by the external examiner and the Viva Voce panel have been done.
- iv. The Viva Voce panel will clearly indicate the supervisor or other qualified member of academic staff responsible for ensuring that the corrections are done. The supervisor shall authorize the final draft of the dissertation for binding and submission to the Faculty and GS. No dissertation shall be accepted at the Graduate School without the authorising signature of the appointed supervisor.

#### **4.1.3 The First Supervisor.**

The Department/Faculty will assign every graduate student a suitable supervisor for their research. The first supervisor is responsible for guiding the student through the process of preparing the research proposal, the actual field research and preparation of the dissertation.

- i. The supervisors shall meet with the student to plan a supervision programme that would be adhered to by the students and supervisor. The GS has designed a supervision form that shall be signed by the supervisor and student every time they have a supervision meeting. It is important to keep this record as a monitoring tool and to avoid mismanagement of the student-supervisor process. See appendix 1 for a sample of the Supervision form.

- ii. The supervisor shall authorize the presentation of the research proposal to the Faculty Higher Degrees Committee after satisfying her/himself that it is of the required standard.
- iii. The FHDC can return the proposal back to the supervisor if they judge the quality of supervision to be inadequate. The FHDC should clearly spell out how the student should be helped to attain the required standard.
- iv. The supervisor shall certify that all corrections suggested by FHDC have been done by the student before allowing the student to re-submit the proposal to the FHDC again.
- v. On approval of the research proposal by the FHDC, the supervisor shall guide the student through the research and preparation of the dissertation
- vi. The supervisor shall follow up the progress of research and submit progress reports to the Faculty with a copy to the GS every semester.
- vii. The supervisor shall authorize submission of the dissertation for examination on being satisfied that it meets the required standard of Ndejje University. The supervisor's signature shall be required and no dissertation will be sent to the external examiner without the approval and signature of the first supervisor.
- viii. The supervisor and student have a right to request for a change in a case where either of the two feels the change is beneficial to the student.

#### **4.1.4 The Second Supervisor.**

**Note:** This provision is not in force yet but will be in the near future.

- i. The Second supervisor should hold a PhD in a relevant discipline of the research undertaken by the student.
- ii. The second Supervisor should address their comments on the research proposal to the Dean of the Faculty who shall pass them to the student through the first supervisor. The student is free to

arrange to discuss their work with the second supervisor in case the comments are not clear or not understood.

iii. The second supervisors' comments should be incorporated into the draft of the dissertation before submission for examination by the external examiner.

## **4.2 The Role of the Graduate School.**

The GS shall carry out the following functions as part of the process and procedures for Master's student research:

i. Work with the faculties to ensure courses in Research Methods and Statistics meet the required standard and are taught and examined properly.

ii. The GS shall keep a record of the authorizing minute extracts of every student's concept paper, research proposal and dissertation. Secretaries to the FHDCs shall ensure that these are forwarded to the Graduate School after the relevant Committee meetings.

iii. Approves all supervisors and external examiners

iv. Receives all dissertation examination reports

v. Receives all Viva Voce' reports

vi. Receives all viva voce' panel marks and recommendations on passing or failing the dissertation.

vii. Liaises with the departments and faculties in preparation of graduation lists.

viii. Liaises with the departments and faculties in preparation of proposal and dissertation guidelines and manuals in consultation with the University Directorate for Research and Innovations.

### **4.2.1 Examination of the dissertation.**

i). Examination of the dissertation is done within three months

from the time the examiner receives the dissertation. The examiner's reports are forwarded directly and confidentially to the Director of the GS. Occasionally examiners may delay, in which case the Director and Dean of the relevant Faculty will follow-up to ensure that marking is not delayed unnecessarily. It is important to get a response from the External Examiner and therefore patience should be exercised by the student and Faculty concerned. However, failure to keep deadlines by the student and faculty is usually the main reason external examiners do not finish their work on time. Students and faculties shall ensure observation of the 30th June deadline for submission of the dissertation for external examination.

(ii) A student who passes examination by the external examiner will be invited to do the Viva Voce' by the Dean of the faculty and Director of the Graduate School.

#### **4.2.2 The Viva Voce'**

The following procedure is followed:

i. Notice for Viva Voce examination is given to the student to prepare for that examination and for members of the panel to read the dissertation and prepare for the oral examination of the student.

ii. The Viva Voce panel consists of six members with a chairperson and secretary. The role of the chairperson is to guide the oral examination and the members of the panel to pronounce a verdict on the performance of the student. The verdict shall be "Pass" or "Fail", basing on the average score from all the panelists. The Secretary records the mark given by each member and average, as well as revisions recommended, the person/supervisor who shall authorize the final draft on satisfaction that the revisions have been made, and the final decision of the panel i.e whether pass or fail.

iii. Four members including the chairman and secretary shall form a quorum for the panel to do business.

- iv. The candidates shall be accorded adequate time to make presentations followed by discussions.
- v. The Viva Voce examination is “closed” and therefore conducted by the appointed panel only.
- vi. The assessment follows laid down criteria where panelists score the presentation and discussion of the dissertation by the student.
- vii. The final verdict of the panel, whether pass or fail shall be announced by the chairperson of the panel, recorded, and signed by all panel members.
- viii. A student who scores a borderline mark shall be discussed and a final decision made by the panel. The panel shall not leave unresolved pass or fail records.
- ix. In case of failure, the panel shall make a clear recommendation on how the student should be advised; i.e. whether to revise, re-appear before the panel or seek advice from the Dean of the Faculty for further supervision and improvement.
- x. The report of the Viva Voce examination shall include the names of the panel members, their signatures and date of the Viva Voce’.
- xi. A VIVA VOCE Examination is independent of the verdict on the dissertation already given by the examiners of the manuscript and must be passed independently.
- xii. A candidate can only attend Viva Voce’ two times otherwise s/he should be discontinued and advised to re-apply.

**Note:** Students should avoid pushing for examination of the dissertation and doing the Viva Voce’ prematurely to avoid being discontinued.

### **4.3 The Final Draft of the Dissertation.**

The student should make all revisions according to the report of the

Viva panel and the external examiner's notes.

Prior to printing the final draft, the student must submit an initial copy of the revised dissertation to the designated supervisor to certify that the corrections have been made.

The student should edit the final copy for all corrections and make sure the style conforms to the recommended academic writing style of the Faculty where the degree is awarded.

The final draft of the dissertation, fully authorised and signed, shall be submitted to the Graduate School. The Graduate School requires that four copies, including one for the Academic Registrar's office, one for the Graduate School Library and two for the GS are presented in a black hard cover with golden letters.

#### **4.4 The Graduation List.**

It is the responsibility of the student to make sure that he/she meets all the requirements for granting the relevant degree in time to be included on the graduation list. The deadlines for inclusion on the graduation list are announced in the University calendar.

## **APPENDIX**

### **APPENDIX 1: SAMPLE MASTER'S RESEARCH**

**SUPERVISION FORM  
NDEJJE UNIVERSITY  
GRADUATE SCHOOL**

Supervisor's name: \_\_\_\_\_

Student's name: \_\_\_\_\_

Date of Receipt of student's Work: \_\_\_\_\_

Supervision Meeting Date: \_\_\_\_\_

SUPERVISOR'S COMMENTS ON STUDENT'S WORK AND  
RECOMMENDATION FOR ACTION

Student's Signature

Supervisor's Signature

\_\_\_\_\_  
Date:.....

\_\_\_\_\_  
Date:.....

**Note:** Four copies of the form should be filled every time the supervisor meets the student for a supervision meeting. Faculties should collect the forms at the end of semester. One copy should be kept by the supervisor, one by the student, another copy should be in

the Faculty file and the fourth copy should be sent to the Graduate School for the record.

**APPENDIX 2: Sample Master’s Dissertation Examination Score Form.**

<b>NDEJJE UNIVERSITY</b>			
<b>NAME OF FACULTY</b>			
<b>NAME OF THE STUDENT:</b>			
<b>REG NO:</b>			
<b>ITEM/ASPECT EVALUATED</b>	<b>MAX MARKS</b>	<b>ACTUAL MARK</b>	<b>REMARKS</b>
Overall quality of presentation of the dissertation	2		
Preliminary pages	3		
Abstract	5		
Research topic	2		
Background to the study	5		
Statement of the problem	5		
Conceptual framework or equivalent	7		
Theoretical framework	6		
Research objectives	4		
Research questions/ hypotheses	4		
Literature review	10		
Research design	4		
Sample and sampling methods	3		
Research instruments	4		

Data presentation, Analysis and Interpretation	10		
Summary and discussions,	8		
Conclusions and recommendations	5		
Language and grammar	5		
Adherence to academic writing style	5		
Other key elements (frameworks, models, innovations etc.	3		
<b>TOTAL</b>	<b>100</b>		

Signature of Examiner \_\_\_\_\_

Date of examination of dissertation \_\_\_\_\_