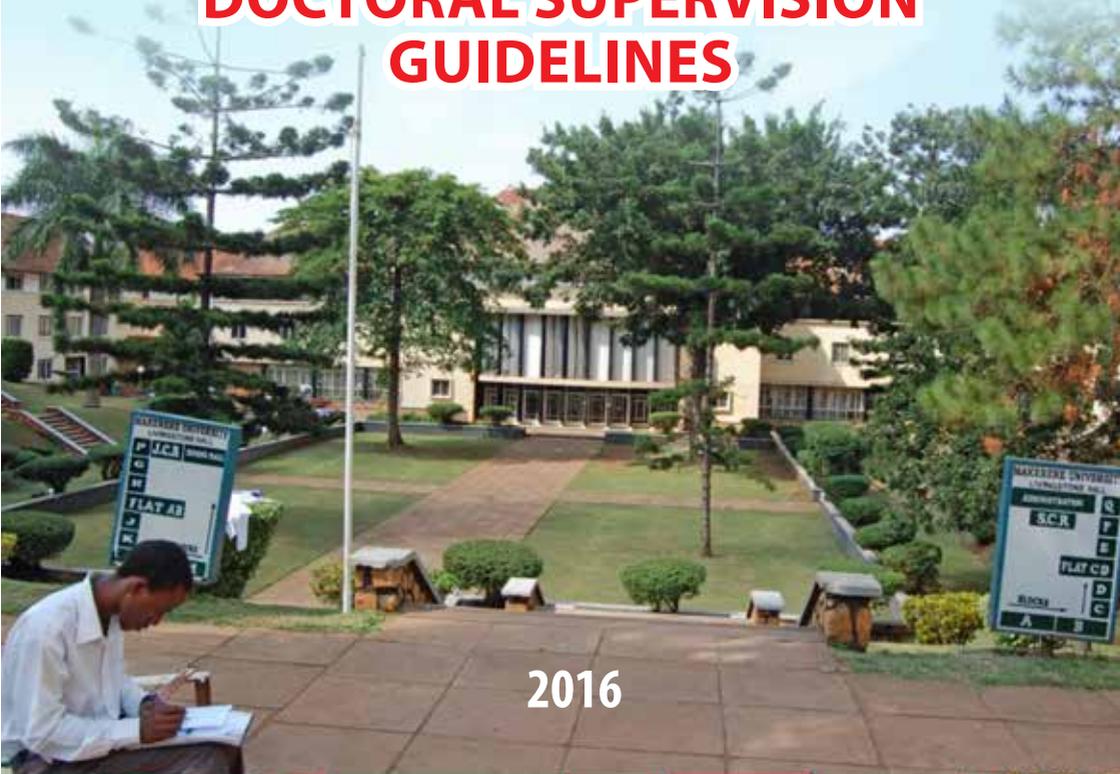




MAKERERE UNIVERSITY

**DIRECTORATE OF RESEARCH AND GRADUATE
TRAINING**

**DOCTORAL SUPERVISION
GUIDELINES**



2016



DIRECTORATE OF RESEARCH AND GRADUATE TRAINING DOCTORAL SUPERVISION GUIDELINES

2016

Contents

Foreword	v
1.0 Preface	1
1.1 About the Makerere University Directorate of Research & Graduate Training (DRGT)	2
1.2 The University Vision	3
1.3 The Mission of DRGT	3
2.0 Doctoral Training at Makerere	3
2.1 The Brief History of Makerere	3
2.2 Goal/Purpose of Doctoral Training	4
2.3 The Doctoral Programme	5
3.0 The Doctoral Research Process	5
3.1 Doctorate by Research Only	5
3.1.1 Full Admission	7
3.1.2 After Approval of Proposal	7
3.1.3 Examination Process	8
3.1.4 Final Submission of Doctorate Thesis/Dissertation	10
3.2 Research Process for a Doctorate by Course work and Dissertation	10
3.2.1 Draft Proposal	11
3.2.2 Full Proposal	11
3.2.4 Examination Process and final submission of the dissertation (same as outlined in sections 3.1.4. and 3.1.5)	13
4.0 Role of the Supervisor	13
5.0 Supervision of Graduate Students	14
5.1 Supervision Load	15
5.2 Qualities of a Good Supervisor	15
5.3 What is expected of a Student?	16
5.4 Warning Signs of Student Problems	17
5.5 Appointment of Supervisors	17
5.6 The Study Plan	18
5.7 Plagiarism	18
6.0 Ethical Issues in Supervision	20
6.1 The role of a supervisor in regard to Ethical Issues	20
7.0 Conflict Resolution and Appeals	21

8.0 Termination of Supervision	21
9.0 Supervisor's Checklist	22
APPENDIX 1:	23
Guidelines for the format of research proposals, Research reports, theses and dissertations	23
Appendix 2: Progression Flow Chart	51

Foreword

I am very pleased to present the second Edition of the Doctoral Supervision Guidelines. Following the first edition, the approaches to supervision and mentoring have evolved over time, but the purpose has essentially remained the same.

Makerere University has continued to take the lead as a research-led university and is committed to supporting activities geared toward attaining prominence in research quality and quantity. Research conducted by graduate students contributes the largest part of the research output of the university.

Despite the phenomenal improvements in the graduate training at Makerere University, an array of challenges still face Doctoral supervision, amongst them, inadequate academic literacy and writing skills, power relations, and inadequate preparation in research methodology.

It has become clear that although the number of students enrolling for Doctoral studies at Makerere University has increased over the years, a large proportion of these students do not complete their studies on record time. The reasons for this low completion rates are many, among them is the relationships between supervisors and their students and the overall quality of supervision.

In the past, we assumed that every senior academic, by virtue of his/her experience in teaching or research, knows what is required to supervise Doctoral students and likewise the students know their responsibilities. We were wrong!. Even senior Academics need enabling guidelines and support if they are to effectively carry out their supervision duties. This manual therefore, will provide a useful guide for both supervisors and PhD candidates on how to structure their working relationships into better interaction and supervision experiences.

Included in this manual is the study plan together with the agreement between supervisor and student detailing how the supervision will be conducted. We hope that this will ease the study path

and also help to reduce areas of conflict and misunderstanding that may arise. I encourage all current supervisors and future potential supervisors to read this document as the university increases the number of graduate students to transform Makerere into a truly Research Led University.

I really hope that this resource will stimulate and inform quality doctoral supervision at Makerere University.

I wish to thank the Swedish International Development Cooperation Agency (Sida) for the financial support that has made it possible to produce this manual.

A handwritten signature in blue ink, appearing to read 'Buyinza Mukadasi', with a stylized flourish above the name.

Professor Buyinza Mukadasi
**Director Directorate of Research
and Graduate Training**

1.0 Preface

The strategic direction of the University is a key guiding framework that needs to be understood by all the stakeholders. Over the next 10 years, the University has re-defined her vision as: *'To be the leading institution for academic excellence and innovations in Africa'*. This vision is envisaged to be realized through provision of innovative teaching, learning, research and services that are responsive to National and Global needs. The strategic foci of the University in the next 10 years will be geared towards realizing the following:

- i. Shifting from Teacher centred to Learner centred problem based instruction so as to provide experiential and flexible learning in order to stimulate creative, critical and independent thinking among learners;
- ii. Repositioning Makerere as a research led university so that she stands out as the knowledge and innovations generation power house to support national and international development and to reinforce teaching/learning and;
- iii. Shifting from the current outreach paradigm to Knowledge Transfer through partnerships and networking with institutions in both public and private sectors

This document has been prepared to guide and assist doctoral students and supervisors to be aware of their responsibilities, and plan efficiently to enable timely completion of doctoral students' programs. In the era of the knowledge economy and where the nature of the doctoral research degrees is quite challenging, timely completion of the doctoral degrees is important. This brings to the fore doctoral research supervision as a key concern that requires specific attention.

The guidelines will help the supervisor to know the procedures to be followed, the stages through which the doctoral student goes to accomplish his/her work, the expectation on both the supervisor and the student among others.

Apart from schedules, the guideline provides information on the forms in which the doctoral thesis/dissertation may be presented i.e. as monographs, chapters as stand-alone papers and published papers.

The guidelines were prepared aware that the growths of alternative forms of doctorate research degree programmes also have an important bearing on the issue of skill sets and graduate attributes- the knowledge economy requires particular kinds of soft skills, which are not usually developed in the conventional doctoral thesis. The changing formats in doctoral degree programmes, for example, have to satisfy both work place needs and academic standards, especially for the doctoral programs by research only. The doctoral studies, therefore, increasingly emphasise a broader knowledge base and timely completion associated with clear targets.

These guidelines will contribute to making the supervisor more accountable in terms of performance, and contribute to development of quality systems and indicators in, research supervision, training and development programmes as well as supervisor registration and accreditation processes. In addition, these guidelines, when read in conjunction with the Doctoral Students' Handbook and guidelines for proposal writing and thesis/dissertation presentation provide the doctoral supervisor and student with the information on the doctoral process to complete the doctoral program at Makerere University.

The Directorate of Research and Graduate Training (DRGT) is responsible for coordination and management of graduate training and research at Makerere University. A number of training courses in proposal writing, research management and supervision of doctoral students have been conducted. Both experienced and upcoming supervisors of doctoral students are encouraged to attend these courses which have been rated highly.

1.1 About the Makerere University Directorate of Research & Graduate Training (DRGT)

The Directorate of Research and Graduate Training formally School of Graduate Studies (SGS) was established in 1994 to:

- Coordinate and administer all matters related to graduate studies;
- Provide a central channel of communication from and to graduate students and their supervisors;
- Streamline, review and develop, regulations, procedures and best practices of graduate studies in Makerere University;
- Provide a channel of communication between students studying in different disciplines;
- Help provide a home for graduate students;
- Coordinate cross-cutting and multidisciplinary courses to assist graduate students acquire additional skills, relevant in this era of knowledge economy.
- Coordinate and Manage Research and Publications at Makerere University

1.2 The University Vision

To be the leading institution in academic excellence and innovations in Africa

1.3 The Mission of DRGT

The mission of the DRGT is to foster and manage graduate training, research and innovations by University units, through the promotion of quality and development impact oriented research, publication and dissemination of knowledge and innovations to meet the changing needs of society for sustainable development.

2.0 Doctoral Training at Makerere

2.1 The Brief History of Makerere

Makerere University was established in 1922 as a technical school offering various courses in medical care, agriculture, veterinary science, elementary engineering, surveying and teacher training. Fifteen years later (in 1937) Makerere was transformed into an in-

stitution of higher education, offering post school certificate courses. In 1949, it became a university college in special relationship with London University, UK and later began to offer general degrees of the University of London. In 1963 when the University of East Africa came into being, Makerere University became a constituent college of the new University of East Africa. In July 1970, Makerere became an independent university, offering undergraduate and postgraduate degree programs in a variety of disciplines. Initially, the graduate student numbers were small but gradually grew in leaps and bounds due to the reputation that Makerere carved out in the area of research especially in the area of health and social research. This created the need to establish structures to manage and coordinate graduate training and research at Makerere University. At its 69th meeting held on the 23 June and 14th July 1994, Makerere University approved the establishment of the School of Postgraduate Studies, which was later Directorate of Research and Graduate Training. It has now been transformed into the Directorate of Research and Graduate Training.

2.2 Goal/Purpose of Doctoral Training

“The general goal of research is to gain new knowledge so we may better understand the world we live in and if possible change it for the better.” (Högskoleverk, Swedish National Agency for Higher Education).

The purpose is to train doctoral students in the scientific and academic tradition, but above all to develop independent and critically minded researchers. A doctoral program equips the doctoral candidates with top notch skills necessary to address problems in the candidates’ specialised fields. This includes both theoretical and practical training/experiential learning aiming at building human resource base capable of critical thinking and solving societal problems.

Doctoral students must learn scientific methodology, critical analysis and independence in their studies. The training must, therefore, stimulate them to adopt a scientific attitude, which includes the ability to formulate clear questions, to structure arguments, to

find adequate methods and theories for tackling problems and to be able to reflect critically on the subject of their inquiry. Doctoral students are expected to probe deeply into their subject and be at the forefront of knowledge in their field.

2.3 The Doctoral Programme

The doctoral program at Makerere takes three to four years to complete on a full time basis with a maximum of seven years including withdrawals. Students may pursue a doctorate by research only or a doctorate by coursework and dissertation.

The supervisor should be aware of the various approved programmes/courses in the different units of the University to be able to guide the student appropriately in their course of study. In addition the supervisor should be aware of the approved cross-cutting courses curriculum that all doctoral students are required to take and advise the doctoral candidates appropriately.

[The courses are outlined in the various programs in the Makerere University Prospectus and the DRGT cross-cutting course curriculum]

3.0 The Doctoral Research Process

Makerere University offers two types of doctoral programs: the doctoral program by research only and the doctorate by coursework and dissertation. Doctoral students (both by research only or coursework and dissertation) have to fulfil the general Makerere University requirements for the Doctoral programme.

3.1 Doctorate by Research Only

An applicant is offered provisional admission upon submission of the following to the SGS:

- A filled application form in duplicate
- Relevant Academic credentials – Key ones include copies of Ordinary level and Advanced Level certificates

and academic transcripts, undergraduate degree academic transcript and certificates, Master Degree certificate and transcript.

- Three letters from academic referees
- A 3-5 page synopsis/concept outlining the area of research interest

Provisional admission is up to 1 year during which time a full proposal must be developed, vetted internally by the Doctoral Committee or an external vetter, and approved by the College/School/Department Research and Higher Degrees Committee. External vetting has caused delays in the progress of many students and the introduction of functional doctoral committees should do away with the need to send proposals to external vettors. The academic unit considers the following in recommending provisional admission

- Is the topic researchable and is the problem stated clearly? If not, can a student be guided into another research area/topic or helped to re-examine his problem statement?
- Is there a suitable supervisor in the unit or elsewhere in the university?
- Is the student suitably qualified to undertake the said study
- Does the University unit have suitable facilities to enable the applicant to carry out the proposed research work successfully? If not, are there collaborative institutions where this could be done?
- Are there potential supervisors and or staff to serve on the doctoral Committee to assist the student to develop a research proposal taking into consideration the existing capacity?

Academic staff members who qualify to supervise doctoral students must have a doctoral degree of at least two years duration/standing, and may supervise up to 3 doctoral students in addition to not more than 5 Master Degree students at the same time.

After **six months** of provisional admission, the student is expected to present the draft proposal to the Doctoral Committee for approval. The decision of the doctoral committee is forwarded by the supervisor to the College/School/Institute Research and Higher Degrees Committee for approval. The decision of the HD&RC together with the approved proposal is forwarded to the Directorate of Research and Graduate Training for full registration.

3.1.1 Full Admission

For full admission to be granted the following have to be fulfilled:

- The Doctoral Committee shall submit their reports to the Chairperson of the College Research and Higher Degrees Committee
- The prospective candidate shall then present the research proposal to the members of the College/School/Department Research and Higher Degrees Committee for their review
- The recommendation and signed minutes by members who attended the relevant School/ Department Research and Higher Degrees Committee shall be forwarded to the Directorate of Research and Graduate Training.
- A Letter from the supervisor certifying that the recommended changes have been made shall accompany the final copy of the proposal submitted to the DRGT
- The student shall produce proof of payment of University dues and that they are duly registered for the provisional admission period.

3.1.2 After Approval of Proposal

- The PhD candidate and supervisor shall submit Progress Reports and the study/work plan every six months until when the Thesis/Dissertation is submitted for examination (Template available at www.rgt.mak.ac.ug)

- The student shall make at least two presentations in regular seminars at the academic unit.
- If a candidate is unable to submit his/her thesis/dissertation after three years of full registration he/she may apply for an extension of registration. The maximum duration of a doctoral programme at Makerere University is six years for full time students and seven years for part time students.

A candidate pursuing a doctorate shall publish at least one (one) paper in a refereed journal before being allowed to present the thesis/dissertation for examination. A candidate may be examined on the basis of a compilation of at least three (3) to five (5) papers published in refereed journals with a general introduction, review of literature and summary and conclusions as his/her thesis/dissertation. Another option is publication of the thesis/dissertation as monograph.

3.1.3 Examination Process

- Students through the Doctoral Committee notify in writing the Directorate of Research and Graduate Training of their intention to submit their thesis/dissertation two months to submission. (*See web template of letter of intent to submit at www.rgt.mak.ac.ug*). This letter of intent should be copied to the Principal who may then go ahead to nominate examiners and forward the names to the DRGT.
- Directorate of Research and Graduate Training then requests the College/School/Institute Research and Higher Degrees Committee through the Dean to nominate examiners and the examination panel and thereafter appoints examiners (one External to the University and two Internal Examiners who have not been the supervisors).
- Students then submit four (4) spiral bound copies of their thesis/dissertation to the Principal of a college.

- Submission of Thesis/Dissertation is upon completion of at least two years of supervised work during full admission period.
- Examination of the thesis/dissertation is done within three months by the examiners. Examination reports are sent directly to the Director, Directorate of Research and Graduate Training for confidentiality and quality assurance purposes.
- When all reports are in and at least two of them are positive including that of the external examiner, then a public defence is held upon notifying the student. Notification of place, date and time of defence should be communicated publicly at least two weeks before the defence. A summary of the thesis/dissertation should be made available to the public and the rest of the University community including at the main library and at the academic units.
- The candidate will make a 30 – 40 minute presentation after which he/she will take questions from the public. The public defence panel will be dissolved thereafter.
- Immediately after the public defence, the examination panel assess the candidate's in-depth knowledge of his/her registered work and proof of ownership of the dissertation. The panel should comprise of three persons.
- In case revisions/corrections are required after examination, one of the internal examiners shall be designated to ensure and be satisfied that corrections have been made by the candidate as required. The internal examiner shall then recommend submission of the thesis in writing to the Directorate of Research and Graduate Training with a copy to the Dean/Director of the College/School/Institute.
- In case the candidate fails to satisfy the examiners, he/she may be advised to resubmit the work or discontinued from the degree programme.

3.1.4 Final Submission of Doctorate Thesis/Dissertation

- An award is recommended upon receipt of a letter from the internal examiner ascertaining that all identified corrections in the dissertation have been effected to his/her satisfaction.
- The candidate binds four copies of his/her thesis/dissertation in hard cover, black colour with gold letters. Three (3) copies are submitted to the Directorate of Research and Graduate Training including a soft copy of the abstract and the Thesis/Dissertation on a CD.
- In case of a published book, a candidate is required to submit an electronic copy of the summary and three (3) copies of the book: two (2) copies to the Directorate of Research and Graduate Training and one (1) to the Library.

3.2 Research Process for a Doctorate by Course work and Dissertation

Candidates pursuing a doctorate by coursework and dissertation must fulfil the general Makerere University entry requirements for a doctoral programme.

An applicant is considered for provisional admission upon submission of the following:

- A filled in application form in duplicate
- Academic credentials
- Three referee letters.
- A synopsis/Concept paper outlining area of intended inquiry

During the first year, the student shall take cross-cutting courses for credit, including other relevant courses which would be examined. During the year, the synopsis/concept paper shall be vetted by the Doctoral Committee and accepted by the College/School/Department Research and Higher Degrees Committee.

A doctoral student course load shall be a minimum of 40 and a maximum of 80 credit units.

3.2.1 Draft Proposal

- A student pursuing a doctorate by coursework and dissertation may do coursework and research concurrently, although he/she may elect to complete the coursework first and then embark on the research.
- By the end of the first semester of the 1st year the doctoral student is expected to have identified a research area in his/her field of study
- The student shall hand in a brief document of the draft proposal (see doctoral student's handbook). The draft proposal must have a title, statement of the problem, objectives of the research, significance, justification, hypotheses, preliminary literature review, a brief description of the methodology he/she intends to use to answer the research questions and a list of references used in the literature review.

3.2.2 Full Proposal

- A student is deemed to have progressed to full registration if he/she develops a full proposal at the end of the first year. For a full proposal to be approved, it should have gone through the following processes:
- The Doctoral Committee shall have submitted their reports to the Dean of the School Research and Higher Degrees Committee through the academic unit.
- The proposal shall have been presented to members of the College/School/Institute Research and Higher Degrees Committee for their review at least 2 weeks in advance.
- The applicant shall then be invited to defend the proposal before the College/School/Institute Research and Higher Degrees Committee. The defence should normally not exceed an hour.

- Signed minutes by all members who attended the relevant College/School/Institute Research and Higher Degrees Committee are forwarded to the Directorate of Research and Graduate Training.
- A final proposal is forwarded to the Directorate of Research and Graduate Training by the chairperson College/School/Institute Research and Higher Degrees Committee.
- A Letter from a supervisor certifying incorporation of all corrections to the proposal as recommended by the Doctoral Committee and College/School/Institute Research and Higher Degrees Committee is sent to the DRGT.(see web template of letter at www.rgt.mak.ac.ug)
- The student produces a receipt indicating that he/she has paid all university dues. Full admission is granted when all the above conditions have been met. Thereafter
- The student and supervisor develop a study plan which is submitted to the DRGT.
- The student and supervisor shall submit Progress Reports every 6 months before submission of the Thesis/ Dissertation for examination. The student shall be guided to make a presentation in regular seminars at the academic unit every six months.
- If a candidate is unable to submit his/her thesis after three years of full registration, he/she may apply for extension of registration for a period of up to one year each for a maximum of two years.
- The maximum duration for a doctoral programme at Makerere is five years for full time students and seven years for part time students.

3.2.4 Examination Process and final submission of the dissertation (*same as outlined in sections 3.1.4. and 3.1.5*)

4.0 Role of the Supervisor

Supervisors' shall post their profile and academic work/publications on the university website. The maximum supervision load is three (3) doctoral students and not more than five (5) Masters Students at any given time.

The supervisor shall:

- Facilitate students during their induction.
- Introduce the admitted student (s) to the department/unit.
- Clarify institutional cultures and practices for the student.
- Provide working space for students (where possible).
- Meet student(s) and discuss the relevant and cross-cutting courses they will need to undertake.
- Discuss and agree on the study/work plan and the way forward.
- Provide adequate time and an appropriate environment for meeting with students.
- Safeguard students' materials in their custody.
- The supervisor shall also take on the role of a mentor, a promoter (Financial issues, seminars, conferences, networking, resource mobilization etc.), and a counsellor.
- Initiate students into the broader academic community (participation in seminars, workshops etc.)
- Guide the student to attending conferences and writing conference papers as well as resource consolidation

Furthermore the supervisor's role will involve

- Ensuring that the student works according to the study plan.
- Maintaining open channels of communication with student.
- Ensuring that all work is submitted in hard and soft copy and that a file is maintained for each student.

5.0 Supervision of Graduate Students

Supervision means to oversee the performance of an operation; to watch over so as to maintain order. In academic terms it is a form of teaching method where control and responsibility of content and pace are divided more equally between the teacher and student. By and large, the progress of a student should be driven by the student and only assisted by the supervisor.

Lack of proper supervision has been identified as one of the key factors that hinder progress of both Masters and Doctoral students in Makerere. Other issues that affect students' progress have been identified as (Prepare Ph.D. baseline survey report, 2009);

- Financial constraints faced by students
- Employment status where many students are employed and do not get permission or time off to undertake further studies
- Student overwork and health problems,
- Low student motivation and personal initiative,
- Commitment and competence of the supervisor,
- Conflict between supervisor and student.
- Access to internet and library resources

Some of these issues are beyond the control of the supervisor but fruitful discussions between the student and the supervisor may help in alleviating some of the situations. The supervisor is therefore encouraged to discuss these issues should the student open up.

5.1 Supervision Load

It is acceptable for each supervisor to handle 5 MSc/MA students and 3 Ph.D. students at any given time. This is according to University guidelines. However, it has become apparent that in some faculties, the supervision load can go to between 20 and 30 students. This is particularly true for those supervisors who have shown that they are hard workers on one hand and others who do not pay much attention to the students work. The senate guideline load should be followed and supervisors are encouraged not to take on too much load when they already have other responsibilities. In addition, supervisors are required to supervise students doing work in an area where they consider themselves competent. Commonly some supervisors turn down this role if they are appointed to supervise a student doing work where he/she feels incompetent. This is ethically sound and is encouraged.

Advice to the supervisor: Before you accept to supervise a student, make sure that you have the time and the competence to do so.

5.2 Qualities of a Good Supervisor

The following are the qualities of a good supervisor which many should aspire to possess.

- Expert in the field/deep knowledge of the field
- Good academic track record
- Active researcher and publisher
- Resourceful person
- Activates student academic conscience
- Compassionate, empathy, caring, open, honest, transparent, resilient, well organised
- Motivator, morale builder, energizer, mentor
- Good net worker,
- Good communication and listening skills

- Take keen interest in the psycho-social issues around the student,
- Provide opportunities for student to attend conferences,
- Introduce student to your network
- Inculcate a research culture in the student
- Strive to transform the student into a researcher of his/her own standing(for doctorate students).

The supervisor, therefore, must know the graduate training process and system quite well, set the road map and milestones with the student, identify training needs of the student and scientific resources and point the student in the right direction.

The supervisor is expected to give feedback to the student from time to time. In order to give good feedback the supervisor must be an active listener, focus on the strengths of the student and the work, be specific, firm, give suggestive constructive criticism aimed at building and not breaking the student. In addition, the supervisor should have read the students' work and prepared to give feedback.

5.3 What is expected of a Student?

The student must:

- Have intrinsic motivation, interest and will to work,
- Be self-reliant, self-driven and independent worker
- capable of making use of the supervisor including handling the feedback
- Know how to read, to write, to analyse i.e. critical thinking and reasoning
- Be conversant with rules and regulations governing graduate training and research at Makerere University
- Keep the supervisor aware of all circumstances and situations that may affect his/her progress. This is very important so as to meet the goals set by both the supervisor and the student.

5.4 Warning Signs of Student Problems

Many students develop problems along their study path. Students handle these problems in various ways, some may mention them to the supervisors, some may withdraw and some may disappear. Below are some of the signs that may warn the supervisor of impending problems.

- No drafts or discussion papers
- Student postpones, cancels or refrains from setting up meetings
- Student receives feedback but does not comment, ask questions or get engaged in dialogue with the supervisor
- Student continuously produces drafts but fail to close up a chapter or section
- Depression, disturbed behaviour, ill health etc.
- Student cuts off communication altogether

5.5 Appointment of Supervisors

In Makerere University, supervisors are appointed by the Directorate of Research and Graduate Training on the recommendation of the College/Institute/School higher degrees committee. The committee must recommend persons who are competent in the field of study and who can therefore guide the student in addition to providing information as to the source of most recent literature. If a supervisor feels incapable of guiding a student in field where he/she is not an expert, the supervisor should decline such an offer in writing to the Directorate of Research and Graduate Training.

The higher degrees committee should not overload some persons while sparing others. If there is no expertise for a specific field of study within the College, the committee should look outside the College and outside the university to find suitable individuals.

With the college system in place, the Directorate of Research and Graduate Training has decentralised appointment of supervisors. It must be made clear that the supervisors will be nominated by

the School academic board and appointed by the College Academic board.

5.6 The Study Plan

It is recommended that the student develops a study plan and discusses it with the supervisor. A study plan clearly defines a study path for a given qualification. It contains the courses or new content the student needs for a qualification. It is sometimes called a road map. The student must therefore be aware of the specific qualification requirements so as to draw a correct plan. A study plan helps the student to:

- plan ahead
- learn how to take an active role in studying
- establish a regular study routine
- Develop time management skills and goals/objectives and priorities
- Locate study materials and resources
- Save time
- Make weekly or monthly planner

The study plan is usually drawn for one year after which it is reviewed by the student together with the supervisors/doctoral committee members. It is sometimes combined with a contract which defines the way the supervision will be handled. The agreement is entered into between the student and the supervisor and clearly defines how the interaction will be handled, how often they will meet and where, for how long, preparations before the meeting etc. There after the minutes of the meeting are developed and signed and all this information must be kept by the student until his studies are completed.

5.7 Plagiarism

To plagiarise means to steal or pass off (the ideas or words of another) as one's own without crediting the source i.e. to commit literary theft; present as new and original or product derived from existing

source (S.E Bramer, Widener University, 1995: Google source) . This is academic and public dishonesty.

It is unacceptable to copy something out of a book, newspaper, journal or any other printed source. Sometimes, this is copied word for word. The most important issue to note is that if it is not yours, either do not use it or place it in quotes or reference it. This should enable the reader to tell what is yours and what is someone else's. References enable the reader to know the source of your information. When you state a fact or a theory, unless it is general knowledge, you should say where it comes from.

Many students appear to plagiarise these days because they are out of time, lazy, may have poor notes or records or simply do not know how to correctly reference the sources. The supervisor should therefore follow the student's progress systematically so as to be sure that the work presented for assessment is the student's work. For Students working in laboratories, they will be expected to keep log books and those involved in research involving questionnaires and other tools need to keep these records as they generate their data.

Plagiarism as has been defined is stealing someone's intellectual property and is punishable. In many cases, the student is advised to rewrite the sections deemed to have been plagiarised or he/she is denied the award for which he was registered.

The supervisors can help minimise this vice in the era of increasing competition and greed for quick gains in academia.

For more reading, I refer you to this reference Plagiarism contribution by the Writing centre, University of North Carolina at Chapel Hill, <http://www.unc.edu/depts./wcweb> or just google Plagiarism and you will get a lot of material on plagiarism and how to avoid it.

6.0 Ethical Issues in Supervision

Researchers' ethics concerns the honour, honesty and transparency of the researcher; how people conduct themselves to achieve the results in their work together with colleagues, with the business community and with other institutions and people.

6.1 The role of a supervisor in regard to Ethical Issues

- Supervisors shall not supervise students where there is likely to be a conflict of interest – e.g. supervision of spouses, family, children of friends or business associates.
- Supervisors need to warn students to desist from issues of plagiarism.
- Any publication arising from the student's data should include the student as an author.
- Supervisors shall emphasise compliance with copyright guidelines – crediting sources of information etc.
- Supervisors shall ensure that the students respect Human Rights issues as they carry out their research – i.e. the students' use of sensitive personal data.
- Supervisors shall make the student aware of the role of College ethics committee:
 - Regarding research (and presentation irregularities)
 - Examination irregularities.

Supervisors shall guide/advise students where research permits are required or when projects must be submitted for review to an ethics committee and Uganda National Council for Science and Technology. Supervisors shall ensure that student's research involving animals is cleared with the relevant 'Animal Use Committee'

7.0 Conflict Resolution and Appeals

A doctoral student shall work very closely with his/her supervisor/s. In this working relationship, a conflict situation may arise. In case of a conflict where the two parties fail to resolve it, then, the head of department who is in charge of the professional activities and is well placed to take action.

The aggrieved party shall put their complaint/s to him/her in writing at the earliest opportunity. The Head of Department shall then discuss the matter with all the parties involved and write to the parties giving an opinion on the situation and requesting a written response from each. If a satisfactory resolution is not reached, the case shall be referred to the Deputy Dean in charge of Research and Graduate Higher Degrees, who will appoint a neutral committee of three to make consider the matter make a recommendation on the matter.

In more serious conflicts like sexual harassment, this shall be handled by the relevant University Regulations. In case the conflict is rooted in profound personality clash, a change of supervised shall be explored.

In case the doctoral student or supervisor appeals, the Dean shall convene the Higher Degrees Committee to resolve the matter. If this fails, a recommendation shall be made by the Higher Degrees Committee to the Board of Graduate Research and Graduate Training.

8.0 Termination of Supervision

A supervisor may terminate their supervisory role whenever he/she feels unable to continue with the student. The student may also request for change of a supervisor in the event of harassment, transfer, sickness or death of a supervisor. Once a decision has been made to terminate the contract between supervisor and supervisee this should be put in writing. The letter should be addressed to the Director, Directorate of Research and Graduate Training. The student will then be notified by the Directorate of Research and

Graduate Training of the termination and of an alternate supervisor where appropriate.

9.0 Supervisor's Checklist

The supervisor shall regularly check (among other things) that the following are in place:

- Have all details of the supervised student(s).
- Students' registration status is clear.
- Students' study plan – including periodic reviews is in place.
- Students' status at the Doctoral Committee – Scheduled meetings of Doctoral Committee.
- Attending Field/Laboratory work.
- Presentation at seminar/conferences.
- Progress in chapter drafting.
- Progress in writing up.
- Progress in identifying potential examiners.
- Progress in identifying the viva voce panel.
- Handling outcomes of viva voce examinations.

APPENDIX 1:

GUIDELINES FOR THE FORMAT OF RESEARCH PROPOSALS, RESEARCH REPORTS, THESES AND DISSERTATIONS

The Makerere Research Proposal Format

1.0 Definition of Proposal

This is a written presentation of an intended research specifying the problem, the purpose, scope/objectives, methodology, references and the financial plan/budget. A synopsis is an outline of the research proposal of 3-5 pages length (including references) which is currently required for provisional admission to Ph.D. and other doctoral degree studies at Makerere University.

2.0 Components of a Research Proposal

2.1 Title / Topic

The title should accurately reflect the scope and content of the study. In addition, it should be concise, simple and catchy in not more than 20 words. The title should be informative/descriptive yet discrete and contain the key words of the proposal. Do not use terms like “Research into...”, “A Study of...” etc.

2.2 Background / Introduction

This section provides evidence and conditions of the existing situations highlighting the gap(s) to make the reader feel the urgency of the problem, the need to study it in order to solve the problem or contribute to its solution. (About 600 words, Font type: Times New Roman, Font size 12; 1.5 line spacing)

2.3 Research Problem / Statement of the Problem

- i. Presents the reason behind the proposal i.e. what will change when this research is done or what would happen if the research is not done

- ii. Problem is an existing negative state not absence of a solution
- iii. Refers to what has been detected and needs a solution in the practical or theoretical world.
- iv. Should clearly state the nature of the problem and its known or estimated magnitude / extent.
- v. Link the problem to the national development priorities/framework (NDP), the regional (e.g. AU) and the Global Development Agenda (MDGs)
- vi. Should be concise and brief (not more than 1 page)

2.4 General Objective / Aim / Purpose

Refers to the general intention of the research. Should spell out what the research is supposed to accomplish.

2.5 Specific Objectives

These are specific aims / objectives arising directly from the general objective / purpose / aim of the study. For each specific objective you must have a method to attempt to achieve it.

2.6 Significance/Importance/Contribution

This refers to the relevance of study in terms of academic contributions and practical use that might be made of the findings. It should reflect on knowledge creation, technological or socio-economic value to the community.

2.7 Justification/Rationale

(Answers the question – Why?) Would the world collapse if this work is not done?

2.8 Theoretical / Conceptual Framework

a. Theoretical Framework

This is an examination of existing or self-formulated theories in relation to the researchers' objectives.

Or

Conceptual Framework

This is a scheme of concepts (variables) which a researcher will operationalise in the study in order to achieve the set objectives. The framework is normally presented graphically (diagrammatically)

N.B. These are normally requirements for Masters and Ph.D. Proposals where applicable.

2.9 Scope (*where applicable*)

The scope provides for the boundary of the research in terms of depth of investigation, content, and sample size, geographical, Time frame and theoretical coverage.

2.10 Literature Review

- i) This section deals with the analysis of existing literature on the subject with the objective of revealing contributions, weaknesses and gaps.
- ii. The Literature Review should be according to the themes of the study and should reflect the objectives, Hypotheses, methods and research questions.
- iii. Citation should be in accordance with approved format. (*See Guidelines for writing manuscripts*)

2.11 Hypotheses / Postulates / Research Questions (*where applicable*)

These are investigative assumptions, which guide the study. In case of hypotheses, they should be testable. (Hypothesis

is usually null or alternate, whichever poses the investigative question).

N.B. Hypotheses can come immediately after Literature Review or Specific Objectives.

2.12 Methodology

This is a detailed description of selected methodology and should be presented in unambiguous terms.

The section comprises:

- i) Research design - which describes the nature and pattern the research intends to follow e.g. whether it is historical, descriptive survey, experimental or quasi experimental and location (optional), etc.
- ii) Research approaches – Qualitative/quantitative
- iii) Description of the geographical area and where population of the study exists
- iv) Description of the population from which samples will be selected.
- v) Sampling strategies, by which the researcher will select representative elements / subjects from the population.
- vi) Data collection methods; including instruments and procedures to be used in the research described.
- vii) Data quality control, which refers to reliability and validity of instruments. (viii) Measurements, which refer to the formulae or scales in the study.
- ix) Data analysis, which involves organisation and interpretation of the data generated.

Note: Both raw data and the analysed form be kept both electronically and hardcopy for further reference later.

Follow the following steps in preparing data for analysis:

- i) Receive the raw data sources
- ii) Create electronic data base from the raw data sources
- iii) Clean/Edit the database
- iv) Correct and clarify the raw data sources
- v) Finalise database
- vi) Create data files from the data bases

2.13 Ethical Consideration

Ethics of the research here refers to the morals of the investigation or intervention as regards the minimal abuse, disregard, safety, social and psychological wellbeing of the person, community and /or animals i.e. how the principles of consent, beneficence and justice are handled in the study. Include a statement of where ethical clearance has been or will be obtained.

2.14 Environmental Considerations

Where applicable, include a statement on environmental concerns

2.15 Gender Consideration

The section presents the gender issues addressed by the study and how they will be handled in the analysis.

2.16 Limitations / Anticipated Problems (Optional)

This refers to anticipated constraints imposed by methods/ location/situation of research. Potential sources of bias in the proposed study are presented here. Show how the limitations/bias will be addressed. However, these must not be seen to prevent the study from being carried out, otherwise it will not start. The limitations are major considerations before embarking on a study to ascertain the feasibility of accomplishment.

2.17 References

This is a list of all works cited in the proposal and should be written according to the approved format. The approved format is APA Sixth Edition.

2.18 Appendices

Comprises of the budget, work plan/time framework, explanatory notes and instruments.

(i) Budget

This is the financial plan for implementation of the research. It should be clear, realistic and reasonable (affordable)

It should be itemised according to the following:

- Equipment
 - Stationery
 - Materials e.g. nails, wood, chemicals etc.
 - Travel
 - Subsistence
 - Research Assistance
 - Services (*Secretarial, Photocopying, Printing, Binding*)
 - Dissemination (*Publishing, Conferences etc.*)
 - Others (*Specify*) e.g.10% Research honorarium (*not for those doing higher degrees*)
- 15% Institutional Administrative fee/Overhead costs (5% to the SGS, 3% to the Department (now the School), 3% to the College and 4% retained at the center as provided for on the University Research & Innovations Policy, 2008 – available on the University Intranet at: (http://policies.mak.ac.ug/downloads/MAKERERE_UNIVERSITY_RESEARCH_POLICY.pdf).

(ii) Time Framework/Work Plan

This is the schedule / time-table of activities covering the period over which

the research is to be implemented with due regard to budgetary consideration as well. It could be presented in tabular form or in a Gantt chart. It is a valuable guide for evaluation of a research progress.

(iii) Explanatory Notes

These include research approval letters, maps, and lists of areas to be visited.

(iv) Instruments/Tools

These are details of tools used in the research e.g. Equipment, questionnaire, interview schedule, scales and tests etc.

3.0 Length of Proposals and submission

A proposal for Master Degree research should be up to 15 pages excluding appendices. While the Ph.D. and postdoc proposal should not exceed 25 pages excluding appendices.

Brief submission procedure (see Graduate Student Handbook for details):

The proposal is submitted to your Department/School Higher Degrees and Research Committee for evaluation and approved before it is forwarded to the Directorate of Research and Graduate Training for final approval and recording.

A Ph.D. degree research proposal must be vetted by the candidate's doctoral committee and their views along with College/School/Institute Higher Degrees and Research Committee minutes must be forwarded to the Directorate of Research and Graduate Training. A letter from the designated/approved supervisor certifying that:

‘.All recommended amendments in the proposal have been addressed’

Must accompany the College/School/Institute Higher Degrees and Research Committee approved minutes

II Research Report, Thesis/Dissertation Format

4.0 Definition of Report

Is a detailed account of the study

5.0 Outline of the Research Report

The research report comprises of:

- a) The Preliminaries (pages numbered in Roman numerals) to consist of:-
 - (i) Title page (Not numbered)
 - (ii) Declaration (compulsory for certificate & Degree research)
 - (iii) Copyright statement
 - (iv) Dedication (optional)
 - (v) Acknowledgement
 - (vi) Table of Contents
 - (vii) List of Tables (where applicable)
 - (viii) List of illustrations (Figures) (where applicable)
 - (ix) Abbreviations (Acronyms) (where applicable)
 - (x) Abstract
- b) The Body/Text (Page numbers in Arabic numerals)
 - i) For thesis / dissertation as a publication

The text consists of:

1. Introduction
2. Literature Review and/or Theoretical Analysis
3. Methodology/Materials and Methods
4. Presentation of results/findings

5. Discussion of results/findings
6. Conclusions and Recommendations.
 - ii) Thesis/Dissertation published as papers and /or as manuscripts

The text consists of:

1. General Introduction
2. Literature Review and/or Theoretical Analysis
3. General Methodology/Materials and Methods
4. Each of the objectives forms a standalone chapter of a published paper or a manuscript with:
 - i) Introduction
 - ii) Materials and Methods
 - iii) Results
 - iv) Discussion
 - v) Conclusion

Then follows the sections (numbered consecutively):

5. General Discussion
 6. Conclusion
 7. Recommendations
- c) The Bibliography
- d) The Appendices

5.1 Preliminary Pages Except Title Page Are Paginated Using Roman Numerals

(I)...(X) Etc.:

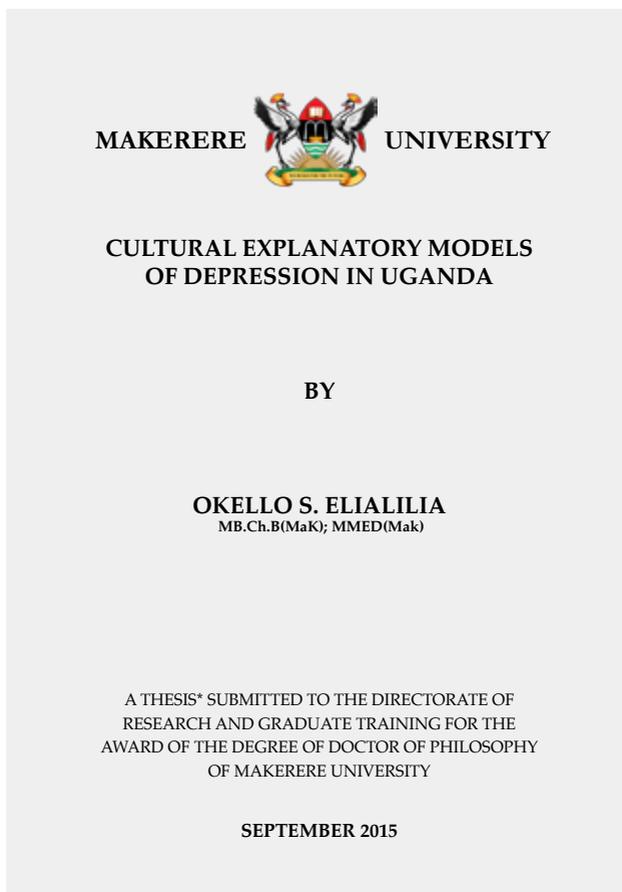
i). Title

The title page should have the Logo and the name of Makerere University, the title of the study/thesis/dissertation in CAPITALS; full

names of the researcher/candidate, qualifications already attained and their awarding Universities. Where the report is submitted for an award of Makerere University, the candidate must state whether the

THESIS is submitted for the award or, the DISSERTATION is submitted to the Directorate of Research and Graduate Training in partial fulfilment of the award of the degree of Master or Ph.D. or MD or LLD of Makerere University". This text should appear in the middle of the page. All information on the title page must be centred.

Example of Title Pages - both are hypothetical (Thesis/Dissertation)



* A Thesis is an original contribution by a Scholar towards
an Academic Award by research alone as approved by an awarding Institution/University.

One inch margin be incorporated on A4 paper



**ART AND CULTURE IN BUGANDA
MARRIAGE CEREMONIES**

BY

KIZITO, J. BA
(FINE ARTS) (Mak)

A DISSERTATION* SUBMITTED TO THE GRADUATE
SCHOOL IN PARTIAL FULFILMENT FOR THE AWARD OF
MASTER OF ARTS DEGREE OF MAKERERE UNIVERSITY

OCTOBER 2015

* A Dissertation is an original contribution by a Scholar in partial fulfilment of an Academic Award by course work and research (for both Masters and PhD Degree)

*This also applies for the award of the Degree of Philosophy and other Doctorates of Makerere University that incorporates course work

One inch margin be incorporated on A4 paper

(ii) Declaration (For Diploma/Degrees)

- a) This is a pronouncement by the candidate that *"This study is original and has not been submitted for any other degree award to any other University before"*. The researcher must append their signature just below this statement
- b) Approval by Supervisors. The approved supervisors have to sign the declaration page following the statement that:
 - 1. "This thesis/dissertation has been submitted for examination with the approval of the following supervisors": e.g.
 - 2. Tibatemwa-Ekirikubinza, LLB, LLM, PhD
 - 3. Date.....
- c) Copyright Reserved by the author, Represented by ©

(iii) Dedication (Optional)

This mentions name(s) of persons to which the research is dedicated.

(iv) Acknowledgement

This entails recognition of mentors, colleagues, individuals, Sponsors and institutions which supported the research

(v) Table of Contents

This is the list of headings, subheadings starting with declaration paginated at (i) and their corresponding page numbers. However, the title page is not numbered.

(vi) List of Tables

Lists tables in the report/thesis/dissertation with the corresponding pages. Tables are useful in summarising results but must not distort them

(vii) List of Illustrations/Figures/Plates/Pictures

Lists caption the above used in the report and their corresponding pages These forms present methods and results of identification in pictorial form and again should not be distorted.

(viii) List of Appendices

Lists of appendices in the document and their corresponding pages.

(ix) List of Abbreviations

Refers to abbreviations used in the report other than those commonly used.

(x) Abstract/Executive Summary

This entails a brief summary of the report, preferably not exceeding 300 words. The abstract/summary highlights the type of study, the purpose/aim, objectives, methodology, major findings, conclusion and key recommendations.

Note: The approved electronic copy of the abstract and the whole dissertation/Thesis as separate documents should also be submitted on a virus free Compact Disc (CD) to the Directorate of Research and Graduate Training for abstract publications as you submit the hard copy of your thesis/dissertation as well. The document should be in MSWord, text rich format or PDF.

5.2. The Body Of The Manuscript:

a) Introduction:

This is Chapter 1 and provides and presents the background to the

study, statement of the problem, purpose/aim, objectives, significance/importance and justification/rationale.

b) Literature Review:

This appears as Chapter 2. Same as in Research Proposal but in greater details. *(Any relevant Literature may be cited in any of the chapters. In some cases there may not be a need for a separate Chapter on Literature Review and/or Theoretical Analysis)*

c) General Methodology/Materials and Methods (as for Chapter 3 of the proposal)

d) The successive chapters depend on the type of Thesis/dissertation;

For a Monograph

Results can be presented together with discussion as Chapter 4* or two separate chapters i.e.

- (i) Presentation and Interpretation of Results as Chapter 4.
- (ii) Discussion of results as Chapter 5.

For Standalone Chapters as papers

Each chapter (usually addressing each objective) has an Introduction, Materials and Methods, Results, Discussion and Conclusion

e) **Conclusion:** Summary, research based outcomes, recommendations, and the way forward, should come as the last chapter depending on how one has presented the preceding chapters.

NB: *However, a study may be split into more than the above chapters if the researcher so wishes. Where there is more than one major result, this may be presented in separate chapters*

5.3 Citation type

The preferred mode of citation is the American Psychological Association (APA) Sixth Edition. (If respective disciplines prefer a

different citation mode, they should inform the Directorate of Research & Graduate Training for Board approval and incorporation).

5.4 References

The reference list at the end of each manuscript provides the information necessary to identify and retrieve each source. Unlike a bibliography, a reference list cites only the works which were cited in the text. Elements of references differ according to the type of publication. See the page on annotated examples of references.

5.5 Appendices

These comprise of instruments, maps, introductory letters and some essential raw Data, personnel met and research approval letters as well as areas visited.

NOTE:

- The thesis/dissertation is presented in a monograph form as one text. However when it becomes necessary and applicable it may be presented as a compilation of several published or publishable papers with the first chapter handling all the general introductory issues in monograph form.
- Use of Information and Communication Technology (ICT) for report preparation, editing and spell checking should enhance the quality of the. Appropriate computer data analysis packages should be used.
- The dissertation/thesis is spiral bound for examination but hard cover bound in black colour with golden letters bearing what is contained in a title page in the front cover. The ridge of the report will contain the degree award, name of awardee and year of the award e.g. M.A Dissertation Kizito, B. 2001 (in golden letters).
- Each approved dissertation/thesis will be cross-checked for correctness by the supervisor, the examiners, Viva Voce/Doctoral Committee and finally at the Graduate School on submission.

6.0 Guidelines for Manuscript Preparation

[Adopted from the 6th Edition of the Publication Manual of the American Psychological

Association (APA), 2010]

6.1 Abbreviations

Abbreviations can be avoided, but necessary abbreviations must be written out completely on first appearance and followed immediately by the abbreviation in parentheses. Thereafter, the abbreviation is used in text without further explanation or alternation between the abbreviated and full forms of the term.

'The National Development Plan (NDP) is the government framework for socio-economic transformation to prosperity in Uganda' (UNDP, 2010).

Abbreviations that appear in the dictionary as words (and are not labelled abbreviation) may be used without being written in full such as *AIDS, ESP, HIV, IQ, REM*.

Standard Latin abbreviations may appear in parenthetical material but English translations should be used in non-parenthetical material. Examples are: *compare for cf., example for e.g., and so forth for etc., and that is for i.e.*

6.2 Bias

Avoid bias of language regarding gender, racial or ethnic identity, disabilities or age.

6.3 Citations

APA uses the author - date method of citation. For example:

- The last name of the author and the date of publication are inserted in the text in the appropriate place.

- When referencing or summarizing a source, provide the author and year.
- When quoting or summarizing a particular passage, include the specific page or paragraph number, as well.
- When quoting in your paper, if a direct quote is less than 40 words, incorporate it into your text and use quotation marks. If a direct quote is more than 40 words, make the quotation a free-standing indented block of text and DO NOT use quotation marks.

6.3.1 Citation of one work by one author:

In one developmental study (Smith, 1990), children learned...

OR In the study by Smith (1990), primary school children... OR

In 1990, Smith's study of primary school children...

6.3.2 Citation of works by multiple authors:

- When a piece of work has 2 authors cite both names every time you reference the work in the text.

(Owens & Munene, 1994). The ampersand (&) is used in place of „and“ when the full citation is within parenthesis

- When a work has three to five authors cite all the author names the first time the reference occurs and then subsequently include only the first author followed by et al. For example:

First citation: Olwari, Kaaya, Busikwa and Okello (2010) state that..... Subsequent citations: Olwari et al. (2010) state that...

- For 6 or more authors, cite only the name of the first author followed by et al. and the year.

e.g. A recent study by Nsohya et al. (2010) showed that cultured malaria parasites exhibited a wide range of sensitivities to chloroquine (CQ).

6.3.3 Citation of works by no identified author:

When a resource has no named author, cite the first few words of the reference entry (usually the title). Use double quotation marks around the title of an article, chapter, or Web page. Italicize the title of a periodical, book, brochure, or report. For example:

The site seemed to indicate support for homeopathic drugs (“Medical Miracles,” 2009).

The brochure argues for home schooling (*Education Reform*, 2007).

Treat reference to legal materials such as court cases, statutes, and legislation like works with no author.

6.3.4 Citation of two or more works in the same parenthetical citation:

Citations of two or more works in the same parentheses should be listed in the order they appear in the reference list (i.e., alphabetically, then chronologically), for example:

Several studies (Jones & Powell, 1993; Peterson, 1995, 1998; Smith, 1990) suggest that...

6.3.5 Citation of specific parts of a source

always give the page number for quotations or to indicate information from a specific table, chart, chapter, graph, or page. The word page is abbreviated but not chapter. For example:

The painting was assumed to be by Matisse (Powell, 1989, Chapter 6), but later analysis showed it to be a forgery (Murphy, 1999, p. 85).

If, as in the instance of online material, the source has neither visible paragraph nor page numbers, cite the heading and the number of the paragraph following it. This allows the reader to locate the text in the source. For example:

The patient wrote that she was unimpressed by the doctor's bedside manner (Smith, 2006,

Hospital Experiences section, Para. 2).

6.4 Copyright

Written permission to use previously published text, tables, figures, or tests should be available on request and acknowledged in reference to the text, table, figure, plate or tests using asterisk.

6.5 Footnotes

Because they are distracting to readers, footnotes should be included only when necessary. In most cases, important information is best presented in the text, not in a footnote.

7.0 Organising and structuring documents with Headings:

Documents are organised and structured by dividing them into different levels. Levels are divided into sections. The sections are given headings. Divisions or sections of the same importance are given same headings. For example, research proposals are usually divided into Background to the study, Literature Review, and Methodology. These three sections belong to the same level and are equally important.

All documents should have a hierarchical (top-down) arrangement. Each section or divisions of the document should begin with the highest level possible, then lower and the lowest levels should be given. The headings (titles) given should also begin with the highest level possible, then lower and the lowest headings should be given.

APA (2010, p.91) proposed five levels into which documents can be divided or sectioned. These levels are illustrated and described below:

- Centred Uppercase Heading _____Level 5
- Centred Uppercase and Lowercase Heading _____Level 1
- Centred, Underlined, Uppercase and Lowercase Heading.....Level 2
- Flush Left, Underlined, Uppercase and Lowercase Side Heading.....Level 3
- Indented, Underlined, Lowercase paragraph Level 4
- Heading ending with a period

The highest level is the fifth level. All the letters are in uppercase (capital letters). It is typed on the central axis of the page. If the title does not fit on one line of the page, it is then typed as an inverted pyramid on the lines below.

UNDERSTANDING THE PROSE AND POSIE OF MODERN LITERATURE IN CONTEMPORARY UGANDA

The next level is called the first level. The initial letters of words are in uppercase with the exceptions of the conjunctions, Articles and Prepositions (CAPS). It is also typed on the central axis of the page.

Understanding the Prose and Poise of Modern Literature in Contemporary Uganda

The second level is typed exactly in the same way as the first level except that it is underlined or italicised.

Understanding the Prose and Poise of Modern Literature in Contemporary Uganda

Or

Understanding the Prose and Poise of Modern Literature in Contemporary Uganda

The third level is typed in the same way as the second level. Initial

letters are in uppercase except the CAPs and underlined or italicised. This is not typed on the central axis of the page but flushed on the left i.e. typed starting from the left side of the page.

Understanding the Prose and Poise of Modern Literature in Contemporary Uganda

Or

Understanding the Prose and Poise of Modern Literature in Contemporary Uganda

The fourth level is the lowest level. The text is indented, underlined and only the letter of the first word is in uppercase. It is part of the paragraph and ends with a period (full stop).

All the levels are rarely used in a single document. The levels of headings adopted depend on the size and complexity of the documents. For example, most research proposals usually adopt three levels, namely; First, third, and fourth levels.

The headings (titles/of the sections) are given first level. Typing is on the central axis, initial letters are in uppercase with the exceptions of the CAPS (i.e. to and the).

The next may be level three. The headings are flushed on the left (side-bred), initial letters are in uppercase with exceptions of CAPS and are underlined.

The next lower level is the fourth level where the headings are indented, they are part of the paragraph, underlined and end with a period (full stop). The arrangement appears as shown below:

- a) Introduction (level 1)
- b) The following are all Level 3

- Background to the Problem
- Statement of the Problem
- Objectives
- Significance of the Study
- Definition of concepts
- Strategies Planned series of actions for achieving the aim.
- **HIV.** This is a virus, which causes AIDS. In Africa it is mainly transmitted sexually.

c) Literature Review (Level 1)

“
“
“
“

d) Methodology (Level 1)

Larger documents may be divided into more levels. For example, dissertations and books can be divided into Level Five, Level three and level 4. Then they are produced as shown here.

INTRODUCTION (LEVEL 5) Background to the Study

Statement of the Problem

Objectives Level 3

Scope

Significance of the Study

Definition of key concepts

Strategies: Planned series of actions etc. Level 4

HIV. This is a virus, which causes AIDS etc.

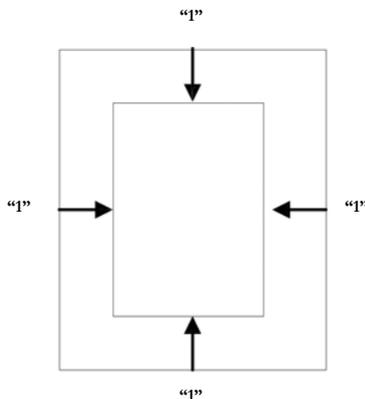
LITERATURE REVIEW: (LEVEL 5)

APA (2010, P.91) reports that if a writer finds it difficult to adopt the APA headings, different styles of headings could be used provided they are recognised. Headings should not be labelled with numerical labels.

If only one level of heading is needed, use level 2. If two levels of headings are necessary, use levels 2 and 4. If three levels are needed, use 2, 4 and 5. For four levels, use levels 2-5. Numbering of headings is unwanted.

MARGINS

Leave uniform margin at the top, bottom, and both sides of every page. One inch (1") is the default setting on most computers, and is sufficient for the marginal instructions and queries which may need to be written by an editor.



NUMBERS

Use words to express numbers one through nine, and numerals to express numbers 10 or higher, e.g. „*One gram and 10 mls of water were mixed*! There are exceptions, as in the use of tables or the beginning of sentences. (Table 1 or „Ten mls of water was added to one gram of salt....“).

PAGE NUMBERS

Preliminary pages must be numbered with Roman numerals (i, ii, iii etc.). The title page should not be numbered. Arabic numerals begin with the main text of the report i.e. from the Introduction/ Background section and then numbered consecutively. All pages are numbered in the lower center position.

PARAGRAPHS

Paragraphs should be block format (i.e. not indented), not justified and with a space between paragraphs. A paragraph should be longer than a single sentence but not beyond a manuscript page.

QUOTATIONS

Short quotations of fewer than 40 words may be incorporated in the text and enclosed with double quotations mark "(Nsibambi, 1995, p.1)". Quotations of 40 words or more may be typed and indented five spaces from the left without quotation marks. Every quotation must include the author, year and page number in the citation and a complete reference in the reference list.

REFERENCES

The reference list at the end of each manuscript provides the information necessary to identify and retrieve each source. Unlike a bibliography, a reference list cites only the works which were cited in the text. Elements of references differ according to the type of publication.

SECONDARY SOURCES

Whenever possible, original sources should be used. If a work is cited which was discussed in a secondary source, then the secondary source will be included in the reference list cited in the text. (*According to Byaruhanga and Kwebiha (as cited in Ojok, Wafula, & Eyoku, 1995), this is true*).

SPACING

Line spacing for manuscripts should be 1.5 throughout, which includes all quotations and references.

FONT TYPE AND SIZE

For uniformity, use Times New Roman font size 12 throughout the text

TABLES AND FIGURES

Tables and figures are effective when a large amount of data is to be presented in a small space.

Tables also have limitations and should be reserved for crucial data that is directly relevant and for text that would be dense with numbers. The APA Publication Manual has useful information on preparing tables. They should not repeat what is clearly shown on figures or already described in the text. The Table caption should be placed at the top while the figure caption is placed at the bottom of the respective figure. The captions should be in bold and indented (5 spaces). Explanatory notes (footnotes or legends) of the table or figure should be in Times New Romans size 11.

TITLES

Manuscript titles should be a concise statement of the main topic and should identify the actual variables or issues under investigation, and the relationship between them. The recommended length is 10 to 12 words, but not more than 20 words.

EXAMPLES OF REFERENCES

1. American Psychological Association, (2010). Publication Manual (6th ed.). Washington, D.C: Author.
2. [Alphabetise Corporate Authors by first significant word of the name. When the author and publisher are identical, use the word author as name of publisher. Note the way editions are written(ed)]

3. Beyeza-Kashesya J., Ekstrom A.M., Kaharuza F., Mirembe F., Nema S., Kulane A. (2010): My partner wants a child: A cross-sectional study of the determinants of the desire for children among mutually disclosed sero-discordant couples receiving care in Uganda. *Biomed Central Public Health* (10): 247. doi: 10.1186/1471-2458-10247
4. Barker, B.L., Jones, W. Oscar, B. B. & Harris, D. P. (1983). Effect of intertribal delays on retardation of learning. *Journal of Experimental Psychology: Animal Behaviour Processes*, 9, 581-593.
5. [Journal article with three to five authors cite all authors in the first textual citations, then subsequent citations may use the surname of the first author followed by *et al.* (Baker, *et al.*, 1983)].
6. Winston, B.L. Reinhatt, M.L. Sacker, J.R Gottlieb, W. Oscar, B.B. & Harris, D.P. (1983). Effect of intertribal delays on retardation of learning. *Journal of Experimental Psychology: Animal Behaviour Processes*, 27. 581 – 593.
7. Carver, H.C. Jr. & White, C. (1981, December). Do babies sing a universal song? *Psychology Today*, pp.70 – 76. [Magazine articles include month of issue.]
8. Fujita, J.& Misumi, M. (1982). Effects of organisational development in market organisation. *Japanese Journal of Experimental Social Psychology*. 21: 93 – 111. (From Psychological Abstracts, 1982, 68, Abstract No. 11474)
9. [If only the abstract is used as the source, cite all the collection of abstracts in parentheses at the end.]
10. Grant, S. Jr. & Cannon, C.R (Eds.), (1960). Bilingual education: A Whole language approach. New York; Praeger. [Edited book, both city of publication (New York) and publisher Praeger listed.]
11. Heath, J.G. & Fraser, F.C (Eds.). (1977 - 1978). Handbook of teratology (Vols. 1 New York: Plenum Press. [Several volumes of an edited book. In text, use the parenthetical citation: (Heath & Fraser, 1977 – 1978.)]

12. Merman, A. S. & Kniskern, D.P. (1981). Family therapy outcome. Merman, A.S. & Kniskern, D.P. (Eds.) Handbook of family therapy (pp.742 -775). New York: Avon. [A Chapter in an edited book].
13. Musisi, J.F.G. (1997). Academic achievement as a function of career guidance.Unpublished master thesis, Makerere University, Kampala, Uganda.

[If a dissertation does not appear in Dissertation abstracts international, use this format.]

14. PLE results are out. (1996, March 19). New Vision, p.1 (Newspaper articles with no author are alphabetised by the first significant word in the title and cited in text with a short title: (PLE Results, 1996).)
15. Annon (2002). General Information Brochure. Graduate Studies Handbook, Makerere University, Kampala Uganda. (Anon is used to refer to an anonymous author(s) of a public/Government document.)

Note: For Makerere University procedures for proposal registration and examination please consult the Graduate Student Handbook available at: <http://rgt.mak.ac.ug>

For Enquiries and Comments

For comments or further information regarding formats of proposals, reports and manuscripts, please contact:

The Director, Directorate of Research and Graduate Training,
Makerere University

Tel: +256 414 530 983

Fax: +256 414 533 809

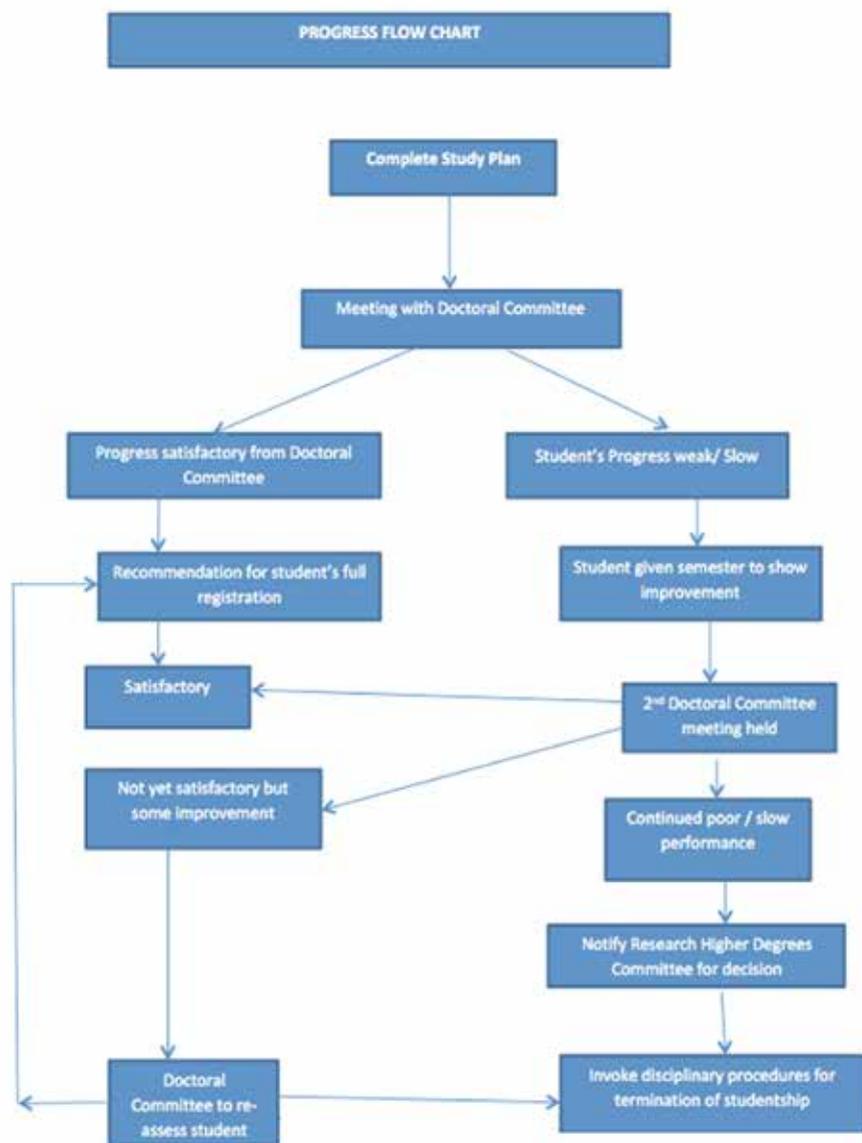
e-mail: drgt@rgt.mak.ac.ug

url: www.mak.rgt.mak.ac.ug

References

American Psychological Association, (2010). *Publication Manual* (6th Ed.) Washington DC. Anon (2010). *Graduate Studies Handbook*. School of Graduate Studies, Makerere University.

Appendix 2: Progression Flow Chart





Directorate of Research and Graduate Training (DRGT)
Senate Building Level 4, Room 410
Makerere University
P.O. Box 7062, Kampala, UGANDA
Tel: +256-414-530983
Fax : + 256-414-533809
Email : drgt@rgt.mak.ac.ug
<http://rgt.mak.ac.ug/>