

Guide for Preparation and Evaluation of Higher Degree Research Thesis

KWAME NKURUMAH UNIVERSITY OF
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KUMASI



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PREFACE

The thesis represents the main outcome of a student's research and fulfils his/her scholarly aspiration. A good thesis should be clear and unambiguous and have a logical structure that should assist the reader to understand the discussion being presented but not obscure it. In order to achieve this objective, the layout of the thesis should conform to a set pattern. At the Kwame Nkrumah University of Science and Technology (KNUST), thesis is a requirement for the award of masters (MPhil, MSc, MA, LL.M, MBA, MPA, MPH, M.Arch, MFA, etc) and Doctoral degrees. This Guide provides the graduate research student with most of the information needed to organise the thesis to meet the requirements of higher degree research (HDR). A thesis may be either print or non-print. The format for a print thesis can be either a typescript or a series of papers that have been published, have been submitted for publication and/or are manuscripts that could be submitted for publication.

This Guide is written to help the student and the supervisor(s) to communicate as required in scientific writing. Thus, the purpose of this Guide is to outline the format that a masters or a Doctoral thesis submitted to departments in KNUST and the School of Graduate Studies should follow. This guide begins with an introductory note on the types of HDR at KNUST followed by general regulations. The section on graduate thesis provides information on what is required of an HDR candidate.

Full details of the layout and style of a thesis are provided in this Guide. It is important to note the option given to HDR candidates to present the **major (text) section of the thesis in the form of topical/thematic chapters (with specific objectives as sub-chapters)**. With this option, **each chapter becomes a complete publishable paper/manuscript**. It is strongly recommended that all supervisors and graduate students familiarise themselves with the general information and regulations in this Guide.

Table of Content

PREFACE	3
INTRODUCTION	5
Thesis for a Doctoral Degree	5
Thesis for a Master of Philosophy Degree	5
Thesis for Taught Master Degree	6
CONTENTS	6
A. PRELIMINARY SECTION	7
1. Title Page	7
2. Intellectual Property Rights	7
3. Declaration of Authorship	7
4. Abstract	8
5. Table of Contents	8
6. List of Tables	8
7. List of Figures	8
8. List of Abbreviations	9
9. Prefatory Material	9
B. MAJOR COMPONENTS OF THE THESIS	11
OPTION 1: THESIS AS A MONOGRAPH	12
OPTION 2: MANUSCRIPT-BASED THESIS	15
C. MINOR COMPONENTS OF THE THESIS (BACK MATTERS)	21
Bibliography or References or Works or Literature Cited	21
D. PUBLISHING FROM THESIS, AUTHORSHIP PROTOCOLS AND GUIDES	24
E. EVALUATION OF HIGHER DEGREE RESEARCH THESIS	26
F. GRADUATION REQUIREMENTS	27
G. OTHER CONSIDERATIONS	28
H. APPENDICES	31
Evaluation of MPhil Thesis	42

INTRODUCTION

The School of Graduate Studies is the main statutory body in the Kwame Nkrumah University of Science and Technology (KNUST) that oversees graduate programmes offered by the Colleges, Faculties and Departments of the University. Individual departments also conduct workshops/forums/ colloquiums. These allow postgraduate students to discuss and present their work in a supportive environment with other higher degree research (HDR)¹ candidates and academics. These opportunities provide the HDR students with important feedback and support to facilitate the production of a high quality thesis. Students are advised to contact their departments or centres for more information.

Thesis for a Doctoral Degree

A Doctoral candidate is required to undertake original and significant research on an approved topic, the results of which are presented in a thesis. Candidates for the award of a Doctoral degree must demonstrate **advanced theoretical** and **methodological knowledge**. The research should make an original and significant contribution to knowledge or understanding.

As part of the training of a Doctoral candidate, a **residency** is required. This is to allow students to concentrate on their degrees, acquire the necessary habits, attitudes, skills and insights required for contribution to scholarship and have the opportunity to work closely with other scholars including Faculty and HDR students. The residency goals can be achieved by multiple means that include:

- i. Presentation at scholarly seminars;
- ii. Participation in scholarly seminars;
- iii. Participation in conferences;
- iv. Publications or other forms of scholarly dissemination; and
- v. Passing other mandatory courses.

Thesis for a Master of Philosophy Degree

A research candidate for the degree of Master of Philosophy is required to undertake research on an approved topic, the results of which are presented in a thesis. Such candidates must demonstrate **appropriate theoretical** and

¹ HDR has been defined to include PhD, MPhil and all taught masters candidates.

methodological knowledge. The thesis must, therefore, contain ample evidence of the student's familiarity with the research process. The scope of work in a Master degree by research is normally less than that undertaken in a Doctoral programme. A distinct contribution to knowledge is not mandatory in a thesis for the award of a Master of Philosophy.

Thesis for Taught Master Degree

A candidate enrolled in a taught Master programme is required to undertake research on an approved topic and present the results in a thesis. These candidates must demonstrate **adequate methodological knowledge**, although the expectation is normally lower in relation to Master of Philosophy candidates.

CONTENTS

The contents of this Guide are divided into three (3) main sections namely preliminary, major (text) and minor (back matters) sections. An additional section – mechanics of presentation – is included to ensure that quality work is produced.

A. PRELIMINARY SECTION

1. Title Page

The first page identifies the work as a thesis being submitted to a department in the Kwame Nkrumah University of Science and Technology, Kumasi for the award of [NAME OF DEGREE]. The candidate's name, qualifications held (not the qualification being sought), the full title of the thesis or other examinable work, and the month and year of submission are recorded on the title page.

The order of the candidate's name is first name, middle name (if any) and surname. The candidate's name should carry no prefixes such as Dr., Mr, Mrs. etc. A specimen of a title page is presented in Appendix 1.

2. Intellectual Property Rights

If there is any material in the thesis or other examinable work that could or does have implications for the intellectual property rights of the candidate, the University, a sponsor of the research or some other person or body, those implications shall be stated under the heading "Intellectual Property Rights" either on the same page as the Acknowledgments or on the next page in sequence.

3. Declaration of Authorship

On the first page after the table of contents, the certificate of authorship signed by the candidate certifying the original author of the thesis or other examinable work appears which states:

"I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person nor material which to a substantial extent has been accepted for the award of any other degree or diploma at Kwame Nkrumah University of Science and Technology, Kumasi or any other educational institution, except where due acknowledgment is made in the thesis."

A specimen of a declaration page is presented in Appendix 2.

4. Abstract

The thesis should contain one paragraph Abstract not exceeding 500 words (1 page) for a Doctoral thesis and 350 words (1 page) for a Master thesis. The Abstract is a short summary of the thesis and should start with a brief sentence to orientate readers about the overall issue addressed in the thesis.

The Abstract should indicate the main goal or objective of the study, its academic or practical importance, the methodology used, the main findings, the conclusion (that indicates the contributions made by the study in filling gaps in literature) and implications of the findings.

5. Table of Contents

All Doctoral or Master theses are required to have a Table of Contents. List the page number on which each section first appears. Use proper capitalisation and include headers and sectional titles exactly as they appear within the thesis. (For example, if “Chapter” is used in the text headers, it must appear in the Table of Contents).

6. List of Tables

A list of tables should be included on a separate page immediately following the Table of Contents and should follow the format below:

List of Tables

Table No.	Title	Page
Table 2.1.	National Population and its Urban Composition from 1960 – 2010	20

7. List of Figures

A list of figures should be included on a separate page immediately following the list of tables and should follow the format below:

List of Figures

Figure No.	Caption	Page
Figure 2.1.	Conceptualising Housing Affordability	45

8. List of Abbreviations

If a large number of abbreviations are used in the thesis, which may be unfamiliar to readers, an explanatory list should be provided. The abbreviations should be arranged in alphabetical order as presented below:

AMA	Accra Metropolitan Assembly
APK	Average Passenger Kilometres
CBD	Central Business District
DVLA	Driver and Vehicle Licensing Authority

9. Prefatory Material

Prefatory materials are to be presented on separate pages in the thesis. These include the Acknowledgements, Ethical Approval, Professional Editorial Assistance and Confidential Material. Details of each of these requirements are presented in the sections below.

9.1. Acknowledgments

Where appropriate, a brief acknowledgment of any substantial assistance received shall be included on a separate page. The acknowledgment should list the names of the people, organisations or institutions that provided substantial assistance for the research and the type of assistance, which may relate, for example to the:

- collection of data;
- processing of the data including the selection and use of particular statistical techniques;
- editing of the thesis;
- use of graphics in the thesis; and
- word processing of the thesis.

If any of the assistance was provided for a fee, this fact should also be recorded.

9.2. Ethical Approval

If the thesis or other examinable work reports on research involving humans or animals, a page containing the name(s) of the relevant University and/or other ethics committee and the approval number(s) shall be inserted in sequence in the soft-bound copies of the print thesis or other examinable print work.

9.3 Professional Editorial Assistance

If professional editorial assistance was obtained by the candidate during the conduct of the research and the production of the examinable work (and written permission granted before obtaining the assistance), the name of the editor and a brief description of the services provided must be specified in the thesis or any other examinable work under the heading “Professional Editorial Assistance” on a separate page inserted in sequence. If the professional editor’s current or former area of academic specialisation is similar to that of the candidate, this too should be stated in the prefatory matter of the thesis or other examinable work. Professional editing of a candidate’s thesis or other examinable work is limited to formatting, grammar and style and must not alter or improve the substantive content or conceptual organisation of the thesis. Where a professional editor provides advice to a candidate on matters of structure, exemplars only should be given.

9.5. Confidential Material

If there is any material in the thesis or other examinable work which is confidential for commercial or other reasons either for a specified period or indefinitely, the confidential material, the period and the reasons for its confidentiality shall be specified under the heading “Confidential Material” on a separate page inserted in sequence. In addition, the following statement shall appear on the cover of the soft-bound copies of the print thesis or other examinable print work: “This thesis contains confidential material as described on page [insert page number]. The thesis shall not be given to anyone who is not directly involved in the examination of the thesis [or portfolio].”

The Head of the Department from which the thesis originates is required to write a cover letter to indicate that the thesis contains confidential materials. Such a letter will inform the administration and prevent it from disseminating the thesis to the public.

B. MAJOR COMPONENTS OF THE THESIS

The main text of the thesis is usually divided into chapters with sub-headings to indicate the orderly progression of topics and their relation to each other. All chapter headings should be typed consistently. When there are sub-headings, each level of heading should be clearly distinguished typographically from the other levels, and the variations should be selected so as to reflect, in an obvious way, the hierarchy of headings (that is, higher level headings should look more important). Always allow, at least, one extra line of space above and preferably below sub-headings. Students are expected to keep a maximum of 4 levels for the sub-headings.

In this thesis format, the MAJOR (TEXT) SECTION should consist of the following chapters:

- **Introduction** – Why am I doing it? My aim (what do I hope to discover) and what is its significance?
- **A Review of Research/Literature** – What is known and unknown/identified gaps.
- **Approach and Methodology** – How am I going to achieve the aim?
- **Results** – What have I found?
- **Discussions** – What does it mean? The results should be related to literature.
- **Conclusions** – What are the possible applications or recommendations and what contributions does the thesis make to knowledge?
- **References** – What materials have been consulted in writing the thesis?

The School of Graduate Studies provides postgraduate students two options for the organisation of the main components of the thesis. The options are: 1) THESIS AS A MONOGRAPH and 2) MANUSCRIPT-BASED THESIS. The choice of an option is based on the department's tradition, subject area, methods used, and requirements of research project that the student or supervisor has. Details of these options are presented in the following section of the Guide.

OPTION 1: THESIS AS A MONOGRAPH

Chapter 1: General Introduction

The thesis should normally begin with a general introduction, which presents an overview of the purpose and significance of the study. The introduction should show why the topic selected is worth investigating. This will normally be done with reference to the existing research knowledge, identifying areas that have not been explored and the gaps that need to be explored or filled by the investigation or where new research findings justify a reconsideration of established knowledge.

The research problem(s) that need(s) solving or investigating should be correctly and precisely defined. The research problem(s) can be stated in question form, with sub-questions, if possible. The general introduction should propose a solution to this problem. This response should make explicit the objective of the research, and not simply state an intention to explore or discuss. The study should be based on a well-defined hypothesis, which should be clearly stated.

How the research makes an original contribution to the theoretical body of knowledge and also the study's practical significance should be mentioned. It is especially critical that the Introduction be well-written. A clearly defined purpose and a strong theoretical grounding fundamentally strengthen the thesis. They direct the reader from the advanced knowledge level towards the definite question the student is addressing. Without a clearly defined problem and a strong theoretical grounding, the thesis is fundamentally flawed from the outset.

The general introduction should be interesting and must tell the direction of the research. The central concept underlying the work – conceptual framework – should be described, making it a “theme” that ties together all the arguments of the student. Theoretical assumptions of the study should be provided with a discussion of the limitations they impose. The expected outcome as a prelude to the solution of the problem(s), the need for the research and the beneficiaries should be well-addressed. This chapter should be brief, well-developed and unambiguously written to cover one or two pages. It should end with the specific objectives, which would constitute the various unique research chapters. In some departments in the University, the first chapter covers sub-headings such as justification of the research, scope of the research, summary of methodology, limitations of the study and organisation of the thesis. These sub-headings could be maintained while following OPTION 1.

Chapter 2: Literature Review

It is called Literature Review because the contents of this chapter should be based on most relevant and latest information/literature relating to the field of study. The purpose is to summarise, evaluate and compare the main developments and current discussions in the field, which are specifically relevant to the subject of research embodied in the thesis. It should also aim at identifying ways to address these issues with the present research programme.

Every statement that goes beyond basic textbook or electronic knowledge needs to be supported by an appropriate reference. The literature review should recap, appraise and match the major changes in the related field to the research subject that would form the thesis. Key papers should be identified instead of quoting from those that only contribute to the student's field of study in a minor way. Those not read should not be quoted. The number of relevant papers to include is a matter of judgement depending on the field.

Students should avoid **plagiarism** (see Section 21 – “Plagiarism Test for Theses” of the *Graduate Handbook*) which occurs when a writer uses words, phrases or passages from someone else's work and presents them verbatim as his/her own without providing complete documentation or source of citation. A student could be guilty of plagiarism if he/she copies a whole paragraph from a writer despite acknowledging the source. It is a serious and punishable offense in research project reporting. Sanctions could include, but not limited to penalties, suspension, and even expulsion from the university. Certificates of students shall be revoked if this is detected and proven after the student has graduated from the university. Research students, therefore, need to develop and respect ethical values including the unacceptability of plagiarism and falsifying results to make them appear more satisfactory.

All aspects that lead to the work must be integrated without losing sight of the focus. For example, candidates can incorporate one or two relevant schemes and diagrams in the literature review. However, one should avoid expansion into topics that are not directly related to the research. Similarly, one should not reproduce textbook pictures, proofs, derivations, etc. without sources of citation. Concepts crucial for the proper understanding and appreciation of the questions addressed, the techniques applied, and the results obtained should be clearly explained. The literature review thus describes and analyses previous research on the topic and should not merely string together what other researchers have found. One should state the origin of the problem, what is already known about it, and the other methods applied to solve it. When gaps are identified, they should be discussed and the body of knowledge

analysed to determine what is known and not known about the topic. What is not known should inform the objectives of the study.

It is paramount to stress that the theoretical framework or conceptual framework that guides the study should be made an essential part of the literature review. Please, refer to Appendix 3 to clarify the differences between Theoretical Framework and Conceptual Framework.

Chapter 3: Approach and Methodology

This chapter outlines the design adopted for the study, explains the methods employed to select the sample, discusses the tools used to collect quantitative and / or qualitative data, and traces the steps taken to screen, combine, and reduce the quantitative data in preparation for a testing and validation of the theoretical model.

Chapter 4: Results and Discussion

The data analysis section is one of the most essential sections of a research work. It consists of the data that have been collected as a part of the research and the researcher's analysis of the data. Presenting the data collected and its analysis in comprehensive and easy to understand manner is the key to have a good analysis section. The data should be procedurally analysed in line and build-up to the objectives for which the study is being undertaken. The analysis should be in an appropriate format and detailed enough to address the researcher objectives. Quantitative data could be presented in tables, charts, figures, etc. and should be explained and discussed in the context of the study. The results from the analysis should be related to real life situations and in case of negative results, it is important to provide some level of justification to such situations.

The discussion section needs to review the findings from the analysis in the context of the literature and the existing knowledge about the subject. The discussion section, therefore, needs to follow from the results and relate back to the literature review. **Typically HDR thesis contains specific objectives that can stand alone as chapters. Where a HDR student devotes a separate chapter on analysis and discussion to each objective, chapter four can be written as follows:**

Chapter 4.1. Heading that reflects the first objective

Chapter 4.2. Heading that reflects the second objectives

Chapter 4.3. Heading the reflects the third objectives

The number of sub-chapters under chapter four depends on the number of specific objectives in the study.

Chapter 5: General Discussion

The general discussion/synthesis should contribute to the understanding of the whole study/experiment and the results obtained from the sub-chapters. The chapter should contain the latest available papers or relevant knowledge available at the time of the student's results/work. Such facts need to be mentioned and compared to the findings. Students are expected to draw implications of the entire study along the lines of the research questions or specific objectives set at the beginning of the thesis. In addition, the novelty of the work should be stressed in addition to the contribution/significance and implications of the findings. For example, have the objectives been achieved and have the hypotheses or research questions been answered?

Chapter 6: Conclusions and Recommendations

- i. Use few sentences to summarise the most important results and conclude by giving the strongest and most important statement that highlights the outcome of the study. It should be reasonably short.
- ii. The student might find it helpful to put the conclusions in the form of points.
- iii. The student should provide answers/solutions to the questions/problems raised in the introduction.
- iv. State how the research findings and results would contribute to the field in general and what broader or general implications (practical or otherwise) these may have. Summarise what was learned and how it can be applied.
- v. Describe variations, extensions or other applications of the central idea.
- vi. Are there ways in which the student's work could be improved by future researchers?
- vii. Suggestions may be made for further research or work.

OPTION 2: MANUSCRIPT-BASED THESIS

Chapters 1 and 2 in a manuscript-based thesis follow the same format as has been described under OPTION 1.

Chapter 3: Topical or Thematic Chapters

These parts of the major (text) section should be divided into logical sub-chapters, each containing the data obtained for each specific objective or theme during the research. Each topical or thematic chapter comprises

1. heading;
2. brief introduction;
3. approach and methods;
4. results and interpretation; and
5. discussion (or results/discussion)

NB: Each chapter then becomes a complete publishable paper/manuscript.

Chapter 3.1 Topical or Thematic Chapter One

Heading

- i. Should focus on each specific objective; and
- ii. Should be concise and properly couched to reflect what the chapter (i.e., specific objective) entails.

3.1.1 Introduction

- i. An overview of the problem and a statement of the hypothesis or specific question to be explored.
- ii. Why is this part of the problem worth studying/investigating?
- iii. Relevance of this in contributing to solving the problem(s) prescribed or identified in the main objective.
- iv. The introduction should also highlight the “gaps” that need to be filled. These gaps are areas not fully explored in the thematic area.
- v. Use some recently published material or existing research on the topic to evaluate the information regarding the developmental issues in the subject area and the potential original contribution to the theoretical body of knowledge to be made.
- vi. A conceptual model may be used to provide an answer to the question posed in the introduction (at a conceptual level).
- vii. Ensure that the introduction is not alienated from the general introduction (Chapter 1) but try to avoid unnecessary repetitions.

3.1.2 Approach and Methodology

- i. This area describes and justifies the data-gathering method used, its appropriateness and outlines how the data would be analysed.
- ii. The method should be clearly and meticulously described, exactly reproducible, detailed and purposeful to generate accurate results or sufficient data.
- iii. Candidates should check methods adopted in previous theses or sources before they use them.
- iv. Follow the description of the Research Design detailing every step of the data-gathering and analysis processes.
 - v. Reference literature about Method: Citation should be limited to data sources and references of where to find more complete description of procedure.
 - vi. Detailed description of design, experiment or survey.
 - vii. Measurements and operational definitions: Include detailed discussions of indexes and scales. Specify methods used to assess validity and reliability.
 - viii. Analysis: Techniques to be used and justification. Nature of relationships expected – asymmetrical, symmetrical, reciprocal, linear, monotonic, other curvilinear, necessary, etc.
 - ix. **Description of data analysis:** Description of statistical analysis and tests performed to be given; identification of themes/categories (qualitative or historical research).
 - x. Tests of hypotheses: ANOVAs, cross-tabulations, correlations, etc, depending on techniques used should be given in the same order as hypotheses.

3.1.3 Results and Interpretation

- i. Data need be interpreted thoroughly for the solution of each problem.
- ii. Results section is reserved for the description of the experimental data and should not contain extensive interpretation.

- iii. Describe the results of experiments that provide evidence in support of the thesis: Make actual statements of observation, including statistics, tables and graphs or figures.
- iv. Mention negative and positive results.
- v. Use SI units throughout thesis.
- vi. Break up results into logical segments by using subheadings.
- vii. Key results should be given in clear sentences.
- viii. Do not repeat in the text all the values given in tables.
- ix. Tables and/or figures should be used to illustrate and summarise all numeric information.
- x. Do not present the same data in a graph/figure as well as in a table.
- xi. Findings should address results from data analysis and results of the tests of the hypotheses.
- xii. Use error bars if possible.

3.1.4 Discussion

- i. Interpret results in terms of background spelt out in the Introduction.
- ii. Break up the section into logical segments by using subheadings.
- iii. Include the evidence of line of reasoning supporting each interpretation.
- iv. Discuss the observations in relation to the critical body of knowledge on the topic.
- v. Identify all papers that report data related to the findings, and discuss them appropriately. It is the purpose of the discussion to evaluate and interpret the results against the background of the relevant literature.
- vi. **Appropriate review of the relevant literature:** Compare the novelty in the findings with what is confirmatory (or contradictory) to published work.
- vii. Do not just reiterate what is found but rather discuss what the findings mean in relation to the theoretical body of knowledge on the topic and your profession.
- viii. Begin by discussing your findings in relation to the theoretical framework introduced in the Literature Review.

- ix. Address what the findings mean for communication professionals in that field – the practical and pedagogical implications of the study.
 - **Do not** write lengthy discussion: avoid repetitions of the data. Instead interpret them;
 - Address the theoretical and the practical implications of the findings;
 - Present only interpretations of the findings, not opinion; and
 - Outline the limitation of the study, and propose areas for future research.
- x. The thesis should end with a brief conclusion that provides closure.

NOTE: In Departments where students present results and discussion together, subsection 3.1.3 would be written as follows:

3.1.3 Results and Discussion

- i. In most cases, results and discussion go together.
- ii. This is when the thesis is lengthy with several pages of results that would make it difficult for the reader to remember the results before the discussion.
- iii. However, care should be taken to describe the conditions obtained for each set of results and how they fit into the existing body of knowledge whether they are together or not.
- iv. Are the results consistent with current theories? Do they give new insights? Do they suggest new theories or mechanisms?
- v. Ensure that appropriate statistical analyses have been used.
- vi. Use appropriate statistical tests. Where applicable, show measurement errors and standard errors on the graphs.
- vii. Show how other people in the field appreciate the findings. Do the findings have any implications that do not relate to the questions that you set out to answer?

Chapters 3.2 – 3.x: Other Topical/Thematic Chapters

These should be written by following the format described in 3.1 above.

Chapter 4: General Discussion

The general discussion/synthesis should contribute to the understanding of the whole study or experiment and the results obtained from the sub-chapters. The chapter should contain the latest available papers or relevant knowledge available at the time of the student's work. Such facts need to be mentioned and compared to the findings. Students are expected to draw implications of the entire study along the lines of the research questions or specific objectives set at the beginning of the thesis. In addition, the novelty of the work should be stressed in addition to the contribution/significance and implications of the findings. For example, have the objectives, hypotheses or research questions been achieved or answered?

Chapter 5: Conclusions and Recommendations

- i. Use few sentences to summarise the most important results and conclude by giving the strongest and most important statement that highlights the outcome of the study. It should be reasonably short.
- ii. The student might find it helpful to put the conclusions in the form of points.
- iii. The chapter should provide answers or solutions to the questions or problems raised in the Introduction.
- iv. State how the research findings and results would contribute to the field in general and what sort of broader or general implications (practical or otherwise) these may have. Summarise what was learned and how it can be applied.
- v. Describe variations, extensions or other applications of the central idea.
- vi. Are there ways in which the student's work could be improved by future researchers?
- vii. Suggestions may be made for further research or work.

C. MINOR COMPONENTS OF THE THESIS (BACK MATTERS)

Bibliography or References or Works or Literature Cited

Referencing is done in order to demonstrate the evidence and research that you have undertaken to complete and support your ideas and to give appropriate credit to those sources and authors. In addition, it enables readers to consult the same materials that you have used. In view of this, a list of all references shall be provided. The list of references that will be indicated at the end will list alphabetically the sources acknowledged. The Harvard Style of referencing shall be used. This guide acknowledges that there are many adapted forms of the Harvard referencing style (e.g. Format 7, Harvard Educational Review, Elsevier Harvard with titles, Elsevier Harvard without titles, etc). The rule-of-thumb is that when using the Harvard referencing style, the candidate must be consistent. The references below provide a general overview of the Harvard referencing style.

Author: Contribution/Chapter in a Book

Bibliography example: Quagraine, V. (2011). Kumasi as a Garden City, In: K. Adarkwa (ed.), *The future of the tree: Towards growth and development of Kumasi* (pp. 14-34), Kumasi, Ghana: KNUST Printing Press.

In-text example: (Quagraine, 2014) or As noted by Quagraine (2014)...

Book (1 author)

Bibliography example: Adarkwa, K. K. (2011). *Future of the Tree: Towards Growth and Development of Kumasi*. KNUST, Kumasi: University Printing Press (UPK).

In-text examples: (Adarkwa, 2011) or Adarkwa (2011) commented that...

Book (2 authors)

Duah, D. Y. and Amos-Abanye, S. (2015). *The Urban Poor and the Excesses of Rents: Evidence from Kumasi, Ghana*. Kumasi: University Printing Press (UPK).

In-text examples: (Duah and Amos-Abanye, 2015) or Duah and Amos-Abanye (2015) commented that...

Book (3 authors)

Poku-Boansi, M., Duah, D. Y. and Amos-Abanye, S. (2015). *The Urban Poor and the Excesses of Rents: Evidence from Kumasi, Ghana*. Kumasi: University Printing Press (UPK).

In-text examples: (Poku-Boansi *et al.*, 2015) or as noted by Poku-Boansi *et al.* (2015)

Book or Journal (multiple works by an author in the same year)**Bibliography example:**

Cobbinah, P. B., Erdiaw-Kwasie, M. O., and Amoateng, P. (2015a). Rethinking sustainable development within the framework of poverty and urbanisation in developing countries. *Environmental Development*, 13, 18-32. <http://dx.doi.org/10.1016/j.envdev.2014.11.001>

Cobbinah, P. B., Erdiaw-Kwasie, M. O. and Amoateng, P. (2015b). Africa's urbanisation: implications for sustainable development. *Cities*, 47, 62-72. doi: <http://dx.doi.org/10.1016/j.cities.2015.03.013>

In-text example:

(Cobbinah *et al.*, 2015a)

(Cobbinah *et al.*, 2015b)

Cobbinah *et al.* (2015a) commented that...

Cobbinah *et al.* (2015b) indicated that...

Conference Papers

Bibliography example: Adarkwa, K. K. and Poku-Boansi, M. (2011). Climate Change, Food Security, and Poverty in Ghana's Northern Regions – Policy Implications for Local Governments. *Paper presented at the Senior Policy Seminar Towards a Green Economy: The Effects of Climate Change on Food Security and Earth Resources in Africa and Asia*, Vietnam, September 21-24, 2011.

In-text example: (Adarkwa and Poku-Boansi, 2011) or Adarkwa and Poku-Boansi (2011) noted that.....

Journal article (printed journal article)

Bibliography examples: Poku-Boansi, M. and Adarkwa, K. K. (2013). The determinants of demand for public transport services in Kumasi, Ghana. *Journal of Science and Technology*, 33 (3), pp.....

In-text example: (Poku-Boansi and Adarkwa, 2013) or According to Poku-Boansi and Adarkwa (2013),

Journal article (online/electronic journal article)

Bibliography example:

Cobbinah, P. B., Erdiaw-Kwasie, M. O. and Amoateng, P. (2015). Africa's urbanisation: implications for sustainable development. *Cities*, 47, 62-72. Available: <http://dx.doi.org/10.1016/j.cities.2015.03.013>. [Accessed 30/07/2015]

In-text example: (Cobbinah et al. 2015) or According to Cobbinah *et al.* (2015)....

Maps

Bibliography example: Town and Country Planning Department (2014). Infrastructure Map of Kumasi, Scale two hundred and fifty kilometres to one feet. Kumasi: Infrastructure Survey.

In-text example: (Town and Country Planning Department, 2014) or As can be seen in the Infrastructure Map of Kumasi (Town and Country Planning Department, 2014)

Newspaper article (printed article)

Bibliography example: Tamakloe, E. K. A. (2008)..... Daily Graphic. 26th February.

In-text Example: (Tamakloe, 2008) or Tamakloe's (2008) article indicates that...

Newspaper article (online / electronic article)

Bibliography example: Tamakloe, E. K. A. (2008)..... Daily Graphic. [online] 26th February. p.14. Available from: <http://www.dailygraphiconline.com/gh>. [Accessed: 22nd May 2008].

In-text Example: (Tamakloe, 2008) or Tamakloe's (2008) article indicates that...

Newspaper article (no author)

Bibliography example: Daily Graphic. (2008). The rains are here again. Nov 24th.

In-text example: (Daily Graphic, 2008) or Daily Graphic (2008) article indicates that...

D. PUBLISHING FROM THESIS, AUTHORSHIP PROTOCOLS AND GUIDES

It is generally expected that HDR students seek to publish results from their research in academic journals. Supervisors will normally mentor them through this process as there is a lot to learn. One decision that a candidate will need to make early in his/her candidature is whether to try to publish as he/she goes on or wait until completion before he/she starts to publish. There are advantages and disadvantages for both choices and the candidate's supervisors will help him/her in making this decision. In view of this, it is recommended that the candidate begins the publication process before completing the draft thesis. This is because the candidate will be expected to show evidence of this during the examination of the thesis (see Graduation Requirements in Section 12 of Graduate School Handbook).

In considering publishing from the thesis, decisions must be made about attribution of authorship. The issue that arises is whether the candidate is the sole author of any resulting publications or the authorship should be jointly attributed to supervisors or others. It is, therefore, important that HDR candidates and supervisors agree on authorship of a publication at an early stage in the research project and review their decisions periodically.

Attribution of authorship depends, to some extent, on the discipline, but in all cases, authorship must be based on substantial contributions in a combination of:

- i. conception and design of the project;
- ii. analysis and interpretation of research data; and
- iii. drafting significant parts of the work or critically revising it so as to contribute to the interpretation.

Authorship should, therefore, not be offered to those who do not meet the requirements set out above. For example, none of the following contributions, in and of themselves, justifies including a person as a co-author:

- i. being Head of Department or holding other positions of authority or personal friendship with the HDR candidate;

- ii. providing a technical contribution but no other intellectual input to the project or publication;
- iii. providing routine assistance in some aspects of the project as the acquisition of funding or general supervision of the research team;
- iv. providing data that has already been published or materials obtained from third parties, but with no other intellectual input.

A HDR candidate should be the principal author of publications emerging from a thesis with supervisors, where appropriate, taking **first author status**. It is a courtesy if the supervisor designates the general area or substantially contributes to design. It is not acceptable if the supervisor only provides encouragement, physical resources, financial support, critiques or editorial contribution. In the last case, supervisors should be acknowledged in the acknowledgments section. There are some circumstances where the supervisor may be the principal author but where this occurs it must be with the HDR candidate's written approval. If research supervisors use contracts with their HDR candidates it would be appropriate to include a statement of authorship.

“Details on Publishing from a Student's Thesis, Authorship Protocols and Guides” can be seen in Publication Policy of the School of Graduate Studies, Kwame Nkrumah University of Science and Technology, Kumasi.

E. EVALUATION OF HIGHER DEGREE RESEARCH THESIS

The following shall be considered in the assessment of a Higher Degree Research candidate's thesis:

1. Statement of the problem and justification for the study;
2. Critical review of literature and theoretical and conceptual frameworks/modelling techniques;
3. Approach and methodology;
4. Analysis of data and presentation of results;
5. Statement of main findings and discussion;
6. Conclusions and recommendations; and
7. Presentation.

The oral examination of a Higher Degree Research candidate shall also be based on the following:

1. Presentation by PowerPoint;
2. Understanding of subject matter during presentation; and
3. Response to questions.

Details of the criteria for the evaluation of the thesis and oral examination of a Higher Degree Research candidate are given in Appendix 4 of this guide.

F. GRADUATION REQUIREMENTS

The School of Graduate Studies expects HDR Students to meet some basic requirements prior to graduation. Details of these requirements have been presented extensively in Section 12 of the Graduate School Handbook. HDR students are advised to refer to the Handbook for details.

G. OTHER CONSIDERATIONS

Margins and Text Spacing

The thesis submitted to the Board of Graduate School should normally be double-sided, with the pages numbered consecutively. The margins are to be: 2.5 cm with the gutter margin, 4 cm. Text is spaced one-and-a-half with the exception of the abstract, quotations, footnotes, references, table and figure captions, which are to be single spaced.

Font Type, Size and Style

The print thesis or other examinable print work needs to be word processed or a typescript paper document (A4 size paper (21.0 x 29.7 cm)) with the text in a consistent font throughout (Times New Roman font - 12 point) and any footnotes in a smaller font. It should not be submitted in an electronic format.

Captions/Legends for Tables and Figures

Captions for tables should be numbered and set above the table to reflect the content of the table. In the case of figures, the captions should be related to the contents and set below the figure. Numbering for the tables and figures should be linked to the chapters, i.e. numbers for the tables and figures should begin with the number of the chapter within which it is found.

Photographs

Photographs or pictures that have been prepared in the study and are presented in the thesis should be captioned as plates and numbered appropriately as in the case of figures.

Pagination

All pages must be numbered consecutively. Each chapter/section should begin on a separate page. The School of Graduate Studies requires that page numbers be centred two lines below the bottom margin.

i. Title page

On the title page, the page number is omitted, though it is considered as page "1".

ii. Front Matter (Preliminary Pages)

Preliminary pages are numbered with lower case Roman numerals, beginning with (ii) following the title page centred at the bottom. On the title page, the page number is omitted, though it is considered as page (i).

iii. Text (Main Body) and Back Matter

Arabic numerals are used for all pages in the main text and back matter. The main body of the thesis begins with Arabic numeral “1”, “2”, “3” etc centred at the bottom of the page. The Arabic numeral on a new page starting a chapter/section is placed in the centre at the bottom. This includes the first page of each back matter, chapter/section (i.e., appendices, endnotes, etc.).

iv. References and Other Matter

Pagination for the references and other materials is by Arabic numerals.

Length of Thesis/Word Limits of Thesis

The Board of the Graduate School has set a limit for HDR thesis and they are presented as follows:

- i. The maximum length of a Doctoral thesis shall be between 60,000 and 100,000 words inclusive of footnotes, appendices, other than documentary or statistical appendices and bibliography.
- ii. The maximum length of a Master of Philosophy thesis shall not exceed 60,000 words inclusive of footnotes, appendices, other than documentary or statistical appendices and bibliography.

Binding of thesis for Assessment

A thesis ready for submission to assessors should be paper (comb) bound and submitted according to the following:

- i. For a Doctoral degree thesis, five (5) copies should be submitted.
- ii. For a Master degree thesis, three (3) copies should be submitted.

Copies for final submission

After the thesis has been approved, it must be bound in standard form Art vellum or cloth; overcast, edges uncut. A hard copy of a thesis that has been accepted for the award of either a Master or Doctoral degree shall be sent to the School of Graduate Studies. A PDF version of the final thesis shall be submitted along with the hardcopies to the School of Graduate Studies.

Labelling of Final Hard Copy

i. Front Cover

The front cover of the final copy should be lettered boldly (0.5 cm to 1.25 cm) with the Title, Author and Date (Month and Year).

ii. Spine

The spine of the thesis should be lettered boldly up back (0.5 cm to 1.25cm) with the degree, year, and name, before the award of the degree is published by the Registrar.

Binding Colour

The colour scheme for a Master thesis shall be deep blue while that for Doctoral degrees shall be wine.

Paragraphing

Every paragraph in the thesis should have at least three sentences and each of them should develop one main idea and have a topic sentence which expresses this idea. The text should be fully “justified”.

H. APPENDICES

The appendix comprises materials considered necessary for the comprehension of the text but which would otherwise disturb the flow of the text or bore the reader unbearably. Some things that are typically included in the appendix are:

- i. important and original computer programmes;
- ii. data files that are too large to be represented simply in the main text;
and
- iii. pictures, maps or diagrams of results which are not important enough to form a part of the main text.

Appendix 1 – Specimen Thesis Title Page

THE IMPACT OF GHANA’S OIL DISCOVERY ON LAND
USE IN SEKONDI – TAKORADI

By
Samuel Kofi Duah
(B.Sc. Planning; MPhil Planning)

A thesis submitted to the Department of Planning, Kwame
Nkrumah University of Science and Technology, Kumasi in
partial fulfilment of the requirements for the award degree of

DOCTOR OF PHILOSOPHY IN PLANNING

June, 2016

Appendix 2 -Specimen Declaration Page

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person nor material which to a substantial extent has been accepted for the award of any other degree or diploma at Kwame Nkrumah University of Science and Technology, Kumasi or any other educational institution, except where due acknowledgment is made in the thesis.

.....
Name of Student Name and ID Signature Date

Certified by:

.....
Name of Supervisor Signature Date

Certified by:

.....
Name of Head of Department Signature Date

Appendix 3: Clarifying the differences between Theoretical and Conceptual Framework

In attempting to distinguish between a *conceptual and theoretical framework*, a few key terms ought to be defined.

A theoretical framework refers to the theory that a researcher chooses to guide him/her in his/her research. Thus, a theoretical framework is the application of a theory, or a set of concepts drawn from one and the same theory, to offer an explanation of an event, or shed some light on a particular phenomenon or research problem. This could refer to, for instance, the Set theory, evolution, quantum mechanics, particulate theory of matter, or similar pre-existing generalisation that could be applied to a given research problem, deductively.

On the other hand, a researcher may opine that his/her research problem cannot meaningfully be researched in reference to only one theory, or concepts resident within one theory. In such cases, the researcher may have to “synthesize” the existing views in the literature concerning a given situation – both theoretical and from empirical findings. The synthesis may be called a *model* or *conceptual framework*, which essentially represents an ‘integrated’ way of looking at the problem (Liehr and Smith 1999). Such a model could then be used in place of a theoretical framework. Thus, a conceptual framework may be defined as an end result of bringing together a number of related concepts to explain or predict a given event, or give a broader understanding of the phenomenon of interest – or simply, of a research problem. The process of arriving at a conceptual framework is akin to an inductive process whereby small individual pieces (in this case, concepts) are joined together to tell a bigger map of possible relationships.

In conclusion, the conceptual framework is something you can develop yourself based on a particular theory. You inevitably would use some -if not all- concept that this particular theory operates with. In addition, in your conceptual framework you can add your own concept or constructs or variables that you think are relevant and then proceed to explore or test the relationship between them.

	Conceptual Framework	Theoretical framework
Genesis	Created from a variety of conceptual and theoretical perspectives	Evolve from literature review / adapted from existing theory
Conceptual Meaning	Synthesis of relevant concepts	Application of a theory as a whole or in part

	Conceptual Framework	Theoretical framework
Process Underline Review of Literature	Inductive – many aspects of different theoretical perspectives are brought together	Deductive – use dominantly in natural science
Methodological Approach	Located in both quantitative and qualitative paradigms	Located mainly in the quantitative research paradigm
School of Application	Limited to specific research problem and / or context	Wider application beyond the current research problem and context
Research Base	Social Science / Management based research	Natural Sciences based research

Source: Imenda, 2014.

Further reading:

Imenda, S. (2014). Is There a Conceptual Difference between Theoretical and Conceptual Frameworks? *J Soc Sci*, 38(2): 185-195.

Liehr, P. and Smith M.J. (1999). Middle range theory: Spinning research and practice to create knowledge for the new millennium. *Advances in Nursing Science*, 21(4): 81-91.

Appendix 4 - Evaluation of Thesis

A thesis will be assessed based on the numerical marks and grades in Appendix 4.1.

Appendix 4.1. Evaluation of Doctoral Thesis

Numeric Marks (%)	Grade	Interpretation
70 – 100	A	Excellent
60 – 69	B	Very Good
55 – 59	C	Good
50 – 54	E	Referred*
Below 50	F	Fail

*A referred thesis means the affected candidate has the opportunity to review the thesis for re-assessment. However, the re-assessment of a referred thesis should not be scored more than 60.

The detailed criteria to be used for the evaluation of a Doctoral thesis are outlined in Appendix 4.2.

Appendix 4.2. Detailed Criteria, Marks and Guidelines for Assessment of Doctoral Thesis

Criteria	Marks	Guidelines for assessment
1. Statement of the Problem and Justification for the Study <ol style="list-style-type: none"> a. Ability to articulate or explain the import of the topic and its implications (5 marks). b. Justification: An explanation of why the topic merits a study in local and/or international perspectives (5 marks). c. Statement of Research Questions, Objectives and Hypotheses/ Propositions (Where necessary) (5 marks). 	15	<ul style="list-style-type: none"> • A candidate scores very high marks in each section of the detailed criteria if he/she demonstrates a high level of competence in all the listed areas plus any integral aspects that the examiner deems necessary.

Criteria	Marks	Guidelines for assessment
<p>2. Critical Review of Literature and Theoretical and Conceptual Frameworks/Modelling Techniques</p> <p>a. Candidate's demonstration of evidence of scholarly analysis, and criticism of research relevant to the topic/problem being investigated (4 marks).</p> <p>b. Meticulous citation of relevant scholarly work by quotation, paraphrasing and/or commentary (4 marks).</p> <p>c. Demonstration of competence in understanding and evaluating the material (4 marks).</p> <p>d. Candidate drawing differences and similarities between the thesis and previous investigations and identifying knowledge gaps (4 marks).</p> <p>e. Candidate developing robust conceptual/theoretical frameworks/modelling techniques and justifying references from the literature (4 marks).</p>	<p>20</p>	<ul style="list-style-type: none"> • A candidate scores close to 75% of the total marks if he demonstrates high level of competence in 75% of listed criteria plus any integral the examiner deems fit. • A candidate scores half of the marks allocated if s/he demonstrates high level of competence in 50% of the details listed plus any integral that the examiner deems fit. • A candidate scores less than half of the allocated marks if s/he demonstrates high level of competence in less than 50% of the criteria plus any integral that the examiner deems fit.
<p>3. Approach and Methodology</p> <p>a. Statement of the design or blueprint for the study: Whether qualitative, quantitative, mixed and whether cross-sectional in the collection mode, with justification (5 marks).</p> <p>b. Sampling Procedures: Determination of sample size, sample frames, techniques with justification (5 marks).</p>		

Criteria	Marks	Guidelines for assessment
<p>c. Data collection techniques/tools, processes in the field and data analysis framework (5 marks).</p> <p>NB: The methodology must:</p> <p>i. draw links with the theoretical/ conceptual framework.</p> <p>ii. state the research philosophy such as empiricism, pragmatism, positivism, etc.</p>	15	
<p>4. Analysis of Data and Presentation of Results</p> <p>a. Use of appropriate methods and techniques to analyse the data (7.5 marks).</p> <p>b. Accurate (i.e. reliability and validity of data) and clear presentation of results e.g. by tabulation, graphically, textually (in the case of qualitative findings) (7.5 marks).</p>	15	
<p>5. Statement of Main Findings and Discussion</p> <p>a. Findings and discussion to be based on data from the thesis (4 marks).</p> <p>b. Coherence in the presentation of argument (3 marks).</p> <p>c. Presentation of major findings of the project (4 marks).</p> <p>d. Discussion/arguments to reflect the results in the context of the relevant research questions, theory, hypotheses or propositions (4 marks).</p>	15	

Criteria	Marks	Guidelines for assessment
<p>6. Conclusions and Recommendations</p> <p>a. Conclusive statements to incorporate the major findings of the thesis (2 marks).</p> <p>b. Critical discussion of the key issues arising from the research, in terms of what was discovered, achieved, established, and argued (2 marks).</p> <p>c. Statement of major contributions to knowledge in terms of theoretical or model building and methodology and policy recommendations/industrial application (2 marks).</p> <p>d. Addressing and accounting for limitations such as researcher/ interviewer biases (2 marks).</p> <p>e. Recommendations, as related to the objectives, and brief discussion of relevant and interesting future research directions (2 marks).</p>	<p>10</p>	
<p>7. Presentation i.e., formatting, language, citation and referencing, sectioning, use of upper and lower cases, typing, clarity of tables, figures and plates, conforming to word-length requirement etc.</p>	<p>10</p>	
<p>TOTAL</p>	<p>100</p>	

The oral examination of a Doctoral thesis will be evaluated based on the format in Appendix 4.3.

Appendix 4.3. Score Breakdown for Thesis Oral Examination

S/No.	Area of Assessment	Details of Assessment	Maximum Mark
1	Presentation by PowerPoint	<ul style="list-style-type: none"> a. appropriateness of slides; b. confidence in presentation; c. articulation (Presentation with less reading from the slides); d. presentation of key ideas; research problem, research objectives/goal, framework, methods, findings, etc.; e. time management; and f. clarity of communication 	15
2	Understanding of Subject Matter during presentation	<ul style="list-style-type: none"> a. Ability to explain research data however anomalous; b. Applicability of research data to the research problem; c. Ability to link data to findings; d. Ability to link findings to the conceptual framework, theory/ model/hypothesis; e. Ability to explain why hypotheses or research objectives could not be realised; f. Succinct statement of contribution of the research to knowledge; and g. Limitations to the study. 	45
3	Response to Questions/Other Considerations	<ul style="list-style-type: none"> a. Mastery of research questions/ objectives and hypotheses/ prepositions, if any; b. Grasp of theoretical basis of the problem, i.e. understanding of models and theories used; 	40

S/No.	Area of Assessment	Details of Assessment	Maximum Mark
		<p>c. Clear understanding of conceptual framework and how it is related to the problem; and</p> <p>d. Understanding of design and methods used to analyse the problem.</p>	
	Total		100

Evaluation of MPhil Thesis

An MPhil Thesis will be assessed based on the detailed criteria presented in Appendix 3.4.

Appendix 4.4. Detailed Criteria, Marks and Guidelines for Assessment of MPhil Thesis

Criteria	Marks	Guidelines for assessment
<p>1. Statement of the Problem and Justification for the Study</p> <p>a. Ability to articulate or explain the import of the topic and its implications (3 marks).</p> <p>b. Justification: An explanation of why the topic merits a study in local and/or international perspectives (3 marks).</p> <p>c. Statement of Research Questions, Objectives and Hypotheses/Propositions (Where necessary) (4 marks).</p>	10	<ul style="list-style-type: none"> A candidate scores very high marks in each section of the detailed criteria if s/he demonstrates high level of competence in all the listed areas plus any integral that examiner deems necessary.
<p>2. Critical Review of Literature and Theoretical and Conceptual Frameworks/Modelling Techniques</p> <p>a. Candidate's demonstration of evidence of scholarly analysis, and criticism of research relevant to the topic/problem being investigated (5 marks).</p> <p>b. Meticulous citation of relevant scholarly work by quotation, paraphrasing and/or commentary (5 marks).</p> <p>c. Demonstration of competence in understanding and evaluating the material investigated (5 marks).</p> <p>d. Candidate drawing differences and similarities between the thesis and previous investigations and identifying of knowledge gaps investigated (5 marks).</p> <p>e. Candidate developing robust conceptual/theoretical frameworks/modelling technique and justify drawing from the literature investigated (5 marks).</p>	25	<ul style="list-style-type: none"> A candidate scores close to 75% of the total marks if he demonstrates high level of competence in 75% of listed criteria plus any integral the examiner deems fit.

Criteria	Marks	Guidelines for assessment
<p>3. Research Design and Methodology</p> <p>a. Statement of the design or blueprint for the study: Whether qualitative, quantitative, mixed and whether cross-sectional in the collection mode, with justification investigated (6 marks).</p> <p>b. Sampling Procedures: Determination of sample size, sample frames, techniques with justification (7 marks).</p> <p>c. Data collection techniques/tools, processes in the field and data analysis framework (7 marks).</p> <p>NB: The methodology must:</p> <p>i. draw links with the theoretical/conceptual framework.</p> <p>ii. state the research philosophy such as empiricism, pragmatism, positivism, etc..</p>	20	<ul style="list-style-type: none"> • A candidate scores half of the marks allocated if s/he demonstrates high level of competence in 50% of the details listed plus any integral that the examiner deems fit. • A candidate scores less than half of the allocated marks if s/he demonstrates high level of competence in less than 50% of the criteria plus any integral that the examiner deems fit.
<p>4. Analysis of Data and Presentation of Results</p> <p>a. Use of appropriate methods and techniques to analyse the data (7 marks).</p> <p>b. Accurate (i.e. reliability and validity of data) and clear presentation of results e.g. by tabulation, graphically, textually (in the case of qualitative findings) (5.5 marks).</p>	12.5	
<p>5. Statement of Main Findings and Discussion</p> <p>a. Findings and discussion to be based on data from the thesis (3 marks).</p> <p>b. Coherence in the presentation of argument (3 marks).</p> <p>c. Presentation of major findings of the project (3 marks),</p> <p>d. Discussion/arguments to reflect the results in the context of the relevant research questions, theory, hypotheses or propositions (3.5 marks).</p>	12.5	

Criteria	Marks	Guidelines for assessment
<p>6. Conclusions and Recommendations</p> <p>a. Conclusive statements to incorporate the major findings of the thesis (2 marks).</p> <p>b. Critical discussion of the key issues arising from the research, in terms of what was discovered, achieved, established, and argued (2 marks).</p> <p>c. Statement of major contributions to knowledge in terms of theoretical or model building and methodology and policy recommendations/industrial application (2 marks).</p> <p>d. Addressing and accounting for limitations such as researcher/interviewer biases (2 marks).</p> <p>e. Recommendations, as related to the objectives, and brief discussion of relevant and interesting future research directions (2 marks).</p>	10	
<p>7. Presentation i.e., formatting, language, citation and referencing, sectioning, use of upper and lower cases, typing, clarity of tables, figures and plates, conforming to word-length requirement etc.</p>	10	
TOTAL	100	

The Oral examination of an MPhil thesis shall follow the details in Appendix 4.5.

Table 4.5. Score Breakdown for Thesis Oral Examination

S/No.	Area of Assessment	Details of Assessment	Maximum Mark
1	Presentation by PowerPoint	<ul style="list-style-type: none"> a. appropriateness of slides; b. confidence in presentation; c. articulation (Presentation with less reading from the slides); d. presentation of key ideas; research problem, research objectives/goal, framework, methods, findings, etc.; e. time management; and f. clarity of communication 	15
2	Understanding of Subject Matter during presentation	<ul style="list-style-type: none"> a. Ability to explain research data however anomalous b. Applicability of data to the research problem c. Ability to link data to findings; d. Ability to link findings to the conceptual framework, theory/model/hypothesis; e. Ability to explain why hypotheses or research objectives could not be realised; f. Succinct statement of contribution of the research to knowledge; and g. Limitations to the study. 	45
3	Response to Questions/Other Considerations	<ul style="list-style-type: none"> a. Mastery of research questions/objectives and hypotheses/prepositions, if any; b. Grasp of theoretical basis of the problem, i.e. understanding of models and theories used; c. Clear understanding of conceptual framework and how related to the problem; and d. Understanding of design and methods used to analyse the problem. 	40
	Total		100

