

Foreword

The revised version of the University of Buea Thesis and Dissertation guide is finally ready for use by staff and students. It is hoped that this document will facilitate postgraduate training in our institution. The guide unifies procedures and nomenclatures taking into consideration national text that govern PG studies in Cameroon while retaining the specificities and nature of the University of Buea. It prescribes time lines for PG training activities, lengths as well as approximate Table of Contents for Theses and Dissertations across broad areas of specialisation. It also adopts the nomenclature of PhD Thesis and Master's Dissertation across the board. It was not possible to list all subject areas and their specificities. So, we encourage all academic units to situate themselves within the broad categorisation provided in the document and lead their PG students to cast their work, as closely as possible, in the mould provided in the guide.

The Document is cast in five chapters covering official text and enactments, the guide proper, formats and procedures for preparation for submission. Staff and Students should acquaint themselves with the official texts in chapter one and the provisions of the guide proper in chapter two. Students in the write-up phase of their work should consult chapters three and four for formats while those who are ready to submit their works should consult chapter five to see what is required of them. Sample forms, formats and Table of Contents are found in the appendices to the guide.

We are confident that both staff and PG students will find the document very useful because it was thoroughly reviewed by an inter-establishment committee of researchers at the University of Buea. Enjoy your read!

Buea, October 2021



Professor Ngomo Horace Manga
Vice-Chancellor

THE UNIVERSITY OF BUEA THESIS AND DISSERTATION GUIDE

Publisher: Professor Ngomo Horace Manga
Vice-Chancellor

Editors: Professor Nol Alembong; Deputy Vice-Chancellor i/c TIC
Gideon A. Ngwa, PhD, Director, UB Postgraduate School

Publications Committee:
Professor Nol Alembong
Gideon A. Ngwa, PhD
Professor Oben Pius Mbu
Professor Beatrice Fonge

Secretariat Assistants: Edwin Kombe
Banlilon Jane-Francis
Muambo Ndiva Mosuka
Lambi Bernadette

Preface

The University of Buea Thesis and dissertation guide is a compilation of official enactments and guidelines governing postgraduate programmes at the University of Buea. They have been put together for the convenience of staff and students as well as other persons interested in postgraduate studies in this institution and affiliated mentee institutions

In a rapidly evolving higher education system in Cameroon, of which the University of Buea is an integral part, this guide should be employed, always paying attention to new developments that may come up from time to time.

The Editor

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Buea, October 2021

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Vice-Chancellor

Chapter one: OFFICIAL ENACTMENTS

I. Extract from Decree No. 93/034 of January 19, 1993 to Organise the University of Buea

Article 4:

For purpose of carrying out its objectives..... the University shall have the power:

- e) to hold examinations and grant degrees, diplomas, certificates and other distinctions to persons who have pursued a course of study approved by the University and have satisfied such other requirements as the University may lay down;*
- f) to grant honorary degrees, fellowships and academic titles...*

II. ORDER No. 99/003/MINESUP/DDES OF 23 DECEMBER 1999 TO ORGANISE THE “DOCTORAT” OR DOCTOR OF PHILOSOPHY (PhD) PROGRAMME IN CAMEROON STATE UNIVERSITIES, AS AMENDED BY ORDER No.01/003/MINESUP/DDES OF 11 APRIL 2001

THE MINISTER OF HIGHER EDUCATION

Mindful of the constitution;

Mindful of decree No. 97/205 of 7 December 1997 to organise the Government as modified and completed by decree No.98/067 of 28 April;

Mindful of decree No. 97/207 of 7 December 1997 to appoint members of Government;

Mindful of decree No. 98/231 of 28 September 1998 to organise the Ministry of Higher Education;

Mindful of decree No. 93/026 of 19 January 1993 to create universities;

Mindful of decree No. 93/0 27 of 19 January 1993 lay down common provisions governing universities;

Mindful of Order No. 99/00MINESUP/DDES of 16 November 1999 to lay down the general provisions concerning the organisation of teaching and student assessments in Cameroon State Universities;

Mindful of Order No. 99/0056/MINESUP/DDES of 16 November 1999 to fix the conditions and procedures for opening new Programmes of Study in Universities in Cameroon;

HEREBY ORDERS AS FOLLOWS:

PART I: GENERAL PROVISIONS

Article 1:

Studies in the doctoral cycle shall lead to the award of the following qualifications:

- D.E.A (Diplome Etudes Approfondies) or Diploma of Advanced Studies;
- Master’s degree with thesis;
- C.E.S. (Certificat d ‘Etudes Spécialisés) or Certificate of Specialization in Medical Studies;
- “Doctorat” or Doctor of Philosophy (PhD).

Article 2:

The C.E.S., D.E.A., Master’s degree with thesis and the “doctorat” or PhD shall be awarded in a discipline for which a State University has been accredited to confer the degree, diploma or certificate.

Article 3:

Studies in a doctoral programme may be organised jointly by one or several Faculties or Schools in the same or several universities that are linked by a Convention to the one authorised to offer the specific programme of study.

SECTION II: CERTIFICATE OF SPECIALIZATION DIPLOMA OF ADVANCED STUDIES, AND MASTER'S DEGREE WITH THESIS**ARTICLE 4:**

Studies of the "C.E.S.," "D.E.A" and Master's degree with thesis shall be under taken within a Post-Graduate Training Programme in a University institution.

A Post-Graduate Training Programme shall comprise:

- A Coordinator of Post-Graduate Programmes designated by the Head of the University Institution from among full-time academic staff who must be in the rank of Full Professor or Associate Professor, upon the proposal of the Dean of the Faculty or Director of the School, as recommended by the Scientific Consultative Committee of the Faculty or School concerned;
- A team of academic staff;
- One or several research teams drawn from one or several Faculties or Schools.

Article 5:

- 1) The authorization to register for the "D.E.A." and the Master's degree with thesis shall be given by the Dean of the Faculty or Director of the School upon the recommendation of the coordinators of Post-Graduate Programmes, the Academic Department and the Scientific Consultative Committee of the Faculty or School concerned, subject to a preliminary examination of the candidate's application for graduate studies and the authorisation of the Head of the University. Admissions shall also take into consideration the intake capacity of the Post-Graduate Programmes.
- 2) The candidates must be holders of a postgraduate diploma, a non-thesis Master's degree or any other equivalent certificate. All certificates or their equivalent must have been earned with a good grade, classification or "mention" that satisfied the entry requirements set by the University into its graduate programme.
- 3) The conditions of admission into the Certificate of Specialized Studies (in Medicine) shall be fixed by special instruments.

Article 6:

The duration of the “D.E.A.” or Master’s degree with thesis shall be two semesters. However, the Head of the University Institution may extend the duration on exceptional and individual basis to three semesters. Such extension must be at the request of the Dean of the Faculty or Director of the School, as well as the Head of Department.

Article 7:

The duration of studies leading to the Certificate of Specialization shall be between four and eight semesters. However, this duration may be extended on exception and case-by-case basis to ten semesters by the Head of the University Institution, at the request of the Coordinator of Post-Graduate Programmes, and upon the recommendation of the Head of Department and the Dean of the Faculty or Director of School.

Article 8:

Studies leading to the certificate of Specialization, “D.E.A.” and Master’s degree with thesis shall comprise:

1. Lectures, seminars, workshops and practical’s;
2. Initiation into a high level of research methodology using state-of-the-art technologies;
3. Field work and practicum and internships in accordance with the requirements and expectations of each discipline;
4. Submission of a thesis under the supervision of an academic staff duly accredited to supervise post-graduate research.

Article 9:

The Certificate of Specialization, the “D.E.A.” and the Master’s degree with thesis shall be granted to candidates who shall have fulfilled all the course requirements and, where necessary, associated practicals, and successfully defended a “memoire” or thesis before an Examination Panel of at least three members. Members of the Panel shall be designated by the Dean of the Faculty or Director of the School, upon the recommendation of the Department, the Coordinator of Post-Graduate Programmes and in consultation with the supervisor of the thesis, from among academic staff and researchers accredited to supervise graduate research.

SECTION III. “DOCTOR” OF PHILOSOPHY (PhD) DEGREE**Article 10:**

- 1) The title of “Docteur” or Doctor of Philosophy (PhD) shall be conferred upon an individual who has fulfilled all the course requirements for the degree, and

successfully defended a PhD dissertation or a set of research publications. The Dissertation or “Collection of Works” must be a significant and original contribution to the advancement of knowledge in the candidate’s discipline. The “Collection of Works” which could either be published or unpublished, may be individual or, if the discipline so permits, collective. If the “Collection of Works” is the result of collective research effort, the candidate presenting such works for the award of a “Doctorat” or Doctor of Philosophy degree must write and defend a complementary thesis to allow for an independent assessment of the candidate’s personal contribution to the “Collection of Works”.

- 2) The various forms of preliminary examinations and assessments required for the PhD Dissertation defence shall be determined by each University according to its traditions and internal regulations.

Article 11:

- 1) Studies for the “Doctorat” or Doctor of Philosophy (PhD) shall be undertaken within a Post-graduate Programme as defined in Article 4 (above). However, part of the studies may be undertaken in another public or private research Centre outside the candidate’s Faculty or School, sequel to the recommendation of the Consultative Scientific Committee of the Faculty or School concerned.
- 2) During their period of study, Doctoral candidates shall be expected to participate in research seminars organised by the Doctoral Programme in which they will be required to present, periodically, the major advances being made at each critical step of their training programmes.

Article 12:

Enrolment into a Doctoral or PhD programme is granted by the Head of the University Institution, upon the proposal of the dissertation supervisor, based on the successive recommendations of the Department and the Dean of the Faculty or Director of the School. The candidate must be a holder of the “Diplome d’Etudes Approfondies”, Master’s degree with thesis or any other recognized equivalent diploma, obtained with a good grade, and classification or “mention”. The candidate must, in addition, satisfy all other admission requirements for the degree programme.

Article 13:

Thesis supervisors shall be Professors, Associate Professors, Chief Scientist, Principal Scientific Officers, or Researchers and Lecturers accredited to supervise research in State Universities.

Article 14:

- 1) After the approval of the thesis supervisor, the candidate shall submit the research topic to the Head of Department who shall transmit it through normal administrative channels to the head of the University Institution.
- 2) The topic submitted shall be recorded at the Central Thesis and Dissertations Registry of the University within one month from the date of submission.

Article 15:

- 1) All doctor research shall be conducted under the guidance and responsibility of a thesis or dissertation supervisor.
- 2) The duration of studies for the “Doctorat” or Doctor of Philosophy (PhD) degree shall be from six (6) to ten (10) semesters with effect from the date of first enrolment into the programme; except where special duration waivers are granted on a year-by-year basis by the Head of the University Institution, at the request of the Coordinator of Post-Graduate Programmes sequel to recommendations of both the Department and the Dean of the Faculty or Director of the School.

Article 16:

- 1) Provided that the Dissertation has been found worthy of defence by the candidate’s supervisor, the candidate shall submit to the Head of Department at least three (3) copies of the Dissertation or “Collection of Works” to all members of the Scientific Consultative Committee of the Faculty or School, prior to the defence.
- 2) The approval of the Dissertation supervisor shall be presented in the form of a written report, which shall state clearly that the Dissertation or “Collection of Works” is suitable for defence.
- 3) The Coordinator of post-programmes shall propose, through the usual official administrative channels, to the Head of the University Institution, the names of two Rapporteurs or Secretaries from among the members of the Examination Panel. None of the Secretaries shall be the supervisor of the candidate. These persons must be University academic staff, who are duly accredited to supervise research. One of them must be external to the University concerned. The secretaries shall submit their pre-defence reports to the Head of the University Institution.
- 4) If the two pre-defence reports cited in paragraph 3 (above) are favourable, the Head of the University Institution shall designate an Examination Panel, on the proposal of the Dissertation Supervisor, sequel to the recommendations of both the Coordinator of Post-graduate Programmes and the Head of the Establishment (Dean or Director of School).

- 5) In the event that the reports of the two secretaries are contradictory, the Head of the University Institution may request a third report with a view to making a final decision on the status of the dissertation. This report shall be requested under the same conditions and in the same procedure as outlined in paragraph 3 (above).
- 6) If all the reports are unfavourable, the defence shall not be authorized. The candidate shall be notified anonymously of the decision contained in the reports within thirty days following the refusal to authorize the defence. The candidate may, within thirty days, present a counter-argument.

Article 17:

- 1) The Examination Panel shall be composed of at least five (5) member as follows:
 - The Dissertation Supervisor;
 - Three Academic staff members who must be in the rank of Full or Associate Professor, or two Academic Staff members in these rank plus one Academic staff member who has been accredited to supervise research. At least one of them must come from outside the University of the candidate;
 - A national or foreign personality from outside the University who should be chosen on the basis of proven scientific or professional competence. This person may not necessarily be in the same discipline as the candidate.
- 2) The Chief Examiner shall be appointed by the Head of the University Institution from among academic staff members in the rank of Full or Associate Professor, on the proposal of the Head of the Establishment, sequel to the recommendation of the Department and the Dissertation Supervisor.

Article 18:

The defence shall be public, except in cases where expressed exemption has been granted by the Head of the University Institution, for Dissertations whose content is deemed confidential.

Article 19:

The Panel of Examiners shall declare the results of the defence immediately after the defence. Depending on the tradition of each University, the degree may be awarded with one of the following grades:

- Distinction;
- Credit or good;
- Pass or Satisfactory.

The Chief Examiner shall prepare a defence report, which shall be counter-signed by all the members of the Examination Panel.

Article 20:

The University awarding the Degree shall keep a central Register of all Theses and Dissertations defended in that Institution. Such a Register shall contain the following information for each thesis or Dissertation:

- the serial number of the Thesis or Dissertation;
- the name of the candidate;
- the name of the Dissertation Supervisor;
- the title of the Dissertation;
- the Discipline or Area of Specialization;
- the names of the members of the Panel of Examiners;
- the grade or classification (if any) in which the degree was awarded;
- the Department(s) in which the research was conducted;
- the Faculty or School.

Article 21:

The candidate shall submit six (6) bound copies of the dissertation to the Head of the Faculty or School after the defence, and the supervisor having certified that the necessary corrections have been made as suggested and/or recommended.

Article 22:

The diploma awarded shall be written in English and in French under the seal of the awarding institution. It shall also clearly indicate the specialization or discipline of the candidate and may, where applicable, include the title of the Dissertation or “Collection of Works” submitted by the candidate, as well as the grade or classification in which the degree has been awarded.

PART IV: PROVISIONAL AND FINAL PROVISIONS**Article 23:**

Candidates who are registered at the date of signature of this Order for the Doctorat d’Etat may choose, within one year from the date of signature of this Order either:

- to pursue with a view to completing their studies under the conditions that prevail prior to the publication of this Order. Such ongoing doctoral studies must be completed by the Year 2004; or
- to transform their registration in consonance with the procedure and requirements of the “Doctorat” or Doctor of philosophy (PhD) Programme stipulated by this Order. Such candidates may be granted a waiver to defend their Dissertation within a much shorter time than the minimum duration fixed by Article 15 (above).

Article 24:

Persons who are registered on the date of signature of this Order for the “Doctorat de Troisième Cycle” may choose, within one year from the date of signature of this Order either:

- to complete their studies under the conditions stipulated by the legislation in force prior to the publication of the present Order. These studies must be completed by the year 2004, or
- to transform their registration in consonance with the provisions stipulated in the present Order for the “Doctorat” or Doctor of Philosophy (PhD) degree.

Such persons may be granted a waiver to defend their Dissertation according to the new provisions, within a much shorter time than the minimum duration fixed by Article 15 (above).

Article 25:

Holders of a “Doctorat de Troisième Cycle” or an equivalent degree on the date of signature of this Order, who wish to present their candidacy for the “Doctorat” or Doctor of Philosophy (PhD) degree as defined in this Order, shall be exempt from the “Diplôme d Etudes Approfondies” and the Master’s degree with thesis.

Article 26:

A special text shall lay down the conditions and procedures for Accreditation to Supervise Research.

Article 27:

The present Order repeals and retracts all previous legislation repugnant thereto.

Article 28:

The heads of State Universities are responsible, each within his/her sphere of jurisdiction and competence, for the implementation of this Order, which shall be registered and published in the Official Gazette, in English and in French.

Yaounde, 11 April, 1999.

Minister of Higher Education
Jean Marie ATANGANA MEBARA

III. ORDER N°18/00167/MINESUP/SG/DDES/DAJ of 30 June 2018 laying down the modalities for supervision of theses and dissertations within establishments of public in Higher Education Institutions in Cameroon

THE MINISTER OF HIGHER EDUCATION

Mindful of the Constitution;

Mindful of Directive N° 01/06-UEAC-019-CM-14 of 11 March 2006 relating to the implementation of the BMD system (Bachelor's Degree, Master's Degree, PhD Degree) in Universities and Higher Education Institutions in the CEMAC Region;

Mindful of Directive N° 02/06-UEAC-019-CM-14 of 11 March 2006 to organize university studies in the CEMAC region within the BMD system;

Mindful of Law N° 2001/005 of 16 April 2001 on the orientation of Higher Education;

Mindful of Decree N° 93/026 of 19 January 1993 to create state universities;

Mindful of Decree N° 93/027 of 19 January 1993 to lay down general regulations governing Universities as modified by Decree N° 2005/342 of 10 September 2005;

Mindful of Decree N° 2011/408 of 9 December 2011 to organize the government;

Mindful of Decree N° 2012/433 of 1 October 2012 to organize the Ministry of Higher Education;

Mindful of Decree N° 2001/932/PM of 19 September 2001 to lay down common regulations governing private institutions of higher education;

Mindful of Order N° 99/055/MINESUP/DDES of 16 November 1999 to lay down the general provisions applicable to the organisation of teaching and evaluation in State Universities of Cameroon as amended and supplemented by Order No 0036/MINESUP/DDEs of 26th June 2000;

Mindful of Order N° 99/0081/MINESUP/DDES of 23 December 1999 to organize the Doctorate or Doctor of Philosophy (PhD) in Cameroon State Universities;

Mindful of Order N° 16/0521/MINESUP/SG/DAUQ/DAJ of 21 June 2016 laying down the training organization destined for the issue of professional master's certificates in Higher Education in Cameroon;

Mindful of Order N° 18/00035/MINESUP/SG/DDES/DAJ of 29 January 2018 laying down the organization of the Bachelor's degree, Master's and Doctorate/PhD (LMD) System in the Higher Education in of Cameroon;

HEREBY ORDERS AS FOLLOWS:

CHAPTER 1

GENERAL PROVISIONS

Section 1: This Order lays down the modalities for the supervision of theses and dissertations within the Higher Education establishment in Cameroon.

Section 2: Any person regularly authorized to prepare a Doctorate thesis, a PhD thesis or a master's dissertation is entitled to a supervisor for his/her work.

Section 3:

- (1) Within the meaning of this Order, supervision is an academic activity of the permanent follow-up of a student preparing for a thesis or a dissertation, starting with the choice of the topic up to the defense of the thesis or dissertation.
- (2) The supervision method in the above paragraph is ensured by a supervisor of the thesis or dissertation. In this wise, he/she has a mission
 - To help the student select a topic that is pertinent and adapted to new domains of studies and ensure that it is not obsolete, or has not initially been studied before in the same domain of study, except in the renewal of the question;
 - To sensitize the student on matters of plagiarism and their consequences;
 - To validate the research methodology adopted by the student
 - To orient the student towards adequate methodologies cognizance with the student's topic
 - To appreciate and attest to the logical and coherent evolution of the research work and its phrasings
 - To enable the student to be able to integrate with the scientific community of its domain of study, through his/her participation in scientific displays and the publications of scientific Sections.
 - To read in its entirety, the thesis or dissertation and, in case of satisfaction, the delivery, without waste of time, the deposit authorization.

CHAPTER II

THE SUPERVISOR OF A THESIS OR DISSERTATION

Section 4:

- (1) The supervisor of a thesis or dissertation is a teacher of magisterial rank specializing within the scientific domain of the research theme.
- (2) A lecturer, holder of an authorization to supervise research (HDR) and specializing in the scientific domain on the research theme, can co-supervise a thesis or supervise a dissertation.
- (3) When the thesis or dissertation presents a professional nature, the supervisor is assisted by a high level professional having a perfect knowledge on the theme.
- (4) A teacher, holder of an authorization of offering professional and technological teachings (HDPT) can be a co-director of thesis or supervisor of professional masters.
- (5) Notwithstanding the provisions of paragraph 2 above, a Lecturer or Assistant Lecturer, is authorized to supervise a dissertation, either alone or either on the instruction of a teacher of magisterial rank, in view of the practice in each university institution.

Section 5: Authorization to supervise or to co-supervise a thesis is given by the head of the University Institution, on the proposal of the Head of the Establishment of the student or the Doctorate School in accordance with the regulations of each University.

Section 6:

- (1) The choice of the supervisor of the thesis or dissertation is left at the discretion of the student, in line with the respect of the regulations laid down by the competent head of the University Institution.

- (2) At times on the proposal of the head of Department concerned or the coordinator of doctoral training unit, the Head of Department proposes a supervisor of the thesis or dissertation when the student is unable to find one, or possibly a co-supervisor, in application of cooperation between universities.
- (3) The powers defined in paragraph 2 above can be delegated to the coordinator of the doctorate school in accordance with the rules in each University

Section 7: The co-director or co-tutor of a research work is authorized when the research theme presents a trans-disciplinary character or is carried out in application of a cooperation agreement between Universities.

Section 8:

- (1) In the case of impediment and/or failure defined by the supervisor of the thesis or dissertation duly considered by the Head of Establishment, the Coordinator of the doctoral training unit or the Head of Establishment, he shall proceed in the same way as spelled out in Sections 5 and 7 above, in the appointment of a new supervisor and/or a co-director
- (2) The new supervisor shall follow-up to finalize the supervising of then thesis or dissertation. He/she cannot obstruct the orientations that were given by the preceding supervisor, except on a motivated agreement with the Coordinator of the doctoral training unit concerned or the director, if necessary.
- (3) There is impediment when the supervisor, invited for the evaluation for a whole or part of the thesis or dissertation, and without any justified reason, fails to do, within a a maximum duration of three (3) months, his/her observations, ore refuses, without justifications, the authorization to deposit the thesis or dissertation.

CHAPTER III

THE LIMITATIONS OF THE NUMBER OF THESIS OR DISSERTATIONS TO BE SUPERVISED

Section 9:

- (1) For more efficiency in the supervision of research works, the Head of the University Institution, following the opinion of the Doctorate School concerned, determines the reasonable supervision load, and defines the number of the thesis and dissertations that can be supervised by each teacher and fulfilling the required conditions.
- (2) For a better follow-up of thesis and dissertations works, the selection of students into this level has to equally take into account the hosting capacity and the capacity to supervise.
- (3) The head of the university institution can determine the required average and define other objective criteria of selection. In no case should a person be admitted into the doctorate cycle when he/she has not obtained the masters with the marks of at least equal to 12/20.

Section 10

- (1) The limitations of the number of thesis and dissertations to be supervised has to obligatorily take into account, beside others, the number of students registered into the doctorate or master's in the specialty, the availability of qualified teachers to supervise the research works.
- (2) The availability mentioned in the preceding paragraph is appreciated case by case, and by specialty, taking notably into consideration the following factors: The number of teachers in the specialty, the possibly administrative functions exercised by each teacher, the number of

thesis and dissertations available to be supervised, and the general flexibility of the teaching personnel.

Section 11:

- (1) No teacher shall supervise at the same time more than ten (10) theses and ten (10) dissertations.
- (2) As derogation, the Head of the University Institution can authorize a supervisor to supervise more thesis or dissertations other than the number indicated above.
- (3) The derogation cannot in any case exceed fifteen (15) theses and/or fifteen (15) dissertations.

Section 12:

- (1) All students, regularly admitted into a doctorate cycle, and if resigned, at the end of five years without any justified reason submitted to the Coordinator of Doctorate studies, shall not deposit the thesis.
- (2) The resignation spelled out in the preceding paragraph allows the supervisor of the thesis or dissertation to proceed with the replacement of the candidate that resigned.
- (3) The file of the student who resigned, that was established at the level of the postgraduate school, shall be updated accordingly.

Section 13:

- (1) The decision by which the head of the university institution, defines the rank of the research work to be supervised is initially placed, for the University Council to give its opinion and can be revised on a yearly bases as a result of factors of dynamic and evolutionary character enumerated in paragraphs 1 and 2 of section 10
- (2) The number of thesis or dissertations to be supervised by a teacher, by a co-author, as well as the supervision of students of foreign nationality are not included in the rang of the research work mentioned in paragraph 1 above.

Section 14: A table of the number of research works in the process of supervision, by a teacher, is biannually rendered available by the Head of Establishment, in collaboration, where necessary, with the Doctorate School.

CHAPTER IV

THE CHANGING OF THE THESIS OR DISSERTATION THEME

Section 15: The changing of thesis or dissertation theme or its modification is possible either in the event of discovery of similarity between the theme and a preceding study, or as a result of the changing or the modification of the hypothesis of the work initially validated.

Section 16: The authorization for the changing of the theme or its modification is given by the head of the university institution, following the opinion of the head of department or the head of establishment, or the Coordinator of the doctorate as the case may be, seized to this effect by the supervisor of the thesis or the student if possible.

Section 17: The authorization spelled out in Section 13 above shall come about within a maximum period of two months. In the event of silence noted at the end of three months from the date of the deposit of the motivated request for the change of the theme or its modification, the authorization is considered thereafter as accepted.

CHAPTER V

THE INDEMNITY AND OTHER ADVANTAGES LINKED TO THE SUPERVISION OF THESES AND DISSERTATIONS

Section 18:

- (1) The supervisors of theses and dissertations benefit from a defined supervisory indemnity, following the date of deposit of the thesis or dissertation, attested by the certificate of service drawn up by the head of establishment or any other provisions of acts in place.
- (2) The amount of indemnity mentioned in the preceding paragraph is determined by the board of directors, on the proposal of the head of university institution in accordance with regulations in force.

Section 19:

- (1) In case of a single supervision, the supervisor is entitled to all the supervisory indemnity of the theses or dissertations.
- (2) Except in the case of particular practice or the provisions of a cooperation agreement between the universities, the amounts of these are paid in equal parts in the case of co-supervision of co-tutor.

Section 20:

- (1) The names of the supervisor and the co-supervisor shall feature on the internal and external covering pages of the thesis or dissertation.
- (2) The definite impediment of a teacher who supervised a thesis or a dissertation up to at least 80% does not prevent the mentioning of his/her name as co-supervisor and the benefit of other advantages attached to his/her name, on the appreciation of the head of establishment.
- (3) A defaulting supervisor of a thesis or dissertation shall not claim neither an indemnity nor any other advantages resulting from the supervision of thesis and dissertation works.

CHAPTER VI

MISCELLANEOUS, TRANSITIONAL AND FINAL PROVISION

Section 21:

- (1) Except with initial experts to all defenses, the university institution may make recourse to the control of anti-plagiarism. The case of Plagiarism acknowledged or noticed are subject of diligent contradictory procedure by the Coordinator of the Doctorate School in collaboration with the head of establishment and the request of the head of the university institution
- (2) A special text governs the procedure spelled out in the paragraph above.

Section 22:

- (1) The measures that will be taken by the head of the university institution, in the application of this order, cannot put to question, notably as to what concerns the limitation of numbers, the supervising of discredited theses and dissertations and those regularly authorized for at least 12 months.
- (2) However, this measure does not pose a threat to the abilities of supervisors of theses and dissertations, to discharge or to be discharged by the head of the university institution of a part of the thesis or dissertation in the course of supervision, in accordance with the Coordinator of the Doctorate School.

- (3) The discharge mentioned in paragraph 2 above cannot be pronounced if the student has already performed more than half of his/her thesis or dissertation or begins with the writing.

Section 23: Some competencies transferred to the academic authorities spelled out in this order can be given by the head of the university institution to the scientific commissions concerned.

Section 24: The Vice-Chancellors and Rectors of the State Universities are charged, each as to what he/she is concerned, for the execution of this order which shall be registered and published, then inserted in the Official Gazette in French and in English.

**Yaoundé,
MINISTER OF STATE, MINISTER HIGHER EDUCATION**

Jacques Fame Ndonga

IV. ORDER N°18/00035/MINESUP/SG/DDES/DAJ OF 28 January 2018 to define regulations governing the award of Bachelor's, Master's and Doctorate/PhD (BMD System) Degrees in Higher Education in Cameroon

THE MINISTER OF HIGHER EDUCATION

Mindful of the Constitution;

Mindful of Directive N° 01/06-UEAC-019-CM-14 of 11 March 2006 relating to the implementation of the BMD system (Bachelor's Degree, Master's Degree, PhD Degree) in Universities and Higher Education Institutions in the CEMAC Region;

Mindful of Directive N° 02/06-UEAC-019-CM-14 of 11 March 2006 to organize university studies in the CEMAC region within the BMD system;

Mindful of Law N° 2001/005 of 16 April 2001 on the orientation of Higher Education;

Mindful of Law N° 2007/006 of 26 December 2007 on the Management of state budget;

Mindful of Decree N° 93/026 of 19 January 1993 to create state universities;

Mindful of Decree N° 93/027 of 19 January 1993 to lay down general regulations governing Universities as modified by Decree N° 2005/342 of 10 September 2005;

Mindful of Decree N° 93/033 of 19 January 1993 to amend certain provisions of Decree N° 79/186 of May 1979 fixing the rates of payment of universities registration fee;

Mindful of Law N° 2005/383 of 17 October 2005 to lay down financial regulations governing State Universities;

Mindful of Decree N° 2011/408 of 9 December 2011 to organize the government;

Mindful of Decree N° 2012/433 of 1 October 2012 to organize the Ministry of Higher Education;

Mindful of Decree N° 2001/932/PM of 19 September 2001 to lay down common regulations governing private institutions of higher education;

Mindful of Order N° 99/059/MINESUP/DDES of 16 November 1999 to lay down the general provisions concerning the organisation of teaching and student assessment in State Universities;

Mindful of Order N° 99/059/MINESUP/DDES of 16 November 1999 to lay down modalities of habilitation for the opening of new cycles of training in Universities;

Mindful of Order N° 99/0081/MINESUP/DDES of 23 December 1999 to organize the Doctorate or Doctor of Philosophy (Ph.D) in Cameroon State Universities;

Mindful of Order N° 99/0036/MINESUP/DDES of 26 June 2000 to amend Order N° 99/0055/MINESUP/DDES of 16 November 1999 to lay down the general provisions concerning the organization of teaching and student assessment in State Universities;

Mindful of Order N° 08/0249/MINESUP/DDES of 11 September 2008 on the general status of students of Cameroon State Universities Institutions;

HEREBY ORDERS AS FOLLOWS:

CHAPTER 1

GENERAL PROVISIONS

Article 1: This Order shall lay down regulations governing the award of the Bachelor's, Master's and the Doctorate/PhD degrees within the BMD system in Higher Education in Cameroon.

Article 2: The BMD system refers to an academic organisation of three cycles leading to the award of the Bachelor's, Master's, and Doctorate/PhD degrees;

Article 3: The objectives of the BDM system are:

(3) General Objectives

- (1) Level up Cameroon's Higher Education system to international standards;
- (2) Promote professionalization to resolve the unemployment of graduates;
- (3) Ensure Learner-Centred Learning;
- (4) Facilitate student mobility, transferability of credits and comparability of curricula.

(4) Specific Objectives

- (1) Ensure greater clarity in the grading system, content of training and adaptation to the job market for parties involved;
- (2) Train multi-skilled graduates, endowed with knowledge, know-how and interpersonal skills likely to guarantee social and professional insertion;
- (3) Set up a training system characterized by flexibility and international comparability;
- (4) Reform curricula and diversify training programmes so as to provide students at all levels with capacities to adapt easily to the contemporary world;
- (5) Foster student mobility at the national, sub-regional and international levels;
- (6) Ease the comparability of certificates;
- (7) Encourage cross-curricular learning;
- (8) Develop innovative teaching methods;
- (9) Promote entrepreneurship.

CHAPTER II

ARCHITECTURE OF TRAINING

Article 4: Institutions of higher learning may train in the following cycles:

- (1) The cycle of Bachelor which ends at the Bachelor degree level;
- (2) The cycle of Master which ends at the Master degree level;
- (3) The cycle of Doctorate/PhD which ends at the Doctor/PhD level.

Article 5: Each university institution shall set up its training programmes which shall be validated by its competent authorities and approved by the Minister of Higher Education.

Article 6: University Institutions offering courses for the award of the Bachelor's, Master's, and Doctorate/PhD degrees shall be approved by the Minister of Higher Education.

SECTION 1

THE BACHELOR'S DEGREE

Article 7: (1) The Bachelor's degree is awarded to holders of Baccalaureat or GCE A Level who have successfully completed six semesters of corresponding training.

- (1) The award of the Bachelor's degree shall mark the end of the basic training designed to ensure the acquisition of fundamental knowledge in classical, technical, vocational and professional domains.
- (2) This training can be in either a single discipline or in multiple disciplines.
- (3) Training at the Bachelor's degree level culminate in the award of the Bachelor Degree or its equivalence.
- (4) Three kinds of Bachelor's degrees can be awarded:

Article 8: This duration of a programme of study for the Bachelor's degree shall be at least 6 semesters but shall not exceed 8 semesters. It shall correspond to at least one hundred and eighty (180) credits.

Article 9: (1) The Professional Bachelor's degree cycle shall provide the student with professional or practical skills in addition to basic theoretical knowledge to enable professional integration or self-employment.

(2) The Bachelor of Technology (BTech), depending on the tradition of each University, is a bachelor's degree designed to provide pure technological skills.

Article 10: To be admitted into the Bachelor's degree programmes, candidates must hold either the General Certificate of Education (Advanced Level) in at least 2 subjects, excluding Religion, or Baccalaureate or their equivalences, or professionals who are holders of a Validation of Acquired Experiences certificate in conformity with the regulation in force.

Article 11: (1) Studies leading to the award of the professional and technological Bachelor's degree may be organized in two semesters at the end of level II of the academic path. They constitute a total of 60 credits and correspond to the 5th and 6th semesters.

- (3) Can also be admitted in these training programmes at the third year, candidates with a professional or a technological degree at the level of either the Baccalaureat or GCE A' Level plus two years.
- (4) Training programmes for Professional and Technological Bachelor's degree must include a professional internship.
- (5) Certain specific training programs may begin at the first year and can last up to four years with a compulsory internship at lasts 02 semesters.

Article 12: (1) Training for the professional Bachelor's degree must be organized in partnership with the socio-professional world in full compliance with their respective corporate orders.

(2) At least 25% of teaching must be done by practicing professionals in the given field.

SECTION II

THE MASTER'S DEGREE

Article 13: The Master Degree is awarded to holders of Baccalaureate or GCE A Level who have successfully completed five (05) years (10 semesters) of corresponding studies.

- (2) Training at the Master's degree level culminates in the award of the Master degree or its equivalence.
- (3) The Master's degree programme is designed for specialization, indepth knowledge, initiation to scientific research and acquisition of effective methods of work in a particular domain.

Article 14: The duration of the Master's degree shall be at least 4 semesters but shall not exceed 6 semesters and comprises at least 120 credits.

Article 15: (1) To be admitted for the Master's degree, candidates must have at least a Bachelor's degree or any other equivalent certificate.

- (2) Admitted students may also be required to fulfill any other academic admission condition prescribed by the Senate of the institution.
- (3) Depending on the tradition of each University, admission into the third semester of the Master's degree cycle may be authorized by the Head of Institution on the proposal of the Postgraduate school on the basis of criteria set by the Scientific Committee of the University Institution.

Article 16: The Master's degree programme shall culminate in the award of either a Professional or a Research Master's degree.

Article 17: (1) The training programme for the Master's degree shall comprise course-work, the Master's degree thesis and immersion in the business world.

- (2) The Master's degree shall be awarded after the successful completion of course work, research (thesis), professional programmes and immersion in the business world;
- (3) The weighing of the research component on the one hand and Seminars/Entrepreneurship/Practicum/Production/Internship/Industrial Attachment etc. on the other hand, shall be determined by internal rules and regulations of each institution;
- (4) The Master's degree thesis shall be defended before a constituted panel determined by existing regulations.

Article 18: A transcript or any other recognized intermediate certificate by the national legislation may be issued to students at their request, at the end of the first year of a Master's degree programme.

SECTION III

DOCTORATE/DOCTOR OF PHILOSOPHY DEGREE (PhD)

Article 19: (1) The Doctorate/PhD degree is a culmination of training in research and scientific innovation. It recognizes the capacity of a student to identify problems in his discipline and to find solutions to these problems.

- (3) The Doctorate/PhD degree shall be conferred upon a student who successfully completes an approved programme of study comprising: course work, comprehensive examinations and defence of original research (dissertation) that significantly advances knowledge in the chosen field of study.
- (4) Regulations governing the Comprehensive examinations shall be general texts and any other regulation specified by each Institution.
- (5) The student must publish at least one paper from his dissertation in a local or international journal before the defence of the dissertation.

Article 20:

- (1) Doctorate/PhD programme shall be open to holders of a Master's Degree or its equivalence.
- (2) Admission into the Doctorate/PhD programme shall be granted by the Head of the University Institution on the proposal of the various appropriate administrative units according to specific texts of each institution.

Article 21:

- (1) the Doctorate programme comprises 180 credits. The duration of studies shall be a minimum of 3 years (six semesters) and a maximum of 5 years (ten semesters) after the Master's degree. After this period, registration will be cancelled; an exception can only be made for those who have already deposited their dissertation.
- (2) Depending on the Institutions, the comprehensive examination may be a prerequisite or part of the assessment for pre-defence according to the following distribution: 60 credits for comprehensive examination and 120 credits for research work (seminars and dissertation).

Article 22: The Doctorate/PhD dissertation shall be publicly defended by the candidate. The members of the PhD defence panel shall include at least one external examiner and shall be appointed by the Head of the University institution on the proposal of the various appropriate instances of the institution.

Article 23: Depending on University institutions, second and third cycle doctorate programmes can be run by one or several post-graduate schools.

CHAPTER III

SCHEME OF STUDIES

Article 24: The training offered in the BMD system shall be divided into domains, disciplines, and specialties.

Article 25: (1) A domain is a set of compatible and coherent disciplines.

- (2) The list of domains shall be determined by specific texts of each university.

Article 26: (1) A discipline determines training programs.

- (2) Disciplines can be separated into specialties.

Article 27: (1) Training programmes shall comprise either modules or courses organised in coherent specific academic programmes.

- (2) Each student shall register in a prescribed training programme.
- (3) There may be double-major programmes. In this case, the student shall be required to take two additional semesters, that is, a total of eight semesters to obtain the double-major bachelor's degree.
- (4) Programmes should be designed to facilitate mobility within the same school/college or between schools/colleges.

Article 28 (1) The duration of a programme shall be distributed into semesters.

- (2) A semester shall comprise between 14 and 16 weeks devoted to teaching and assessment.
- (3) One semester shall be equivalent to at least 30 credits and at most 36 credits.

Article 29: (1) A module or a course shall be the basic unit for teaching and assessment.

- (2) A module is marked by conceptual, theoretical or methodological affinities.
- (3) Each set of constituent elements shall not exceed four (4) courses.
- (4) The number of credits of a module is the sum of its constituent elements.

Article 30: Teaching and learning whether in the module system or course system shall take several pedagogical modes: Lectures, Practicals, Tutorials, Student's personal work, activities applied in the form of internship in an organisation, and thesis project or end-of-course project.

Article 31: Teaching in each programme shall be structured into compulsory, optional and eventually elective courses or modules.

Article 32: (1) A compulsory course or module is specified for a degree/programme which a student must take and pass in, before, graduation.

- (2) A compulsory course or module shall comprise at least 75% of the overall workload or number of credits for the entire degree programme.
- (3) A compulsory course or module shall be distributed into a Major, linked to the field of study and a Minor composed of courses or modules coming from complementary fields of study according to the traditions of each Institution.
- (4) Majors represent at least $\frac{3}{4}$ of the global number of hours assigned to compulsory courses or modules.

Article 33: (1) Optional courses or modules shall prepare the student either for a specialization or diversification of his studies into other fields.

- (2) Their percentages in the entire programme represent 25% of the overall workload or number of credits for the entire degree programme.
- (3) The optional courses of UE shall be replaced from the 5th semester by the specialty course or UE.

Article 34:

- (1) An elective course or module is so designated in a programme and chosen freely by the student.
- (2) Its number and constitution is not necessarily conditioned by the award of a certificate; however the credits accumulated in this regard can constitute bonuses based on the specific tradition of each university institution.

Article 35: The credits attributed to a course or module quantifies the total workload required of the student to achieve the training objective of a course or module. A credit is valued at 10-15 hours per credit depending on the nature of the training.

Article 36: The number of credits to be earned for each degree programme shall be as follows:

- (1) Bachelor's Degree: At least 180 credits;
- (2) Master's Degree: At least 120 credits;
- (3) PhD Degree: At least 180 credits.

To this may be added, for information, the additional credits earned for elective courses.

Articles 37: Credits earned shall be transferable. The modalities of transferring credits shall be defined by the host University according to its specific regulations.

Article 38: Each Institution shall set up its course codification. As indication, this codification can be done as follows: three (03) letters and three (03) digits. Letters indicate the specialty whereas the first digit indicates the level of study, the second digit indicates the course rank and the third indicates the semester.

Article 39: (1) Unless stated otherwise, the number of courses or UE shall be twelve (12) per level (six (06) courses per one semester).

- (2) The distribution of courses or UE per semester shall be as follows: four (04) major courses or EU; one (1) minor course or UE and one (01) optional course or UE.
- (3) The number of credits earned in a semester shall be thirty (30), distributed as follows: six (06) credits per major course or UE, three (03) credits per minor course or UE and three (03) credits per optional course or UE.

CHAPTER IV

ASSESSMENT

Article 40: (1) Depending on the nature and objectives of the module or courses, evaluation shall be by continuous assessment through assignments, practical work and/or tests, and by examination.

- (2) The grades obtained through such continuous assessment shall constitute 30% of the totals marks of the course or module, while examinations shall constitute 70%.
- (3) If a module or a course has lecture, tutorial and practical components then evaluation shall be 50% of continuous assessment and 50% end-of-semester examination.

Article 41: (1) The continuous assessment of the Bachelor's and Master's degrees, and the first year of the Doctorate/PhD programmes shall be organized throughout the semester.

- (2) End-of-semester examinations shall be organized only for modules or courses with at least 70% coverage of the contents.
- (3) The necessity to organize continuous assessment for the Master and Doctorate/PhD programmes is left to the Post-graduate school to appreciate in consideration with the traditions of each universities.

Article 42: (1) The examinations shall be organized at the end of each semester in a normal session.

- (2) Re-sit examinations shall be organized at either the end of each semester or at the end of the academic year depending on the tradition of each University.

Article 43: (1) To earn credits for a module or course, the student must score a minimum of 50/100 in that module or course.

- (2) Depending on the University tradition, students may earn credits for a course or module as compensatory, if they score from 35% to 49%. In any event, the total number of elective courses or modules for which credit is earned shall not exceed 10% of the total credits required for the degree programme. The observation "Compensatory" shall be indicated.
- (3) This compensation shall be restricted within the same set of courses or UE (Major, Minor, elective and courses).

Article 44: Credits earned for each module or course with a pass mark are permanent.

Article 45: Student's performance at all levels shall be scored according to the following:

LETTER GRADE	GRADE POINTS	MERIT	MARK/20	MARK/100
A+	4.00	Excellent	[18-20]	[90-100]
A	3.70	Very good	[16-18]	[80-90]
B+	3.30	Good	[14-16]	[70-80]
B	3.00	Fairly good	[13-14]	[65-70]
B-	2.70	Fairly good	[12-13]	[60-65]
C+	2.30	Averagely good	[11-12]	[55-60]
C	2.00	Average	[10-11]	[50-55]
C-	1.70	Below average	[09-10]	[45-50]
D	1.30	Poor	[08-09]	[40-45]
E	1.00	Very poor	[06-08]	[30-40]
F	0.00	Fail	[00-06]	[00-30]

Article 46: (1) The general assessment is pronounced either on a 4 grade point average (GPS).

- (2) The grade point average (GPS) is used to rank students and not to indicate admission to a higher level.

Article 47: The ranking of students is done either on the basis of the 4 grade point average (GPS) or, on the basis of the class honours as follows: first class honour; second class honour; upper third class honour; lower third class honour; fair.

Article 48: Admission conditions into higher level are determined by the traditions of each University. Two cases are possible:

- 1) Pass in 75% of the credits to move from level 1 to level 2; Pass in 100% of the credits to move from Level 2 to Level 3.
- 2) Student can have free access to higher levels, but cannot take more than 72 credits at one degree level (per year). In this case, students must register for the failed courses of the previous level before they can take courses at a current level.

Article 49: Only regularly registered students for the academic year in question and who fail a course or a module may be eligible for re-sit examinations.

Article 50: (1) Student transcripts are put at the disposal of students at the end of each semester.

- (2) A testimonial of success bearing the capitalized number of credits, the GPS, the grade and the performance of each admitted student are put at the disposal of students at the end of each cycle

Article 51: (1) End of semester and certification deliberation panels shall be set by heads of schools.

- (2) The Master's degree juries are designated by decision of the Head of School at the proposal of the Head of Department and that of the post-graduate School.
- (3) Members of jury for Doctorate degrees are designated by the Head of the Institution at the proposal of the Head of Department after the opinion of the Head of the School/College and the post-graduate School.

CHAPTER V

STUDENTS' MOBILITY AND CREDIT TRANSFER

Article 52: (1) Regularly registered students in one Higher Education institution can, if they so desire, transfer from one programme to another within the same institution or from one institution to another.

- (2) Transfer is automatic only at the bachelor's degree and Master's degree within the same establishment, depending on the acceptance of the host establishment.
- (3) Transfer is possible at the PhD level where there is a partnership (mentor-mentee relationship) or where there is collaboration between academic programmes.
- (4) Mobility is also accepted between academic, professional and technological programmes, according to conditions set by the Minister of Higher Education, supplemented if need be, with those of competent academic and managerial authorities of the institutions.

Article 53: Two types of transfer between institutions exist:

- (1) Temporary transfer wherein only certain courses or modules are involved;
- (2) Definite transfer

Article 54: Transfer is initiated by the student concerned. Mobility must be authorized by the Head of the receiving University.

Article 55: (1) The transfer of credits is done via the written request of the student.

- (2) The deadline for the study of documents is fixed based on the specific cases as well as the following:
 - (3) Within the same School/College 30 days at most;
 - (4) Between two School/College of the same Institution 45 days at most;
 - (5) From one University to the other 60 days at most;
- (3) The above time limits run as from the date of application request of mobility addressed to the host university

Article 56: (1) The school fee of a student, who benefits from transfer during an academic year, will be divided equally between the establishment of origin and the receiving establishment.

- (2) The payment of University school fee in case of temporary mobility will be governed by specific regulations of the receiving University.
- (3) Any irregular transfer of credits is null and void.

CHAPTER VI

DIPLOMA SUPPLEMENT

Article 57: In addition to the certificates awarded on completion of the training programmes mentioned above, the Higher Education Institution shall also issue diploma supplements to each student, after capitalization of due credits.

Article 58: A Diploma Supplement is an attestation attached to a student's certificate and it describes in detail the academic and socio-professional profile of the student by revealing succinctly the list of skills and competences acquired and other abilities gained by the student during his/her training in a programme of study.

CHAPTER VII

MISCELLANEOUS AND TRANSITIONAL PROVISIONS

Article 59: Specific texts from the Minister of Higher Education shall supplement this order whenever need arises.

Article 60: (1) This Order abrogates all previous provisions contrary to it. All regulations that do not contradict this Order shall remain in force.

- (2) Students formally registered for Doctorate/PhD programme at the date of signature of this order will continue and complete their training under the rules of the previous regulations.

Article 61: Vice-Chancellors, Rectors, the Director of Higher Education Development, the Director of University Accreditations and Quality, the Director of the Coordination of Academic Activities and the Heads of Schools/Colleges are each, in their sphere of competence, entrusted with the implementation of this order which shall be registered and published in the official gazette in English and French.

Yaoundé,

MINISTER OF HIGHER EDUCATION

Jacques Fame Ndong

REPUBLIQUE DU CAMEROUN
Paix-Travail-Patrie

MINISTERE DE L'ENSEIGNEMENT SUPERIEUR

REPUBLIC OF CAMEROON
Peace-Work-Fatherland

MINISTRY OF HIGHER EDUCATION

V. ORDER N°20/00448/MINESUP/SG/DDES/DAJ of 27 JUNE 2020 TO SPECIFY THE GENERAL SYSTEM OF ACADEMIC CEREMONIES AND HONOURS WITHIN NATIONAL UNIVERSITY INSTITUTIONS.

THE MINISTER OF STATE, MINISTER OF HIGHER EDUCATION,

Mindful of the Constitution;

Mindful of Law N° 005 of 16 April 2001 on the Orientation of Higher Education;

Mindful of Decree N° 93/027 of 19 January 1993 to lay down the General Provisions governing Universities amended and supplemented by Decree N° 2005/342 of 10 September 2005;

Mindful of Decree N° 93/028 of 19 January 1993 on the administrative and academic organisation of the University of Ngaoundere;

Mindful of Decree N° 93/029 of 19 January 1993 on the administrative and academic organisation of the University of Dschang;

Mindful of Decree N° 93/030 of 19 January 1993 on the administrative and academic organisation of the University of Douala;

Mindful of Decree N° 93/034 of 19 January 1993 to organise the University of Buea;

Mindful of Decree N° 93/035 of 19 January 1993 on the Special Status of staffs of Higher Education, amended and supplemented by Decree N° 2000/048 of 15 March 2000;

Mindful of Decree N° 93/036 of 19 January 1993 on the administrative and academic organisation of the University of Yaounde I;

Mindful of Decree N° 93/037 of 19 January 1993 on the administrative and academic organisation of the University of Yaounde II;

Mindful of Decree N° 93/281 of 19 August 2008 on the administrative and academic organisation of the University of Maroua;

Mindful of Decree N° 2011/045 of 9 March 2011 to organize the University of Bamenda;

Mindful of Decree N° 2011/408 of 9 December 2011 to reorganize the Government, amended and supplemented by Decree N° 2018/190 of 2 March 2018;

Mindful of Decree N° 2012/433 of 1 October 2012 to Organize the Ministry of Higher Education;

Mindful of Decree N° 2017/582 of 24 November 2017, amended and supplemented by some provisions of Decree N° 2011/045 of 8 March 2011 to organize the University of Bamenda;

Mindful of Decree N° 2017/583 of 24 November 2017, amended and supplemented by some provisions of Decree N° 93/034 of 19 January 1993 to organize the University of Buea;

Mindful of Decree N° 2019/002 of 4 January 2019 to reorganise the government.

HEREBY ORDERS AS FOLLOWS:

SECTION I

GENERAL PROVISIONS

Article 1: This Order specifies the general system of academic ceremonies and honours within National University Institutions.

Article 2: It is applied to State Universities, Higher Education Establishments with special status and Private Higher Institutions.

Article 3: This Order codifies some aspects related to the wearing of academic robes, during defence of research works, academic reopening/matriculation, public events and academic honours.

SECTION II

ACADEMIC ROBE

Article 4: (1) The academic robe is an official academic dress accompanied by accessories earned by an academician.

(2) Robes shall be conceived following a model that reflects the identity of the University and establishments, and this in accordance with the customs and traditions of the university concerned.

(3) Heads of institutions, after the approval of the University council shall state through decisions, the specificities of robes,

Article 5: (1) Characteristics of the academic robe shall correspond to the profession, teaching domain or grade of the bearer.

(2) University institutions can reserve one robe of remarkable specificities for a holder of an aggregation.

Article 6: (1) A robe can comprise a belt, a hood, a flap, a toque, gloves, bands and other accessories.

(2) A robe shall comprise distinctive signs and shall be exclusively reserved for Lecturers, Associate Professors and Full Professors.

(3) Only full-fledged teachers are entitled to a hood.

Article 7: (1) The acquisition of the robe is at the expense of the teacher.

(2) However, the University institution or establishment can take upon itself partial or full responsibility.

Article 8: (1) Notwithstanding the provisions of this Order, the Conference of Heads of University Institutions can adopt a model for Heads of these University institutions.

(2) The wearing of robes specific to members and recipients of the international order of academic awards is authorized by the African and Malagasy Council for Higher Education (CAMES).

SECTION III

DEFENCE OF RESEARCH WORK

Article 9: (1) The wearing of a robe is compulsory for all members of jury during the defence of:

- Doctorate thesis;
- Authorizations to Exercise Professional and Technological Teaching (HDPT);
- Authorization to Supervise Researches (HDR).

(2) In the event of the participation of a permanent non-teaching member in the defence jury, the latter appears in casual, traditional or ceremonial wear.

Article 10: The decoration of the candidate by dressing after defence can be authorized according to the specific traditions of each university institution.

Article 11: (1) During the thesis defence, the chairperson of the jury who is unavailable shall be replaced by the oldest member of jury in the highest rank, but this must not be the candidate's supervisor.

(2), With regard to the specific cases of research work, the chairperson of the jury who is unavailable may exceptionally be replaced by the candidate's supervisor only if he is the oldest member of jury in the highest rank.

Article 12: (1) Procession of members of the jury shall be done in a hierarchical manner and in order, starting with the lowest ranked and ending with the highest ranked. The procession shall be closed by the chairperson of the jury. The jury shall enter the defence hall in a cue.

(2) Exit from the defence hall after proclamation of results shall be done in the reversed order.

Article 13: The chairperson of the jury shall ensure discipline in the defence process and decide the order and duration of the intervention of the candidate and the various members of the jury.

Article 14: A Lecturer or an Assistant Lecturer designated by the Head of the Faculty/School shall take part in the defence by sitting apart. He shall write a report of the defence that he and members of the jury shall sign. He shall equally handle the final report of the defence if necessary.

SECTION IV

OFFICIAL REOPENING/MATRICULATION AND GRADUATION CEREMONIES

Article 15: University institutions are requested to organize official reopening/matriculation ceremonies at the beginning of each academic year following the annual academic calendar drawn up by the Minister in charge of higher Education.

Article 16: A procession shall be organized during the official reopening/matriculation.

Article 17: The wearing of the academic robe is mandatory during procession at official reopening/matriculation ceremonies. Teachers of the University institution who are duly invited must participate at the event, unless they have a justified absence or they are duly permitted by the Head of the institution/school.

Article 18: (1) The procession cue shall start with the youngest teacher in the lowest grade and end with the oldest teacher in the highest rank.

(2) Administrative and Academic Officials shall line up following their grades.

(3) However, Heads of Faculties/Schools, Dean emeritus and honorary Deans and Heads of Institutions shall be at the end of the line.

Article 19: Only a full Professor shall be authorized to present an inaugural lesson. To this effect, the latter shall put on his academic robe and its accessories, that is the toque which he must not wear at the time he is presenting the lesson.

Article 20: University institutions are requested to organize graduation ceremonies at the end of the academic year, either jointly or per faculty/school.

Article 21: Prescriptions of official reopening/matriculation ceremonies shall apply mutatis mutandis to graduation ceremonies.

Article 22: During graduation ceremonies, students can be requested to acquire robes. A decision signed by the Head of the institution shall state the modalities and characteristics.

SECTION V

ACADEMIC HONOUR

Article 23: The death of a Higher Education Professor or Associate Professor shall lead to, after consultation with the family, academic honours in his/her University of origin or to any other University institution on requests, with the authorization of the Head of his/her institution of origin.

Article 24: During academic honours, the picket shall be organized by the teacher's institution of origin and shall comprise teacher of the institution concerned, as well as delegations of teachers of other University institutions, all in robes.

Article 25: Academic honours can be organized for Lecturers authorized to supervise Research and Assistant Lecturers, and shall be done at the expense of their establishment of origin or of their appointment.

SECTION VI

MISCELLANEOUS AND FINAL PROVISIONS

Article 26: (1) When the Minister in charge of Higher Education attends any of the ceremonies or academic honour mentioned in this Order, he can decide to take part in the procession.

(2) In case he participates in the procession, he shall be at the tail end of the cue.

(3) The same applies to all Members of Government who attend an academic honour.

Article 27: (1) Teaching Staff of Higher Education working in a University of origin shall be free to wear either the robe of the receiving University or that of the University of origin.

(2) Teachers are free to wear robes of Universities in which they had their Doctorate Degrees or PhD, unless expressly prohibited by the Head of the institution.

Article 28: Ceremonies to attribute Honorary Doctorate degrees shall follow the rules governing official reopening/matriculation.

Article 29: Heads of University institutions shall state, through a decision, specific regulations governing robes, academic ceremonies and honours in the University institutions under their authority.

Article 30: Heads of University institutions and Heads of faculties/schools are, each in their own sphere, in charge of the application of this Order which shall be registered and published in the Official Gazette in English and French.

MINISTER OF STATE, MINISTER OF HIGHER EDUCATION
Jacques FAME NDONGO

VI. Extract from regulations governing the award of degrees in the faculties of the University of Buea

PART TEN: MASTER'S DEGREES

Article 49: The Master's degree programme is a postgraduate programme designed for specialization in a particular domain.

Article 50: The duration of the Master's degree shall be at least 4 semesters but shall not exceed 6 semesters.

Article 51: To be admitted for the Master's degree, candidates must have at least a Bachelor's degree with Second Class Honours or any other equivalent diploma.

Article 52: The Master's degree shall be awarded after the successful completion of course work based on the course credit system and research work.

Article 53: The Master's degree shall be awarded to candidates who have earned 120 credits, including a thesis resulting from research work which shall be defended before a panel. Additional remedial courses counting for a maximum of 12 credits may be prescribed at the time of first registration, depending on the candidate's background. He/she must have a GPA of at least 2.00.

Article 54: The programme of study leading to the award of a Master's degree shall be as approved by Senate. Such a programme shall lead either to the award of a Professional or a Research Master's degree. The two degrees, though equivalent, are differentiated based on the weighting of research and the internship as shown in the table below:

Year	Activity	Distribution of Credits by type of Master	
		Research Master's	Professional Master's
Year 1	Course Work	60	60
Subtotal for Year I		60 Credits	60 Credits
Year 2	Research leading to Thesis	42	24
	Research Methodology and Scientific Writing	06	06
	Seminars/Entrepreneurship/Practicum/Production/ Internship/Industrial Attachment, etc.	12	30
Subtotal for Year II		60 Credits	60 Credits
Total		120	120

Article 55: Performance in courses for the Master's degree shall be recorded as follows:

MARK/100	LETTER GRADE	GRADE POINTS	EVALUATION
80-100	A	4.00	EXCELENT
70-79	B+	3.50	VERY GOOD
60-69	B	3.00	GOOD
55-59	C+	2.50	FAIR
50-54	C	2.00	AVERAGE
0-49	F	0.00	FAIL

To earn credit for a course at the Master's degree level, the student must score at least a C grade.

Article 56: The panel for the defence of the Master's thesis shall be composed of at least three persons chosen among academic staff in the ranks of Lecturer, Associate or full Professor, designated by the Vice-Chancellor. Such a designation will be done on the recommendation of the Dean of the Faculty or Director of School who should consult with the Head of Department and postgraduate Coordinator.

PART ELEVEN: DOCTORATE DEGREES

Article 57: The Doctor of Philosophy (PhD) programme shall be selective and open to holders of a Master's degree or an equivalent qualification.

Article 58: The degree of Doctor of Philosophy shall be conferred upon the successful completion of an approved programme of study which shall include the successful defence of original research work of the candidate that significantly advances knowledge in the chosen field of study.

Article 59: After the successful completion of two semesters of course work based on the course credit system and on passing the Comprehensive Examinations, a candidate may be issued an attestation to that effect.

Article 60: Performance in courses for the Doctor of Philosophy degree programmes shall be recorded as shown in Article 55 above.

Article 61: The duration of studies for the Doctor of Philosophy shall be a minimum of 3 years (six semesters) and a maximum of 5 years (ten semesters). This period may be extended by one to two years (2 to 4 semesters) by Senate on the recommendation of the Faculty Board.

Article 62: The first year of the Doctorate programme shall be devoted to course work and acquisition of research techniques. The remaining years shall be devoted mainly to the conduct of original research.

Article 63: (a): A student shall be considered as having successfully completed the first year after earning 60 credits in all prescribed courses including the comprehensive examination.

(b) The course load may be extended to a maximum of 72 credits for individual candidates who need to take remedial courses. Such remedial courses must be prescribed at the time of first registration of the candidate.

(c) Dispensation may be granted to a candidate for all or part of the pre-doctoral course work where the candidate has completed similar course work at a recognized university or passed the prescribed examination for such course work.

Article 64: After successfully completing the comprehensive examination the candidate shall be expected to deposit his/her research proposal with the department.

Article 65: On the recommendation of the department, the Dean of the Faculty shall appoint the supervisor(s) to guide the candidate's research.

Article 66: (a): The duty of thesis supervisor shall devolve on Professors and Associate Professors.

(b) Lecturers with terminal qualifications (PhD), "Doctorat d'Etat" or equivalent may supervise PhD theses under the authority of a Professor or Associate Professor.

(c) Assistant Lecturers shall not be eligible to supervise PhD theses.

Article 67: (a): The doctoral thesis submitted for defence shall constitute an original contribution to knowledge. It shall be defended before a duly appointed panel constituted as follows:

- (i) The thesis supervisor;
- (ii) Three academic members of staff who must be in the rank of Full or Associate Professor, or two Academic Staff members in these ranks plus one academic staff who has been accredited to supervise research. At least one of them must come from outside the University of Buea;
- (iii) A national or foreign personality from outside the University who should be chosen on the basis of proven scientific or professional competence. This person may not necessarily be in the same discipline as the candidate.

(b) The Chief Examiner and Chairperson, as well as the other members of the panel, shall be appointed by the Vice-Chancellor from among academic staff members in the rank of Full or Associate Professor, on the proposal of the Dean of the Faculty/School and the recommendation of the Head of Department, the thesis Supervisor and the Postgraduate Coordinator. No individual shall serve as chief examiner or chairperson of panels for candidates he/she has supervised.

(c) The format for the presentation of theses and dissertations shall be adopted by Senate on recommendation of Faculties and Schools.

CHAPTER TWO: THE THESIS AND DISSERTATION GUIDE

2.1 INTRODUCTION

The thesis and dissertation (T/D): A thesis and/or dissertation constitute components of well-reasoned arguments. The successful researcher (in most cases a student) has to take a position (the thesis), buttress it with logic, and relate it to earlier conclusions of respected scholars (the dissertation) to the point that it cannot be refuted. That concept of the T/D has given rise to a view-point that the final act with regard to T/D study is *the defence* of the study by the student before a group of probing questioners. Historically, successful defence has led to advancement of the writer from the status of student first to rank of master, then to doctor, with the rights and privileges that form part of those stations in life.

Professional and Academic degrees: We must differentiate between professional degrees and academic degrees. To date, most professionals, when they issue postgraduate degrees, employ the familiar M.A., M.Sc. and PhD, adapting them to their purposes but retaining much of the flavour that the degrees originally had in the academic disciplines and simply adding a phrase, as in Master of Arts in the Administration of Justice, to indicate the degree of professionalism that may be inferred from the degree awarded. Whether the degree is academic or professional, for the degree to have value, it must be offered by a responsible, accredited university or professional school. Such a degree will have legitimacy and indicates attainment worthy of respect to the student who has earned that degree.

Terminology of terms in the Thesis and dissertation guide

Term	Context used and Definition
Long essay	The Long Essay is the product of a scholarly and professional study at the undergraduate level. It is usually a document in a format and style specified by the university, though such a product of scholarly work could be an object (painting, sculptor, musical composition of merit, farming technic/produce, etc.). The material in the long essays is expository in nature and it is not expected to be original work. However the student must demonstrate mastery of the scientific method of enquiry and presentation of facts and findings.
Dissertation	The dissertation is the product of a scholarly and professional study at the master's degree level. It is usually a document in a format and style specified by the particular university. (Sometimes thesis is regarded as a synonym for dissertation. This is acceptable, but we elect to link dissertation with master's degree studies and thesis with

	the doctorate.). The material in the dissertation can be expositional in the form of a review, but can also be original. In most cases, the dissertation is expected to be the original work of the student in the sense of re-interpretation of existing results or representation of known facts in a more lucid form.
Thesis	The thesis is the product of student work at the doctoral level, distinguished from dissertation study chiefly by its deeper, more comprehensive, and more mature professional and scholarly treatment of the subject. The material in the thesis must be the original work of the students and it is expected that the student must clearly show in the Thesis contribution to knowledge in the subject area. It is required that the student must have published from the PhD thesis study and that the length of the thesis be of acceptable size.
Proposal	A proposal (synonymous with overview) is a written plan for a long essay, thesis or for a dissertation developed by a student for consideration and possible approval by the student's supervisor(s), the department and scientific committee of the department.
Supervisor(s)	The Supervisor(s) is an academic staff member, or a group of academics (at most one for the long essay, maybe up to two for the dissertation and at most four for the thesis), responsible for assisting the student in planning a proposal, for determining if it is approvable, for guiding the student in the conduct of the study and in preparing the final document, and for participating in examining the student at the end of the process. The supervisor(s) have a chief responsibility for the student's guidance in all matters through the research process.
Scientific Committee:	The Scientific Committee is a group of persons (usually comprising the Head of Department and eminent researchers of the Department) who are charged with the responsibility of assisting the department achieve its objectives by ensuring standards in the academic affairs of the department. The Scientific Committee amongst other things makes sure that teaching, learning and research in the department adhere to the international norms of the field and to the standard as set by the University.
Graduate Office:	The graduate office is the university office with responsibility for issuing, implementing, and interpreting regulations about the Thesis and dissertation, such as forms to be used, time schedule of events, and style guides. For the long essay, the above functions are usually located in the office of the dean of the faculty or department where the student is

In writing these guides, we shall take into consideration two essential aspects involving the student and the academic staff as follows:

1. The academic staff (or supervisor) is seeking instructional tools to use in seminars on research and with advice on how to conduct his/her role as the mentor and supervisor to the student assigned to him/her.
2. The student is looking for practical help with long essays, master's dissertations and doctoral theses.

2.2 ACADEMIC STAFF AND HIGHER EDUCATION INSTITUTION

Academic staff and departments need to be abreast with the information that is contained in the Universities policy and should convey the relevant information to the students. They should be able to answer questions such as; what really is the function served by this phase of graduate study? What has this process to do with the purpose of the university? A core element common to those questions is why? For an answer we look first at the commonly stated objectives of graduate student research found in institutional publications such as the University of Buea strategic Plan and the Research Management and Strategic Plan. However the University must be ready to:

1. Provide leadership: This can be through preparation of leaders for the profession or provision of competent persons to head academic and research units;
2. Make provisions in policies to expand knowledge: This could be through fostering theory building and conducting studies that create new and better approaches to the different academic professions and encouraging the carrying out of demonstrations that illustrate and disseminate information about improved practices developed at the university;
3. Improve professional practice: Interface with master practitioners who will bring professional and humanistic advances to the fields in which they apply their skills. This can be through partnerships with the private sector.

Though these statements appear to say little about theses and dissertation activities, embedded in them are clues to the kinds of proposals that ought to be conceived and received at the University so that students who are aware of the statements of the institutional objectives can together with their supervisor(s) come up with viable projects for research for the theses and dissertations. Selection of topics and rationale for particular research interest may well depend on the institutional objectives.

2.3 THE STUDENT

Each prospective student should acquaint his/herself with what is the true purpose of the Long Essay, Thesis or Dissertation, according to (a) the university, (b) the faculty or establishment and (c) the department wherein he/she will like to enrol. If more than one research or professional degree can be earned from your department, the student must decide which one to aim for. He/she must start by discussing with the members of the department concerned in view of having something to consult in the future. Some answers to questions asked at this level normally would be addressed in the offer of admission letter and should be kept in view for future consultations. It is possible that rules may change along the line and only the written confirmations that the student received may be available for the student at future times.

2.4 DISTINCTION AMONG THE LONG ESSAY, MASTER'S DISSERTATION, AND DOCTORAL THESIS

The Long essay: In some cases, the long essay is typically opted for by outstanding undergraduate students. However at the University of Buea, most departments have the long essay as a compulsory requirement for graduation. Research for the long essay normally takes place in the final year. The student is expected to show proof of the capacity for independent scholarship, normally by the production, presentation, and probably defence of a long essay.

The Master's dissertation: The master's dissertation must demonstrate the candidate's ability to make use of appropriate research procedures, to organize primary and secondary information into a meaningful whole, and to present the results in acceptable prose. It is expected that the master's dissertation, irrespective of the discipline, should be able to produce up to one published article depending on the nature of the subject being researched. The length of the master's dissertation is normally determined by the discipline; however minimum requirements for a master's dissertation at the University of Buea were discussed by the University's Academic Planning Committee at its meeting of 29th October 2003 and adopted by Senate. The following table shows the now proposed lengths for master's dissertation according to broad areas or domains of research specialisation:

Table 1: Length in pages of the Master's Dissertation by groups of disciplines

Domain of Master's degree	Length in pages	Expected No. of Articles
Arts and Humanities	120-150 pages	1
Economics and Management Sciences	70-150 pages	1
Education	100-150 pages	1
Medicine and Health Sciences	60-100 pages	1
Pure and Applied Sciences	60-150 pages	1
Social Sciences and Law	100-150 pages	1

For the professional master's degree programmes, the length of the dissertation shall be valued at 80% of the above page limits. The lower limit in these proposed lengths are the expected minimum size of the master's dissertation, while the upper limit can be exceeded by up to 10% of the indicated upper limit.

The requirement for publication at the master's level can be relaxed in the case of expository work. However the scientific committee of the department must ascertain that the work being presented for defence has met the accepted minimum standard.

The Doctoral thesis: The doctoral thesis is expected to represent independent and original research in the field of the candidate's graduate study. It must add, in some fashion, to understanding in the candidate's field. Such contribution to knowledge may result either from the critical examination of materials not hitherto dealt with or from the re-examination of traditional materials by means of new techniques or from new points of view. The length of the doctorate thesis is normally determined by the discipline; however minimum requirements for a doctorate thesis at the University of Buea were discussed at the University's Academic Planning Committee at its meeting of 29th October 2003 whose proposals were adopted by Senate. Table 2 below shows the now proposed lengths for doctorate thesis according to broad areas or domains of research specialisation:

Table 2: Length in pages of the Doctorate Thesis by groups of disciplines

Domain of doctorate degree	Length of thesis	Expected Number of publications
Arts and Humanities	250-300 pages	4*
Economics and Management Sciences	150-250 pages	4*
Education	150-250 pages	4*
Medicine and Health Sciences	100-200 pages	4*
Pure and Applied Sciences	150-250 pages	4*
Social Sciences and Law	250-300 pages	4*

The lower limit in these proposed lengths is the expected minimum size of the doctorate thesis, while the upper limit can be exceeded by up to 10% of the indicated upper limit. In *certain disciplines, eg Mathematics, Physics, Engineering Sciences, it may not be possible to fractionate theses into several publications. In this case the Department should determine whether or not the thesis can be defended based on its contents*” It is therefore expected that the doctorate thesis, irrespective of the discipline, should be able to produce at least one published article depending on the nature of the subject being researched. That is, ***the requirement for publication before defending the doctorate thesis cannot be relaxed*** as is the case with the master’s dissertation. An immediate consequence of this is that the project undertaken, for the PhD degree, must be of sufficient novelty, difficulty and scope to test the candidate's ability to carry on further research [independently] and it must ensure mastering the skills needed for such research.

There are several differences in the answer to the question; *what constitutes an acceptable thesis or dissertation topic?* Every student must be aware of his/her environment and choose a topic that will be acceptable as a dissertation topic. He/she may want to take into consideration the following points:

1. What forms of investigation, if any, are favoured by the potential supervisors of the department? What forms of investigation, if any, are unlikely to be approved? Accepted forms of investigation range widely across the University and even within departments of the same Faculty/School.
2. Are any topics discouraged or even out-of-bounds? Are any topics of special interest to the institution?
3. Does the department have a particular orientation that characterizes much of its student and staff research and other scholarly work?
4. Is there a published list of departmental staff with notes about their individual or team research interests?
5. Are computers, software packages, and other needed resources available for student use in supporting the student’s work?

The above five points should be addressed at the level of enquiry and the student must speak with the relevant person in the department who can provide answers to these questions. At the end of the review process the student would be better placed to decide whether or not he/she would want to take part in the post graduate study programme.

Timelines

When the student has decided to embark on the programme, the student must make a timeline and stick on the projections. The timeline could be drawn up in a document that is submitted to the department and is endorsed by the student's supervisor(s) and the Head of the Establishment of the student and the student's file is lodged in the Directorate of Post Graduate Studies for subsequent follow up. A good timeline action plan allows a precise answer to questions like: How is the investigation going? Where are you now? Also using the timeline in planning is useful and reference to it encourages thinking ahead, making appointments with supervisor(s), and scheduling one's own time. Most importantly, the student can use the timeline to project his/her graduation date. As mentioned earlier, the timeline would have been endorsed by the student's supervisor(s) before the start of the postgraduate study cycle. A sample time line that can be adopted by all students is shown in Appendix V

2.5 WHY AM I RESEARCHING FOR A THESIS OR DISSERTATION?

Every student should ask his/her self some of the following questions: What is involved in completing thesis or dissertation work? Why should I do this work? What will it have to do with my professional and academic competence? Some of the answers to these questions can be addressed in the form of objectives for the postgraduate research work along the following lines

Professional and Academic Standing: If the qualifications you seek is linked to obtaining the master's or doctoral degree, so that attainment of the advanced degree may be tied to goals like being recommended for qualification as a specialist in teaching, doing research, promotion in rank, supervising, managing, counselling, or a specific realm of practice or administration, the postgraduate research work should be recognized as an essential short-range objective towards the attainment of a larger goal and so be taken seriously.

Completing degree at a High Quality Level: Where the master's student's aim is to proceed to doctoral studies, the master's degree becomes a short-range objective, one which must be reached at an acceptable level of quality, before the doctoral study can be undertaken. In that case take the thesis research seriously.

Staying within the stipulated time frame: At the University of Buea, the postgraduate work leading to the master's degree is for two years extendable to three years. On the other hand, the postgraduate work leading to the PhD degree is for three years,

extendable to five years. Since the thesis or dissertation must be completed within the stipulated time frame, the students need to bear this in mind and work towards completion.

Finding Good Supervisors and Models: Students sometimes do detective work in trying to find out what academic staff members they consider acceptable supervisor. Their effort can be motivated by a sincere desire to do a worthwhile job because of what it means for self-esteem and in gaining added respect from the academic staff. This means that students should be aware of the strength of the department before they enrol for postgraduate research work. This information is normally available in the department or academic unit wherein the postgraduate programme is lodged.

2.6 CHARACTERISTICS OF A GOOD THESIS AND DISSERTATION

All theses and dissertations must show: *originality*, *individuality*, and *rigor*. Since it is rare to find a topic that has not been researched before to some extent and by some procedure, the originality criterion is met if the student continues to study an unresolved problem, or replicates existing results, in a way that is substantially different from prior approaches and that has a reasonable prospect of adding to an understanding of the problem. Individuality means that the study is conceived, conducted, and reported primarily by the student. However, in general, topics are often suggested by other persons, such as the student's supervisor(s). In some cases, topics are part of a larger research plan as conceived by the supervisor(s) or head of research laboratory. To be rigorous, the student work must bear strict accuracy and scrupulous honesty, precise distinctions among facts, implications, and suppositions. The rigorous student must be both self-critical and logical in reporting and when projecting needed research. To achieve and produce a high quality thesis or dissertation, the integrity (where every component of the study is carried out with scrupulous honesty) and objectivity (where the investigator recognizes and, as much as possible, sets aside personal interests and desires and maintains a steady state of scientific inquiry from the beginning to the end of the project) are important considerations. In most cases, a measure of whether or not we have a high quality thesis or dissertation is usually the number of publications in peer reviewed journals which have resulted from the thesis and dissertation research. Such publications constitute an international endorsement of the student's work and should be held in high esteem.

2.7 WHAT IS ACCEPTABLE CONTENT FOR A MASTER'S DISSERTATION?

The master's degree is a highly valued degree that has been increasing both in number awarded and in prestige. Master's recipients credit the degree program with helping to sharpen their ability to connect theory and practice, and refine their critical ability. In preparing a master's dissertation the graduate student can present evidence of the

competencies required to make use of accepted procedures of scholarly inquiry. The master's dissertation, when well written should:

1. Give the master's student a first-hand experience in conducting investigations and familiarize the student with the kind of effort and integrity demanded by research.
2. It should prepare those who aspire to the doctorate degree adequately.
3. It should make the student expert in at least one aspect of a professional or academic discipline wherein he/she is to be called a master.
4. It should be able to serve as a capstone for a significant unit of advanced study.

2.8 WHAT IS ACCEPTABLE CONTENT FOR A PHD THESIS?

All academic staff have their institutional objectives embedded in the general requirements that their work should enhance scholarship in the sense of looking for truth while building on the existing body of knowledge and creating original works. Therefore, the effort devoted by the academic staff in guiding student research should be geared towards fulfilling this responsibility. Inherent in the statement here is the definition of what it means for a piece of work to be scholarly. Students who are told that their thesis may be rejected because it is not scholarly enough must be shown what an acceptable thesis should be. Academic staff who have been refused promotion to higher ranks because the academic output is not scholarly enough or insufficient should be told what is expected of them. We propose the following list of seven features which, have been proposed (Mauch and Birch, 1988), to characterize scholarly written work. Mauch and Birch further state that few scholarly works meet all seven criteria, but a work that meets none of them is almost certain to be in trouble with the scholars. Academic supervisor's task should be to try to inculcate these seven scholarly qualities during a thesis' work.

1. A scholarly work is published in a respected, referred journal or in book form;
2. It has been available for a sufficient period of time to be subjected to the criticism of other scholars in the same field, and it has stood up successfully to that criticism;
3. It is based on the expert wisdom and literature of the field. The work indicates that the author is familiar with the conventional wisdom of the field, and if it departs in new directions, it presents a sound and rational defence for its departure;
4. It demonstrates the workings of a thorough, careful, critical, and analytic mind, looking at all sides of any proposition, examining and testing hypotheses, setting up and knocking down arguments, and marshalling in a complete and fair way all

the facts in the process of critically analysing the study's findings. A scholar will, of course, believe and support the findings of a careful investigation, but a scholar is not an advocate or a promoter. The scholar is even-handed and is willing to entertain the possibility that errors can be made by even the most watchful investigator. Scholars should be happy to find errors in their own positions when such errors exist, for only in this way can truth be sought;

5. It demonstrates to other scholars that the writer is a competent specialist who understands the theories and concepts of the domain and who has a systematic knowledge of the chosen field rather than a smattering of insights here and there;
6. It is non-political and amoral. It may, of course, be concerned with political and moral judgments and related phenomena as fields of study and specialization, but a scholarly work is not a polemic. It is not selectively cleaned up or toned down or otherwise slanted because it may be popular or unpopular with the contracting agency, the government, the church, the boss, or with professional colleagues. An essential ingredient to scholarship is the assumption that politically, socially, and morally unpopular and even repugnant works may be scholarly, and decisions about whether one should work in these areas and about whether or not they should be published, examined, and debated should be based on the scholarship of the work and not its political correctness. Scholars seem to agree on this, but the point has to be made because everyone at times can find the commitment to free and open scholarship weakening under the various pressures that can be brought to bear so skilfully, subtly, and punitively by defenders of sacred cows (sometimes our own);
7. It must be useful, as indicated by how often others cite the work. This also constitutes an index of scholarship. A well-regarded, innovative, or provocative publication will be referred to frequently by others. Thereby, it demonstrates that it has qualities that are of significant value.

The fact that the work must have existed long enough for it to be criticised by the scientific community points to the need for a publication to come out of a PhD dissertation. Since it is not normal to expect the student's work to last so long for it to stand the test of time before it is accepted for a conferment of the doctorate degree, it is therefore the responsibility of the supervisor and the relevant academic instances that constitute the institutional review committees for the postgraduate work who should provide the assurance that at least some of the seven standards indicated above have been met.

2.9 SELECTION OF PG STUDENTS:

The Postgraduate course starts with the selection of students from a list of applicants. The procedure which obtains at the University of Buea is the following:

1. Departments advertise programmes and potential, PG students apply
2. Applications are received, codified by the Registrar and sent to Faculty/School concerned.
3. Applications are examined at the level of the Department where the Departmental Scientific Committee screens the applications and a classification of candidates is done
4. The applications are then forwarded to the Faculty Board which ascertains that the selection respects the norms set by the faculty and that there are not too wide discrepancies between the criteria from one department to the another.
5. The Faculty Scientific Committee sitting in for the Faculty board examines the submissions from the Department.
6. The recommendations of the Faculty/school are then forwarded to the Deputy Vice-Chancellor in charge of Teaching and Development of Information and Communication Technologies who in collaboration with the Registrar prepares the applications for submission to the Admissions Committee (acting on behalf of Senate). The Vice-Chancellor chairs the Admission's Committee. After deliberations, the Vice-Chancellor publishes the final list of selected candidates, and the admitted students thereafter are referred to the Graduate School for orientation.

It should be noted that the procedure outlined above does not apply to those programmes for which admission is by competitive entrance examination, such as some of the master's degree programmes at the Advanced School of Translators and Interpreters (ASTI). Though the admission procedures may differ, the management and running of the PG programmes is the same as shall be discussed herein. Given the peculiar nature of PG studies at the University of Buea, which requires that all postgraduate students undertake course work, most of the students selected for postgraduate training are not expected to already know the topic of their research at the time of first admission. However, given that all admitted postgraduate students are admitted into a particular programme, the broad area of the choice of studies is known at the time of first admission. For example, a student admitted for the MA in Applied Linguistics is expected to eventually choose a topic in the area of applied linguistics after the student would have done the course work based on an approved programme of study.

2.10 ORIENTATION OF PG STUDENTS

The Postgraduate school under the supervision of the Deputy Vice-Chancellor i/c TIC organises an orientation for the newly admitted PG students, shortly after the publishing of the admissions results. At the Faculty level, the orientation is continued and spearheaded by the Vice-Deans of Academic Affairs and Programmes and that for Research and Cooperation. The orientation exercise will bring together all new PG students and staff accredited to teach at the postgraduate level. The student is exposed to what is expected of them at the University and on the procedures they are expected to follow, the syllabuses of study, sources of research information, guidelines on issues affecting their life at the University, etc.

2.11 SELECTION OF A SUPERVISOR

Ideally the student will choose his/her supervisor usually as a function of what he/she would want to do for her thesis or dissertation. In this regard, where there is a shortage of staff, there may not be much choice on the part of the student if he/she has started by choosing an area of interest. In any case there are instances where a careful consideration has to be made before approaching any staff to serve as a supervisor.

The selection of a supervisor is a two-pronged process designed to satisfy both the interest of the students and supervisors. Well before the Faculty/Department requests for the advertisement of postgraduate admissions, academics staff, duly accredited to supervise postgraduate research will be requested to submit research statements to the head of Department or academic unit. Such a research statement would detail research problems, the methodology, needs and feasibility of the project. So there should be topics and research areas available for the potential student researchers to choose from.

During the first phase of the PG programme during which the students are doing course work, they should be requested to already be looking into possible topics for their research, though they can also choose from those published by the department. In any case, free discussion between students and staff should lead to a good research topic. So, by the end of the second semester of the academic year in which the student first had admission into the PG programme, all students are expected to have chosen their research topics. Though supervisors are assigned by the department, there is some plasticity in this requirement which allows the department to consult the students before

making a formal assignation of the supervisors. To make a good choice the student may find the following practical tips useful.

A good place for students to start building a list of potential supervisors is to consult the published syllabus book which normally would indicate the list of staff members with their specialties. The lists of available topics and specialties for each department or academic unit are normally prepared and published by the Head of Department or academic unit.

Before approaching a staff member, the student should be sure there is something to talk about. That calls for planning as well as a brief agenda. One way to start is by reading one or two of the potential supervisor's publications. Look for places where he/she calls attention to the need for more information or to prior research that did not fully resolve the matter that it attacked. Use those references to open the conversation; ask whether anyone known to the potential supervisor member is doing research to close those knowledge gaps. Be ready, too, with a few written first-draft research questions or hypotheses that you have developed on the subject(s), but recognize that the expectation cannot be that these draft research questions will be in final form. As a student, the most important point being shown here is that serious effort has been made in preparation for the interview and that you accepted responsibility for the initiative.

If you are interested in an area where your potential supervisor has not published before, you could start by reading the published works of other experts in the field and discussing the findings with your potential supervisor during this first prospective meeting. In most cases this initiative introduction can induce the potential supervisor to want to see the selected works before meeting with the student on appointment.

Another effective approach is to study works recently completed under the potential supervisor's supervision. The majority of theses and dissertations contain well-thought out sections on implications for further research. These are fertile grounds for future topics for work since the supervisor, on accepting them from previous students as avenues for further research have tacitly approved the idea as one good for research work.

Very importantly, the student must obtain, carefully study, and follow any policies, statements, or procedure that the university has about the supervisor. Perhaps the single best criterion the student may use in seeking out a supervisor for the dissertation or thesis is the track record of the academic staff member. Traditionally, research supervisors do not advertise themselves. Thus, it is necessary for the student to seek,

from any source possible, relevant data about potential supervisor(s). Questions, whose answers would be illuminating, could be the following:

1. How do other students who have worked or are working with this supervisor react to your wish to work with that potential supervisor?
2. Is the potential supervisor a person who is or has been productive in theory and research of the kind that interests you?
3. Do students who work with this supervisor progress with reasonable dispatch in their investigations?
4. Does the potential supervisor appear to be regarded highly by colleagues and by others you respect?
5. What has happened to the last four or five students who initiated their work under this research supervisor?
6. Does there seem to be a strong element of trust between your potential supervisor and his or her students?
7. Is the potential supervisor current with respect to modern technology used in research and scholarly production?

In all cases, a personal interview with the potential supervisor is a good idea, once the student has some idea of the area of investigation. The students report the results of their preliminary choices of supervisor(s) to the Head of Department who then uses data available at the level of the Department to put together the information on the PG studies and the entire file submitted to the Department's Scientific Committee for study. After due consideration, the Department Scientific Committee assigns the students to the different academics staff accredited to supervise postgraduate research and the list of students with their designated supervisor(s) is forwarded to the Faculty for study by the Faculty Scientific Committee and onward transmission to the Deputy Vice-Chancellor i/c TIC. A formal designation notice showing which supervisor has been retained for each admitted postgraduate student is signed by the Deputy Vice-Chancellor for Teaching and Development of Information and Communication Technologies and a copy sent to the student at the end of the process. A copy of the designation notice is inserted in the PG student's file at the level of the Postgraduate School.

Though the system of co-supervision of theses is not formally required at the University of Buea, it is widely practised and should be encouraged. Thus one master's student may have 1-2 supervisors while a PhD student can have 1-4 supervisors. In the case of co-supervision, the roles of each of the supervisors must be well spelt out and declared in writing to the Head of Department and inserted in the Student's file in the Graduate

Office. The Supervisor and Co-supervisor(s) should be identified. Ministerial Order No.99/0081/MINESUP/DDES of 23 December 1999 requires that the Dean of Faculty (or the Director of School) to publish the list of supervisors. This should be done as soon as the list is known but not later than the end of the second semester of the academic year in which the student first enrolled into the PG programme.

2.12 CHANGING A SUPERVISOR

In many university institutions, postgraduate students are admitted into masters and doctorate degree programmes with a full fore-knowledge of their topic of research and who the supervisor is or will be. At the University of Buea, and elsewhere, an uncommon situation is the assigning of supervisors to students upon their acceptance into a given PG program, and at a later date from first inscription into the PG programme; usually after the completion of the course work phase of the PG studies. In some cases, the PG student has nothing to say about the initial assignment except through an indication of choice of area of research to the Head of Department. This system has worked reasonably well so far because the change in supervisors is not a commonly received request. Usually, a request for change of supervisor is an indication of a breakdown of relationship or understanding somewhere along the line, and it can be a sticky matter. Though a change of supervisor can come about when the staff member may not have the time that was originally contemplated, both parties are encouraged to see through projects that are started. Where there is a need to follow-up the PG training for the particular student with a change of supervisor, provisions of Order N°18/00167/MINESUP/SG/DDES/DAJ of 30 June 2018, reproduced above in the official enactments' section of this guide, should be followed in addition to the regulations in force at the University of Buea.

2.13 THE ROLE OF THE SUPERVISOR

The role of the supervisor is mainly that of a teacher, but also of a guide, mentor, confidant, and senior research colleague. From this definition, the supervisor is expected to instruct the student in learning to conduct investigations independently. It is rare for successful students and supervisors not to describe their relationships as respectful and collegial. The supervisor, usually older, wiser, and knowledgeable about the ways of the university world, wields a considerable amount of power. In this regard, the supervisor should and must be conscious of the fact that the student, typically plagued with anxieties about the ability to do what is expected, looks up to him/her as someone who has done it and who can teach or impart the needed knowledge and skill. It is therefore expected that during the first week or early stages of the research phase

of the PG studies, the student is expected to meet with the supervisor to agree on the time-table of consultations and how to carry out the work. At the first meeting, the student should be given information on the following:

1. The venue (on campus) of consultation meetings;
2. What will be expected of each consultation;
3. The material resources necessary for the project; these should be identified;
4. Any special skills/techniques required for the project should be identified, and training for these skills programmed;
5. Together with the supervisor, a provisional time-table for carrying out the research should be agreed upon.

It is mandatory that the supervisor meets with the student as often as necessary in the initial stages of the work and then subsequently at least one hour per week to discuss the student's research. The supervisor should realise that at the beginning the student is a novice who needs to be introduced to the chosen field of research. It may then be advisable to

1. Programme a series of discussion sessions with the student during which he/she is introduced to the background theories and concepts of the field;
2. Programme a series of meetings with the student during which good practices such as (Laboratory) Notebook Keeping. Safety measures and other "tricks of the trade" are discussed;
3. Provide the student with key references in the field that are pertinent to the subject matter. In return, the student would use these provided references as a springboard for a more detailed literature search;
4. Fine tune the students' understanding in the traditional methods of entering new research areas such as reading books and book chapters, reviews and original articles, and the techniques of analysis in the field and literature search.

The relationship between the student and supervisor, when well nurtured, matures slowly from a teacher-pupil relationship at the beginning, and then, as the work progresses, the relationship moves more and more toward that of a junior colleague collaborating with and maturing as a researcher under the influence of a senior colleague.

2.14 SCOPE OF SUPERVISOR'S RESPONSIBILITIES

Supervisors have responsibilities to a number of people and groups: the supervisee, other students, the University, the Establishment, the Department, other academic staff, their academic field or profession, the Registrar of the University and, finally, the Graduate Office. While none of these should be ignored, most supervisors set as priorities the following main responsibilities:

1. *Responsibilities to the Supervisee:* Supervisors ought to be deeply committed to the belief that first responsibility is to the student. At no other time is the student so vulnerable and so in need of close identification with one academic staff member. The supervisor ideally should be as involved and interested as the student, within the restrictions of time and competing responsibilities. The position of the supervisor is delicate, steering a tight course between giving the student a topic and allowing a completely free choice. The risk with the topic chosen by the supervisor is, of course, that the student may have little interest in it and may feel inadequate to tackle it. The possibility of conflict of interest arises, too. Will the study become an article or part of a book for the supervisor? Is the topic chosen to perform work that the supervisor is unwilling to do? Such suspicions inhibit work and endanger relationships. If the suspicions are confirmed and the activity is allowed to continue, one wonders what the real purpose of the thesis or dissertation is in the eyes of the supervisor, the Establishment, and even the Institution. It is still a learning situation for the student, but the model may persuade the observer that it is appropriate to use the university to act in unethical ways if it serves one's purpose and if one can get away with it. On the other hand, if the supervisor shirks the responsibility of proposing a topic, putting it all on the student, it provides the perfect excuse for failure at any point in the process: Well, you chose the topic completely by yourself.
2. *Responsibilities Towards Unsatisfactory Student Progress:* The supervisor who regards little or no progress at the Thesis and Dissertation stage solely as student failure does not understand the supervisor's job. Students' failure to complete graduate research work may ensue mainly from their own errors or failures, but in some ways the supervisor, the faculty, and the university may have also failed.
3. *Ethical Responsibilities:* The supervisor's professorial responsibility transcends material considerations. Whether the student is contributing directly to the

support of the institution or not, one would expect the professional behaviour of the supervisor to be the same. Ethical responsibilities of supervisors include the need to do what is best for students in all academic or professional situations as well as avoiding to use the position of supervisor for personal gain and refusing to accept the offer of any such gain. It can be difficult to draw an exact line between ethical and unethical behaviour, but that difficulty is no excuse for failing to try to do so. Supervisors should not receive gifts in any form from their students during the research for the degree and dissertation. A third matter involving professorial ethics is the use of student work as if it were the work of the supervisor, so that the supervisor gains the credit. For example, if there is a publication on the doctoral thesis work, which is considered original research by the student, the student must be the first author if he/she publishes with the supervisor(s). A fourth note on ethical behaviour concerns competence. Qualitatively, within the narrow confines of one's own specialty, the self-examination of competence seldom arises, but we cannot claim to “know it all”.

4. *Responsibilities to Maintain Competency:* One of the important responsibilities of supervisors is to maintain their academic and professional competencies. Without this, a supervisor is not much good, and may even be harmful to the student. An academic staff member maintains competency by reading the literature, by keeping up with the latest thought (even though the latest is not always the best), by teaching and keeping in contact with colleagues and students, by taking a meaningful part in conferences and meetings, by listening and discussing, and by speaking and writing. Perhaps no other activity keeps academic staff as sharp as rigorous research and writing and the subsequent exposure to the critical analysis of colleagues and other experts. After all, one can say or write what one wants, within the bounds of propriety, before a class of students who will be graded on how well they restate it later; it is quite a different experience to address a group of colleagues and experts.
5. *Responsibilities towards Maintenance of Standards:* The first responsibility of the supervisor to the institution is the maintenance of high standards of quality in all theses, dissertations and related activities. What constitutes quality is a value judgment, of course, but the judgment is not without guidelines. No other single person in the university has that responsibility or could ever discharge it if it were possessed not the student, not the committee members individually, not the dean, not the program chairperson no one but the research supervisor.

6. *Responsibilities towards Administrative Arrangements:* The supervisor overviews the final version of the thesis or dissertation document and prepares the student towards the final defence. He/she also has an obligation to see that the student produces the final thesis or dissertation document in required form for submission to the department.
7. *Responsibilities to the Institution:* Higher-education institutions flourish largely because of the integrity of the individuals who make them up: students, academic staff, administration, and other non-teaching staff. Not many other major societal units are so free of externally imposed laws and requirements. And few, if any, organizations are so self-governing. Individual integrity of consistently high order on the part of the members of the university community is an essential quality which has fostered that state of affairs and which must be present if university-based academic and professional preparation and research are to continue.
8. *Responsibilities towards Prevention of Fraud:* Deceit, breach of confidence, gains from unfair or dishonest practices or from pretence all of these falls under the heading of fraud. In the academic and professional community, fraud also includes fabrication, falsification, plagiarism, and other lapses in integrity or trustworthiness. It also means altering data, misrepresentation of results, and publication of another's intellectual property as though it were one's own. It is probably true that fraud in various forms in research reports is as old as the recorded history of discovery and creativity. The Supervisor must exercise a keen surveillance over all aspects of the student's project and guide and advice the student as soon as he/she notices fraudulent behaviour.
9. *Responsibilities towards Relevance of the Student Research:* The supervisor has the responsibility to assure the relevance thesis or dissertation work. That it is not a frivolous document and that it relates clearly to the program or department in which the student is doing graduate work, or the question of where the dissertation and the student belong may be raised. Perhaps the most important aspect of relevance is the supervisor's responsibility to assure the relevance of the topic to the student. Does the student see the topic as related to his or her own long-term interests? Does the student have the background to work on the chosen topic? Has the student articulated well the reasons for the choice of topic?

10. *Academic Interests:* The Supervisor's responsibility to the institution includes academic and personal integrity. We note in passing that integrity finds its severest testing in thesis and dissertation work; the highest levels of independent study. The predominantly solitary or one-to-one thesis and dissertation work leaves both the student and supervisor largely to their own resources. There is no set course outline and no standard textbook with manual and tests to be interposed between the supervisor and the student; as is the case with other courses in the University. There are not a specified number and schedule of class meetings. Colleagues or assistants cannot substitute for the supervisor. The student cannot find help in another student's notes. Instead, independent study leading to the thesis or dissertation is a type of student-supervisor adventure into the academic unknown. The personal and academic integrity of each becomes a major ingredient in the enterprise.

The forgoing list on the scope of supervisor's responsibility is not exhaustive. It simply provides a useful basis for supervisor-supervisee relationship. It seeks to lay the ground for the demands that the PG student can make on the supervisor as well as provide some guidelines on how the supervisor should dole out responsibilities and work to his/her supervisee. In all cases, the supervisor and the supervisee should work with the aim of completing the research task that has been assigned to them by the University. Of course, a very satisfactory ending for both the supervisor and the supervisee is the successful completion and defence of the thesis or dissertation.

2.15 WHO OWNS THE RESULTS AND DATA FROM THE THESIS OR DISSERTATION RESEARCH OUTPUT?

The first short answer is that the thesis or dissertation remains the work of the student because it is rare to find an actively engaged PG student who did not hope to make a personal imprint on his or her thesis or dissertation. Often the research idea comes from the student's own experience. Even when this is not the case, there is a strong desire to implant one's self-concept in the work. Of course, there are examples of a student taking a minor spinoff of a sponsor's programmatic research. This is a very efficient way to do PG research, but it seldom results in feelings of fulfilment for the student.

The inherent status differences between the supervisor and the student can present opportunities for abuse; when students work on the supervisor's projects, conflicts of interest can arise over ownership of the data and the research results. How is an equitable division of credit achieved for collaborative research between a doctoral (or master's)

student and his or her supervisor? This is a complex problem which must be addressed by institutional guidelines. There are several issues to be raised here:

1. When the collaboration between the student and supervisor promises to involve the student as one of a number of investigators jointly working on more or less connected aspects of a large research enterprise, then the general theory of the relationship between the supervisor and supervisee needs the protection of clear, written guidelines to assure that the traditional purposes and goals of the Thesis and Dissertation processes are never unintentionally subverted, with the real loser being the student.
2. Where it is expected, as in a doctoral research, that the student defends and original idea that adds to knowledge, there is no dispute here as to who owns the work as it would be clear from the outset that whether it is part of a large project or a stand-alone project, the thesis is that of the student. However, the results of the investigation in the form of a publication must be shared by the student and the supervisor, but the supervisor should not expect to be the first author in such publications.

2.16 CONDUCT OF RESEARCH: ETHICAL CONSIDERATIONS IN SUPERVISOR-SUPERVISEE RELATIONSHIP

The conduct of research leading to a postgraduate qualification is a partnership operation in which the student and the supervisor are main actors but it also concerns the university as an institution, as well as sponsors and community as a whole. Therefore, the supervisor and the student, as main actors, must be conscious of the heavy responsibility they bear. Both research and anecdotal evidence testify that supervisors have power over students and that the power is sometimes exercised inappropriately. If a person is sexist, has racial, regional or ethnic biases, enjoys bullying, or has other inappropriate tendencies and attitudes, a safe place to show them is where the victim is intimidated and has few, if any, defences. Many women students, especially, develop a view of themselves as victims in the one-to-one supervisor-student relationship. But women are not alone in experiencing the unprofessional behaviour of certain supervisors. Sexual harassment, for example, can occur in a same-sex supervisor-supervisee setting. Sexual harassment or harassment of any other kind is reprehensible and not to be tolerated. Both students and staff should be made aware that they will be given a fair, objective hearing if there are cases reported of inappropriate advances or insulting or demeaning behaviour involving them. In any event, when a supervisor

accepts to supervise a student he/she should be expected to live up to the expectations of the norms that make up the corps of teachers of higher education and should implicitly have made the following pledged. ***“I will never exploit my position of power or status to take advantage of a student academically, professionally, socially, personally, sexually, financially, or otherwise”***. Supervisors who pledge themselves to this credo have set the foundation for being worthy models. To make yourself a worthy model, you need to impose a code of conduct element on yourself. Some of elements of conduct are the following:

1. The supervisor should realise that the beginner whom he/she has been charged to train is an independent personality who needs to be treated fairly and with consideration. Insulting language, bullying, and intimidation should be avoided. The supervisor can be firm or strict without being unpleasant.
2. At all times the relationship between the student and supervisor should be cordial but not necessarily familiar. The supervisor should, not only avoid behaviour that is likely to undermine his/her dignity and authority, but should also be seen to do so. Never ask for financial, material or other favours from your students, in particular, avoid placing yourself in a situation that may be considered incompatible with the dignity of the Higher Education Corps.
3. Sexual harassment is regrettably an acknowledged inequity of our times. Beware of this temptation and do not succumb to it.
4. The virtues of hard work, fairness, objectivity and honesty are the cornerstones of civilized behaviour. Impart these to your students through your personal example, particularly in the manner in which you run your research group.
5. Avoid meeting your students off campus except when the study programme so requires. Home visits to the supervisor or supervisee should be the exception and not the rule. In all that you do, remember to hold your personal dignity and that of the institution you represent. Above all, consider your task of a thesis or dissertation supervisor, as a rare opportunity to change the destiny of another human being. Strive always to merit the confidence placed on you.

2.17 PREPARATION AND DEFENCE OF THE RESEARCH PROPOSAL

Each student is expected to prepare and defend, under the authority of the Department, a research statement prepared in the University of Buea format. This exercise should take place during the first quarter of the period reserved for research. It is the responsibility of the research supervisor to ensure that the project statement has been correctly written and more importantly to guide the student in doing so. However, the

student is expected to show initiative and creativity in preparing the initial proposal and presenting it for discussion to the supervisor. A well-conceived research proposal will answer some, if not all, of the following questions:

1. What is the tentative title? What do you call what you want to do? What is its name?
2. Why do you want to do it? What will you know or be able to do or say when you are through? (At this stage an involved theoretical justification is unnecessary.)
3. In order to accomplish what you want to do, what steps will you have to take? Can you put the steps in sequential order? What facilities will you need? Why?
4. What kinds of help do you think you will need in order to do what you want to do? When? How might you get that help?
5. What kind of resources do you need to accomplish the project? Can you list them in advance? Are they available in the Department? In the Faculty? In the University? In the Country?
6. Will the project involve people other than yourself? How? To do what? For how long? Will you need any special permission?
7. What actually goes on if you start to do what you propose? How would it start? What would a typical day be like at the beginning? When you are partway through? At the end?
8. How do you think you could show whether you accomplish what you set out to do? How could you prove it to someone else?
9. Are there costs attached to the project? Can you list them and the sources of funding?
10. Can you place a time frame on each of the activities that you have earmarked? Is it feasible to do the project?
11. Have I consulted the University of Buea format for writing research proposals?

The next step would be to put all the answers to the above questions in writing and produce your first draft project research proposal which you can now submit to your research supervisor. The process of finalising the proposal determines the pace with which you will work with your supervisor. The structure of proposals and the final format and chapters of the thesis or dissertation will differ from discipline to discipline but the proposed minimal contents for the research proposal is shown in Appendix I.

Once both the supervisor and the student agree on the contents of the research proposal, it is submitted to the department. The defence of the proposal is a formal exercise conducted in the form of a research seminar presentation before members of staff of the Department. When this is done, the proposal is submitted to the relevant Scientific Committee of the Department and Faculty and the final and accepted thesis or dissertation research proposal is then forwarded to the Graduate Office for insertion into the PG student's file. The student uses the accepted proposal as a road map to help him/her accomplish the task of researching and writing up his/her thesis or dissertation.

2.18 THE ROLE OF THE DEPARTMENTAL SCIENTIFIC COMMITTEE

The Departmental Scientific Committee will play an important role in the PG Student's work. The committee, amongst other things, must ascertain that the student has in fact reached the high level to fulfil the requirements for the award of advanced degrees. Evidence of this expectation is that the final oral examination may include questions not only on the investigation, but also in the substantive area of academic study or the profession. Thus, the scientific committee functions to assure the quality of the thesis or dissertation as well as of the student's knowledge and understanding in the appropriate discipline. In addition to other functions, the Departmental Scientific Committee is expected to:

1. Provide advice and consultation to all PG candidates of the Department throughout the process of their research.
2. Approve or in some other way act on the proposal of the PG candidates of the Department.
3. Make qualitative judgement about every PG candidate's written work, including substance, format, style, grammar, design, methodology, procedures, and conclusions.
4. Set the direction of the study by approving the proposal and then subsequently assist the Head of Department and the supervisor of the student in providing direction for the study.
5. Approve the style manual (typesetting formats, bibliography, etc) to be used by the candidate, with particular attention to any proposed deviation from a standard style manual.
6. Approve the final draft thesis or dissertation for submission to the Graduate Office for the public defence.
7. Assure that the rights (where appropriate) of human subjects are protected.

The table in Appendix II, adapted from (Mauch and Birch, 1988) is proposed to be used by the members of the Departmental Scientific Committee to evaluate the proposal as presented by the student.

The subcommittee (of the Scientific Committee of the Department) that shall advise the Scientific Committee of the Department on matters pertaining to any thesis or dissertation shall not be fixed, but shall be chosen as a function of the specialty of the thesis/dissertation being studied. Thus, only persons versed with the subject matter being examined in the thesis/dissertation shall pronounce on the thesis.

The Scientific Committee of the Department achieves the task outlined above partly through the medium of what has been called the University of Buea *pre-defence seminars*. These seminars should form an integral part of the procedure to follow the progress of the PG students in the research phase of their work. They also serve as “practice run sessions” that prepare the PG student towards the final viva-voce, as well as training towards scientific methods of reporting and writing research papers. At the University of Buea, the pre-defence seminars have been divided into three broad parts simply labelled seminars I, II and III, as a function of when they are presented:

1. **Seminar I: *Proposal defence seminar*.** This is the first seminar that is given after the student has had the first series of meetings with the supervisor(s) and they have come to an agreement on a topic. The student then presents and defends his/her research proposal before the scientific Committee of the department.
2. **Seminar II: *Progress report seminar*.** This should be held midway into the research proper and it should serve as a progress report seminar where the Scientific Committee appraises the progress of the student, and give directives on how to improve on the speed and depth of the work.
3. **Seminar III: *The Pre-defence*.** At this stage the student should have the first draft of the thesis and the Scientific Committee must ascertain its level of completeness and also gives an authorisation to the student to do the last set of corrections and then prepare and binds the thesis document for submission to the Department.

As is the current practice at the University of Buea, all the seminars, especially seminar III, should be graded by a team of examiners designated by the Departmental Scientific Committee. The following percentages are recommended: Seminar I (35%), Seminar II (25%) and Seminar III (40%). The team of experts that shall grade the seminars should contain an academic staff outside the programme or department of the student concerned. The rapporteur of the panel should prepare a report that will accompany the

thesis submission file. While Master's degree dissertation aspirants are expected to present the minimum of these three seminars, Doctorate degree students, on the other hand, are expected to deliver more intermediate research seminars between Seminars I and III. All academic staff and PG students of the programme are expected to attend all the seminars

Each member of the Departmental Scientific Committee completes a form such as the one proposed in Appendix IV and a synthesis of the result and evaluation are submitted to the Head of department as a measure of the level of acceptance of the Candidate's Research Proposal. Where the Departmental Scientific committee finds problems and issues with the candidate's research proposal, a formal report is made to the Head of Department indicating the discovered problem. The Head of Department shall in turn inform the PG student, through his/her supervisor. The supervisor(s) will guide the student as he/she works to fix the issues under consideration. In any case, the Departmental Scientific Committee must pronounce in one of three ways after reviewing either the student's proposal and listening to the student defend his/her proposal or the first draft of the Thesis or Dissertation:

1. *Rejection:* This action is rare and does not necessarily mean that the research work should be abandoned but rather that this proposal is not acceptable, and that another proposal should be done. The Head of Department will address a formal letter that notifies the student of the rejection.
2. *Approval with Conditions:* This is by far the most frequent outcome. This decision should be discussed in detail between the supervisor and the student.
3. *Unconditional Approval:* Even in this happy case, a follow-up meeting of student and supervisor is very desirable. Almost always there are incidental details which can be clarified by discussion and that will make the proposal more complete.

In any of the cases above, the student should be notified in writing on the outcome of the research proposal defence. The acceptance of the proposal by the Departmental Scientific Committee will also serve as a formal acceptance that the Thesis or Dissertation topic has been accepted by the Departmental Scientific Committee. At the end of seminar III, the pre-defence seminar, the Head of Department, based on the Scientific Committee's pronouncement, shall inform the student in writing conveying the decision of the Scientific Committee. It is only in the event of approval of the first draft of the Thesis/Dissertation that the PG student can proceed to print and bind the

work for submission to the Graduate School for the procedure of approval of the oral defence or viva-voce.

2.19 THE RESEARCH AND SUPERVISION PROCESS ITSELF

The methods of supervision of research may vary from topic to topic and between disciplines. However, one strategy seems to be common. The research work is broken down into components and time the frame for completion of each component. It may be that one needs to proceed with actual experimentation and field observations before embarking on any write-up or that one needs to do surveys and collect data before studies commence. At this stage it is absolutely important to inculcate the questioning spirit in the student:

1. What is the aim of the current experiment or step?
2. What observations need to be made? What do they mean?
3. What sort of research instruments must be developed? How will they be used?
4. If the experiment has failed or the data collected turns out to be useless, why and what can be done to correct it?
5. If the experiment has succeeded or the data collected is good, how can the results be validated?
6. What is the next step and how does this tie in with the specific and overall objectives of the project?

The supervisor – supervisee relation can continue in phases:

1. *First is an exploratory phase.* In this phase of the research experience, the student is given encouragement to look for an area of study. The supervisor throws out leads and gives information about where and how to look for problems in need of investigation. For this phase to be successful, the student should not be directed toward specific problems. Rather, the supervisor supports the search and offers encouragement to continue it. This is an opportune time for supervisor and student to discuss how best to use electronic technology to help accomplish the literature explorations the browsing and then to carry out the literature searches that are needed. Supervisors can help students learn how to use computer-assisted literature searches to examine what has been reported in a particular problem area and to move from that activity to the identification of specific potentially researchable topics within the problem areas being explored. In this phase, also, the supervisor informs the student of criteria that can be used to help determine whether a topic is one that would lend itself to a successful thesis or dissertation.

It is at this point that the supervisor discusses with the student on the criteria that make up a good thesis or dissertation and then groups the criteria into the three broad categories: the student's criteria, the supervisor's criteria, and the institution's criteria.

2. *The problem Focus phase:* The second stage in the supervisor-student interaction sequence is one of moving toward problem focus. The student settles in on two or three problems in a topical area (sometimes more than one topical area). The problems are described and a beginning is made on stating their boundaries. The supervisor and student have fairly well-defined problem areas to examine. In this stage literature search is an important activity. Also, reference back to the criteria discussed in the first stage should prove helpful.
3. *Generation of research questions or hypotheses:* The third stage is generation of research questions or hypotheses. The student formulates questions or hypotheses and tries them out on the Supervisor, on friends, and among the other graduate students, too. Still endeavouring not to be overly directive, supervisors tend at this point to critique the students toward a narrower and more precise problem definition. All of that is done, to the extent possible, in a spirit of cooperative helpfulness. Inadvertent discouragement of students at this stage is all too easy, for the closer the student comes to defining a thesis or dissertation problem, the more strongly the criticism is felt. The choice of words of the supervisor to the student at this stage becomes important.

After the research questions and hypothesis have been established, the student is expected to enter the research phase of his/her work. Normally at this stage of the work, there is anxiety for both parties.

1. The student often feels absolutely dependent on the supervisor to finish the research work. He/she sees the supervisor at times as a mentor and at times as a model, and will definitely expect the supervisor to provide the needed guidance. The supervisor on his/her part must be aware that the research experience can be very lonely for the student since the camaraderie of classes, groups, and grades that is characteristic of course work is all but gone.
2. The student is anxious because he/she is expected to fall back on prior learning, synthesize all previous knowledge and actively draw upon it in a rigorous fashion to produce something of worth, something that will be open to the critical

examination of the Supervisor and maybe later a committee of learned peers of the supervisor.

3. Although the roles are different, both students and supervisor(s) aim for successful completion of the thesis or dissertation. The supervisor may become anxious if the student falters, if there appears to be a waste of time, fumbling, or indecision. At times this anxiety may cause the supervisor to chastise, cajole, encourage, reinforce, and perhaps, at times, threaten. No doubt, all this will be tolerated when the student respects and trusts the supervisor and knows that the supervisor is acting out of concern and interest. Thus the way the supervisor presents his/her self to the student can make the difference for the following reasons
 - a. There must be, after all, supervisor respect for the supervisee in order that the thesis or dissertation preparation be a growth experience;
 - b. Too much direction and hand holding can stifle creativity and independence, blind both parties to reality, and weaken the selectivity of the program;
 - c. No matter how humanistic the supervisor's concerns may be, it is difficult to argue that all candidates in PG research program should complete it.
4. The supervisor who defends a supervisee under any circumstance has gone beyond the bounds of appropriate behaviour. A more appropriate role for the supervisor is that of an advanced instructor, where the supervisor presumes that the student is a mature person, possessing the skills and tools of research appropriate to the topic. These skills would have been built over time in the relationship between the student and the supervisor.
5. Supervisor advocacy is appropriate, but it has to be accompanied by supervisee responsibility with respect to identifying the topic, personally conducting the research, setting reasonable and realistic goals and meeting them, and using clear language in writing. If the student fails in any of these respects, without acceptable cause, it is time for some difficult evaluation and reassessment, with requests for appropriate changes in behaviour.
6. The student has the right to know what is expected, to understand and discuss these expectations, and to know the consequences of failing to meet them.

2.20 THINGS DISSERTATION AND THESIS SUPERVISORS HATE TO HEAR

There are things which most supervisors will hate to hear from their student we list some of them below though the list is by no means exhaustive:

1. Just tell me what to do and I'll do it;
2. I have been very busy with other things and could not attempt the assignment
3. I do not know where to start
4. It would be much easier if you gave me a topic to investigate;
5. I know it's taken me 6 months to revise my overview, but could you possibly have it read by tomorrow?
6. What rules were in effect when I started the program?
7. I'll study any topic as long as it doesn't require ... (statistics or mathematics or computer or language—or some other restrictions)
8. Don't expect me to know what I'm doing; I've never written a dissertation or thesis before.
9. You have to let this pass because I have made arrangements for my family to travel from afar for my graduation.
10. Couldn't you make an exception in my case?

2.21 CHANGING THE RESEARCH TOPIC

Quite often, despite concerted efforts of the student and Supervisor, the topic selected and approved cannot be realised. Reasons for such failures abound. Sometimes crucial equipment and reagents are lacking. Inadequate funding or lack of it may also lead to the failure of the research topic. In some cases the background literature is not available. Less frequently, midway through the topic, the student realises that the work has already been done elsewhere. All of these reasons may lead to a reason to change the research topic. As much as possible the decision to modify or change the research topic should be taken early. Whenever possible, a new topic that employs some of the already acquired skills should be preferred. The procedure for changing the research topic and allowed conditions that may require such a change are found in Chapter V of Order N°18/00167/MINESUP/SG/DDES/DAJ of 30 June 2018 found in the Official enactments' section of this guide.

2.22 CONDUCTING THE STUDY, WRITING AND REPORTING THE RESEARCH RESULTS

Supervisors ideally value the importance of self-management and independence of action on the part of the student and are happy to help the student develop a work plan. They then from time to time use the established work plan to follow the progress of the student's work. What is clear is that if completing the thesis or dissertation project is of high enough priority on the part of the student, then he/she must realise that many other profitable and enjoyable experiences will have to be postponed or missed and

more time devoted to the conduct and completion of the thesis or dissertation research project. This will necessitate that the student guards time, seeks help immediately it is required, follow the accepted procedures for simulating and collecting data and keep a good record of his/her notes as the research progresses. The bibliographic style for your discipline should be identified and bibliographic entries compiled carefully as the research progresses. If permissions are needed for any component of the research these should be sought and obtained at the beginning.

During the entire research process, progress reports are made by the Supervisor of the student and reported to the Head of Department who will report to the Departmental Scientific Committee as appropriate, until the final thesis or dissertation document has been written up. Two broad approaches had been proposed at the University of Buea for the supervision and write up of the research: the Piecemeal and Integrated approaches

The Piecemeal approach: In this approach, as soon as the thesis or dissertation project has been approved, the student sets up to research each of the component chapters or sections, writes and submits them to the supervisor for vetting. In all departments, it is required that the results obtained in a chapter are presented in a seminar to the members of the department followed by discussions. Following such seminar presentation, the results may be amended after consultation with the supervisor before embarking on the next chapter or section. This piecemeal approach lends itself very easily to interactions between the supervisor, the student and the larger scientific family of the department and has the additional advantage of sustaining the dynamics of the thesis or dissertation research. In some cases rich sections of the work of the student are sent out for publication in peer reviewed journals. Such a publication further serves as a vetting the student's research work by the larger international academic community. The major drawback of the piecemeal approach is that it does not allow the student to have a bird's eye view or holistic view of the entire research project. Furthermore, where the process drags out for long, the first few chapters of the thesis or dissertation may become obsolete by the end of the project.

The Integrated approach: In this approach, once the core of the dissertation or thesis problem has been solved, the student may write the introduction and literature review and submit to the supervisor whilst finalising the analysis of the results, and after which the experimental and results section of the thesis could be written. The discussion and conclusions are fairly easy to write once the objectives have been clearly defined, and these may be postponed to the final stages of the write up. A major shortcoming of the

integrated approach is that at the time of write up the information is not as fresh in the student's mind as at the time of first discovery especially if the note taking and documentation was not rigorous enough. In this approach, the student may find his/herself repeating experiments to confirm results that have suddenly become vague or fuzzy because of time. A student who adopts the integrated approach must also adopt a rigorous note-keeping approach. Often, publications, from the thesis or dissertation, if any, will have to wait till the end of the entire research process to be made. This may be a draw back.

Where the research topic lends itself to fractionation, the piecemeal approach is preferable, especially as it allows for the publication of research results in scholarly journals as soon as they become available. For the PhD project, it may be prudent for the student, for the purposes of securing and maintaining priory, to formulate and publish the results from their research in a regular basis. In any event, the choice of method for writing will depend on the particular subject, and the consensus reached between the student and the supervisor. Whatever the case, it is not a good idea to leave everything to the tail end of the project. Less it be misunderstood, the supervisor is not expected to write the thesis or dissertation for the student, nor is he/she expected to override the style of the student by over editing and prompting. It is the student's responsibility to ensure that results are carefully recorded, calculations verified, and the final report carefully proofread.

Whatever the method used in research and writing up, at some point, the time comes when the supervisor and the student agree that a draft of the entire document should be prepared from title page to appendices and bibliography. Experience has shown that the earlier that first complete draft is written the better. The broad proposed outlines for the table of contents for a thesis or dissertation are shown in the appendices as follows:

Domain of PG degree studies	Proposed Table of content
Fundamental Sciences	Appendix III A
Applied Sciences and disciplines at the interface	Appendix III B
Arts (Literatures)	Appendix III C (C ₁ , C ₂ and C ₃)
Education and Some Social Sciences	Appendix III D
Geography and Social Sciences	Appendix III E

Though not every student's study will need every heading indicated in the proposed table of content, as some headings may be lacking or need to be modified, a good thesis or dissertation in the relevant field will contain the indicated elements. All PG students

are encouraged to keep the relative lengths of the chapters in their dissertation/thesis balanced. For example, for a 100 page thesis/dissertation document of five chapters, one would expect that each chapter would be approximately 20 pages.

At the end of the research process, when the supervisor and student are satisfied with the final copy of the thesis or dissertation document, the first draft of the thesis is submitted to the Head of Department who then submits the document to the Departmental Scientific Committee for final study and approval. The final pre-defence seminar is organised and the student defends the draft thesis before the Scientific Committee. During this seminar, Departmental Scientific Committee must ascertain whether or not the final document is acceptable. A Thesis/dissertation evaluation form is proposed and presented in Appendix III. This form must be used by members of the Departmental scientific committee and one synthesis of the form inserted in the student's file.

Chapter Three:

THE FORMAT OF THE MASTER'S DEGREE DISSERTATION

The following is the content of Memorandum No 1356 of 15 June 1999 on the format of the Master's degree dissertation.

3.1. TYPING OF THE DISSERTATION

- a) Type on good quality white A4 paper
- b) Type on one side of the page only
- c) Use double-spacing throughout, except for quotations and foot-notes (and notes) which should be type in single spacing.
- d) Leave one extra line space between paragraphs.
- e) Provide adequate margins (3.5cm) on the left hand side and (2.5cm) on the other three edges so that the bound volume can be trimmed after binding.
- f) Page numbers should be typed at least (1.5cm) into the page (upper right-hand corner).
- g) Do not break words at the end of the lines
- h) Use the same typewriter to ensure uniform presentation throughout the text.
- i) If the thesis is composed on a computer, a high-quality printer and a new printer ribbon should be used.
- j) Candidates should carefully proofread their theses for typographical errors and correct them before submission. The typist should be advised to do a spell check, using programmes designed for that purpose.

3.2. ORGANISATIONAL SEQUENCE

3.2.1 Title page

- a) The title should describe the content of the thesis accurately and concisely.
- b) The title page should give the following information in the order listed.
 - i. The name of the institution to which the thesis is submitted (The University of Buea)

- ii. The Faculty and Department in which the research was conducted.
- iii. The full title of the thesis and the subtitle, if any.
- iv. The qualification for which the thesis is submitted, e.g. a thesis submitted in partial fulfilment of the requirements for the degree of Master of Arts in History.
- v. The full name of the author, followed, if desired, by the qualifications and distinctions (these should be exact qualifications or titles as awarded, not translations).
- vi. The full name and title of supervisor(s)
- vii. The month and year of submission

3.2.2 The second page should be a blank sheet of paper.

3.2.3 The third page should be a repeat of the title page.

3.2.4 The fourth page should be for dedication, if necessary. It should be numbered in Roman numerals as (ii) in the upper right-hand corner.

3.2.5 The fifth page is the certification page. It should be numbered in Roman numerals as (iii). Two formulations are available. Form on p iv (a) should be used before the thesis defence and that on p iv (b) should be reserved for the final version after the thesis has been approved.

3.3. ACKNOWLEDGEMENTS

The acknowledgements page should be numbered in Roman numerals. It should not exceed one page. Acknowledgements should not be superfluous.

3.4. ABSTRACT

The abstract should not exceed 300 words. It should provide a synopsis of the dissertation and state clearly the nature and scope of the research undertaken and the contribution made to the knowledge of the subject treated. There should be a brief statement of the problem investigated, the method of investigation, the principal arguments of the work, the finding of the investigation and a summary of any conclusions reached or recommendations made

3.5. TABLE OF CONTENTS

The table of contents should list in sequence, with page numbers, all relevant subdivisions of the thesis, including the title of chapters, sections and subsections, as appropriate, the bibliography and other functional parts of the whole thesis.

3.5.1 A page indicating diagrams, maps, photographs, if any.

3.5.2 A page indicating tables (statistics) if any.

3.5.3 Abbreviations

Where abbreviations are used, a key should be provided. For abbreviations not in common use, the terms should be given in full at the first instance, followed by the abbreviation in brackets.

3.6. QUOTATIONS: USE OF QUOTATIONS

Quotations are effective in a thesis when used effectively. Quote only words, phrases, lines and passages that are of particular relevance to the work. Quotation should be as brief as possible. The extensive use of quotations should be avoided.

3.7. PROSE

If a prose quotation runs on for more than 50 words or four lines should be put in quotation marks and incorporated, in the text.

“It was the best of time, it was the worst of times,” wrote Charles Dickens.

If a quotation runs to more than four typed lines, it should be set off from the text by beginning a new line, indenting 1.5cm (or ten spaces if using a typewriter) from the left margin, and typed single-spaced, without using quotation marks.

3.8. DOCUMENTATION

3.8.1 DOCUMENTATION SOURCES

The research process is painstaking, especially when it comes to recording complete and accurate information about sources for use in documenting the final thesis. Therefore, whenever one draws on another person’s work one must document the source by indicating that you borrowed-whether facts, opinions, or quotations-and where you borrowed it from. This should be indicated as a reference in the thesis (surname of author and date or numbered reference should be used.)

3.8.2 NOTE FORM

There are many variations in the order of elements in citation depending on the discipline. Therefore, the pattern of citation used should be the one acceptable in the particular discipline.

3.8.3 ENDNOTES

As their name implies, endnotes appear after the text, starting on a new page numbered in sequence with the preceding page. Centre the title NOTES 1.5cm from the top, double-space, indent five spaces (if you are using a typewriter) from the left margin, and add the note number, without punctuation, slightly above the line. Type a space and then the reference.

3.8.4 BIBLIOGRAPHY/REFERENCES

As in the case of citations, there are many variations in the order of elements in a bibliographic entry, depending on the style and perhaps the discipline as well. In any case, a bibliographic entry has four main divisions viz:

- the author's name reversed for alphabetizing, beginning with surname
- the title
- the publication date
- place of publication

Example

Surname and initials of author

Date of publication, in brackets

Title (underlined if it is a book)

Journal (title, volume, pages)

(Or Book title, publisher, place (city) of publication)

3.8.5 PLAGIARISM

The student must ensure that the work presented is his/her own, that it has not been done by someone else and that it has not been copied from elsewhere. Plagiarism is a very serious offence and will be very severely sanctioned. While quotations are allowed, they must not be extensive.

3.9. BINDING, SUBMISSION AND DEFENCE

3.9.1 The dissertation must be submitted for examination in the first instance in a soft temporary binding. Four bound copies should be submitted to the Head of Department for the defence or viva-voce while the corrected (final) version after the defence should be bound with Hard Cover and submitted in three copies with name, date and degree on spine. The colour and type of binding will be determined by the Faculty. *(Additional details on the procedure for binding and submission of thesis will be given in Chapter five of this guide).*

3.9.2 Viva voce

The Master's dissertation will be defended in public before a panel composed of at least three qualified academic staff approved by the Vice-Chancellor.

Buea, 15 June 1999

Dorothy L. Njeuma
Vice-Chancellor

Chapter Four: THE FORMAT FOR THE PhD THESIS

Ministerial order No. 99/003/MINESUP/DDES of 23 December 1999 marks provisions in its article 10 for the presentation of the PhD thesis as a monograph or a collection of works. Consequently, the format of the thesis will depend on the option chosen.

4.1 Format of the PhD Thesis as a monograph

The format of the PhD thesis (monograph) shall be the same as that prescribed for the Master's degree thesis except that:

- a) The words 'Master's degree' shall be replaced with the words 'Doctor of Philosophy Degree' in the title, certification and other relevant sections of thesis.
- b) The abstract may be extended to 400 words
- c) Author and subject indices shall be provided at the end of the dissertation.
- d) Curriculum vitae of the candidate (not exceeding 2 pages) shall be inserted after the bibliography. The CV shall provide information on the academic and employment (where applicable) records of the candidate; list of the candidate's publications specifying those derived from the PhD Dissertation.

4.2 Format of the PhD Thesis as a 'Collection of Works'

The candidate shall write a summary of the previously published works, outlining his/her contributions in the case of joint publications.

4.2.1 The organisational sequence described under No. 2 of the M.Sc. thesis format shall be followed.

4.2.2 The main body of the summary shall be suitably subdivided to give a brief introduction of the subject, the objectives of the work, the methodology and the results, the conclusions and bibliography. For easy reference, the published works shall be assigned Roman numerals and listed on a separate page at the beginning of the summary, with the statement: 'the present dissertation is derived from the following works: Full citation of the published works including the names of all co-authors in the order of their appearance in their original publication shall be required (see style for citations in the Master's thesis format). The summary should not exceed 50 pages, and should contain not more than 100 references.

4.2.3 The summary shall be bound into a single volume together with published articles. Where books are part of the published works, they should be submitted separately. (The Academic Office will provide a sample of a Collection of Works for consultation).

4.3 Viva voce

The PhD dissertation will be defended in public before a panel composed of at least five (5) senior academic staff approved by the vice-chancellor

CHAPTER FIVE: SUBMISSION OF THE THESIS/DISSERTATION

When the PG student has satisfied him/herself that all requested corrections from the Departmental scientific committees and supervisor(s) have been done, the student is ready to submit the thesis to the Department. At this point he/she prepares a file whose content is determined by the level of the PG programme. Such a file shall contain only one print copy (for the master's dissertation) or two copies (for the PhD thesis) and as well as a storage medium containing a soft (PDF) copy of the Thesis/Dissertation document.

Plagiarism check

The Departmental Scientific Committee, based on the supervisor(s)' pre-defence report and after studying the file of the PG student, shall submit the PG student's file to the Faculty's Scientific committee, the relevant service in the office of the Vice-Dean/Deputy Director in charge of Research shall proceed to subject the entire work of the candidate to a plagiarism check. The thesis/dissertation document is validated only after interpreting the output of the plagiarism software according to accepted standards. The University shall provide the necessary software to be used for this plagiarism check.

5.1 THE FILE TO REQUEST FOR MASTER'S DISSERTATION DEFENCE

The File for the request for a defence for a master's thesis is constituted and submitted to the Postgraduate School through the Department and Faculty of the PG student. The file should contain the following:

1. The candidate's official letter of admission into the programme;
2. Receipts for payment of fees together with a fee's clearance certificate from the Receipt Control Service of the University;
3. Official transcript from the Registry showing completion of course work as well as the university compulsory courses: Entrepreneurship, Seminar presentation, Research methodology and Scientific Writing. The Academic Office will like to check if the PG student has validated at least 78 credits for the research master's degree and at least 96 credits for the professional master's degree;
4. Official designation of supervisor(s) Service Note;
5. One copy of a loosely bound thesis document endorsed by the supervisor in the relevant certification page;
6. A signed and dated pre-defence report written by the supervisor(s) authorising the student to submit the thesis to the department;

7. Minutes of the Departmental and Faculty/School scientific committee reports relating especially on the content of the thesis as well as the requirements for departmental seminars. The Departmental Scientific Committee is expected to pronounce on the suitability of the student's file for transmission to the PG School. It must check that all administrative issues (Fees, registration, regularity, etc) are met and all academic issues (Seminars, complete academic transcript, reports from the Supervisor(s), endorsement of the student's dissertation document by the supervisor(s) in the relevant certification page, etc) are satisfied;
8. Proposed defence panel endorsed by the Departmental Scientific Committee.

5.2 THE PROCEDURE FOR THE MASTER'S DISSERTATION DEFENCE

Items 1-5 of the above list are supplied by the PG student as he/she submits the file to the supervisor who then adds his/her ***pre-defence report*** (item 6) to the file and then submits the file to the Department for the continuation of the procedure. The Department and Faculty then supplies items 7 -8 after studying the submission using the Supervisor's pre-defence report as a basis to study the file. When all instances have approved the submission, the Academic Office will issue an authorisation for the oral examination to take place. At this point the department can then invite the candidate to produce the number of copies of dissertation document as required by the number of persons on the examination panel, and the Head of Establishment then publishes a calendar announcing the date of the public defence by oral examination.

The oral examination for a master's Dissertation

The oral examination for the master's dissertation shall not exceed one hour and it is divided into two parts: in the first part the candidate presents his/her work for 15-20 minutes and members of the panel then take turn to examine the candidate for another 30 minutes after which the panel deliberates and announces the outcome of the defence to the candidate. Exact and detailed results are normally not disclosed at this stage because the results still need to go to Senate for approval. The Academic office will provide forms that shall be used for the oral examination.

5.3 THE PRE-DEFENCE REPORT FOR THE MASTER'S DISSERTATION

The supervisor's pre-defence report should be specific on the work done in the dissertation and should contain crucial information required by the Academic Office to ascertain whether or not the dissertation is ripe for defence. In fact, the supervisor's pre-defence report is the document that guides the Departmental Scientific Committee in; (i) the identity of the student, (ii) the statement of the problem that was assigned to the student, (iii) the student's working and learning etiquette, (iv) the results obtained during the research process and the methods used for the research, (v) the nature of the master's thesis project and the position and opinion of the supervisor on the level of completion of the task assigned including the suitability of the work for presentation to Scientific Committee and onward transmission to Faculty and to the PG School. It is only when the supervisor has submitted a report addressing the listed points, and more, that the scientific committee is convened to study the submission.

5.4 THE FILE FOR REQUEST FOR A PHD THESIS DEFENCE

The file for the request for a defence for a PhD thesis is constituted by the PhD candidate and is submitted to the Postgraduate School through the Department and Faculty of the PG student. The file should contain the following:

1. The Candidate's official letter of admission into the programme showing date of first admission into the programme and any special conditions that may be attached to the admission;
2. Receipts for payment of fees together with a fees clearance certificate from the Receipt Control Service of the University;
3. Signed Form B showing registration into courses at the appropriate time;
4. Official transcript from the Registry showing completion of course work and evidence of having passed the comprehensive examination. The Academic Office will like to check if the PhD candidate has validated at least 60 credits for the coursework including the comprehensive examination;
5. Proof that the PhD candidate has attended and delivered seminars in academic meetings as well as in his/her Department;
6. Document showing official designation of supervisor(s);

7. Two loosely bound copies of the dissertation document endorsed by the supervisor in the relevant certification page;
8. A signed and dated curriculum vitae of the candidate showing the his/her list of publications where at least one of the publications must have resulted from the research leading to the dissertation under study;
9. A signed and dated pre-defence report written by the supervisor(s) authorising the student to submit the thesis to the department;
10. Minutes of the Departmental Scientific Committee and its recommendations. Taking into consideration the requirements that the PhD student has given seminar presentations to the department as well as published from the thesis. The Departmental Scientific Committee is expected to pronounce on the suitability of the student's file for transmission to the PG School. It must check that all administrative issues (Fees, registration, regularity, etc) are met and all academic issues (Seminars, complete academic transcript, publication, reports from the Supervisor(s), endorsement of the student's dissertation document by the supervisor(s) in the relevant certification page, etc) are satisfied;
11. Minutes of the Faculty/School scientific committee reports recommending the work for defence. The Academic office will like to see a short report on how the candidate has addressed issues raised by the Department and Faculty Scientific Committees;
12. Proposed names and addresses of two internal (that is University of Buea experts) and two external (that is non university of Buea experts) reviewers who can be contacted to read and review the thesis;
13. Proposed defence panel endorsed by the Departmental and Faculty Scientific Committees.

5.5 THE PROCEDURE FOR THE PHD THESIS

Items 1-8 of the above list are supplied by the PhD Candidate as he/she submits the file to the supervisor who then adds his/her pre-defence report (item 9) to the file and then formally submits the file to the Department for the continuation of the procedure. The Department and Faculty then supplies items 10 -12. When all instances at the level of the Department and Faculty/School have approved the submission, the Academic Office will then identify (perhaps from the provided list) and select two reviewers: one internal to the university and the other external

to the University to read and review the dissertation against a set of fixed guidelines.

The Academic Office normally would request from the reviewer advice on whether or not the dissertation meets the international standard for a doctoral dissertation and whether or not the results obtained are consistent with the objectives set. The reviewer is normally asked to examine the scientific approach used and pronounce whether it is sound enough to pass for a PhD Thesis. If the two reviewer's verdicts on the state of the art of the Thesis are contradictory, the candidate is normally requested to submit a third copy of the document where a third reviewer's opinion is sought. If two of the three reports are positive, the positive verdict is retained, else if two of the three are negative, the negative verdict is retained. Where we have two negative reviews, the thesis is returned to the candidate with a request to work with the supervisor(s) (usually for an additional short time of about three months) to revise the thesis along the lines of the argument set forth by the reviews. When the two reviews are positive, the academic office makes a submission to the Vice-Chancellor with the recommendation that the viva-voce be authorised. Where the Chancellery also clears the submission, the Vice-Chancellor formally issues an authorisation for the oral examination to take place. At this point the department can then invite the candidate to produce the number of copies of thesis document as required for the number of persons on the examination panel, and the Head of Establishment then publishes a calendar announcing the date of the public defence

The oral examination for a PhD Thesis

The oral examination for the PhD Thesis shall not exceed three hours and it is divided into two parts: in the first part the candidate presents his/her work for 40-45 minutes and members of the panel then take turn to examine the candidate for another two hours after which the panel deliberates and announces the outcome of the defence to the candidate. Exact and detailed results are normally not disclosed at this stage because the results still need to go to Senate for approval. The Academic office will provide forms that shall be used for the oral examination.

5.6 THE PRE-DEFENCE REPORT FOR THE PhD THESIS

The Supervisor's pre-defence report for the PhD thesis has the same format as that of the master's dissertation, however we expect it to be more detailed and

bring forth the novelty of the work amongst other issues. The supervisor's pre-defence report for the PhD thesis should be specific and should contain the crucial information required by the Academic Office to ascertain whether or not the thesis is ripe for processing in view of the defence. In fact, the supervisor's pre-defence report is the document that guides the Departmental Scientific Committee on; (i) the identity of the student, (ii) the statement of the problem that was assigned to the student, (iii) the student's working and learning etiquette, (iv) the results obtained during the research process, (v) the originality of the work, (vi) the exposure that the candidate had had during the course of the research leading to the dissertation and any additional skills acquired, (vii) the position and opinion of the supervisor on the level of completion of the tasks assigned, (viii) the methodology used, (ix) the suitability of the work for presentation to scientific committees and onward transmission to Faculty and to the PG School, (x) Proposed names of reviewers and possible examination panellists, etc. It is only when the supervisor has submitted a report addressing the listed points, and more, that the scientific committee is convened to study the submission.

5.7 TIME FRAMES FOR THE TREATMENT OF A PHD DEFENCE FILE

While the procedure for obtaining the authorisation for the defence of the Master's Dissertation is comparatively short, that for obtaining the authorisation for the PhD thesis defence can be considerably longer. Therefor PG Students should strive to finish that work within the acceptable time frame for which the programme is designed (2 years for the Master's degree programme and 3-5 years for the PhD degree programme.) A PG candidate is considered to have completed the relevant postgraduate programme only when he/she has finished the programme of studies, that is, after the public defence and approval by Senate.

5.8 PUBLIC EXAMINATION OF THESES AND DISSERTATIONS

The Defence Panel

The public examination is conducted by an examination panel duly authorised by the competent authority of the University of Buea. The examination panel that comprises one Chairperson, one or two Rapporteurs, the Supervisor(s) and one or more members, is the *Examination Panel* for the thesis *or dissertation* in the sense that all persons on the panel are expected to take turns to cross-examine the candidate. It is not allowed for the Department or any Academic Unit to designate any particular person on the panel as the examiner, though for the PhD we do

have one internal and one external examiner (each of who read and reviewed the thesis). Each examination panel shall have a secretary who, in most cases, shall be an assistant Lecturer with the ability to understand the subject matter of the defence panel, and who shall document the recommendations from the Panel, and make these available in the form of a report after the examination. The PG school shall use the minutes of the secretary to ascertain that the request corrections (if any) have been effected by the candidate. The Public Examination or defence by *viva-voce* shall take place in a solemn and calm atmosphere as follows:

1. The candidate shall arrive at the examination hall and wait for members of the Examination Panel.
2. The candidate and members of the public shall rise and remain standing as the panel members enter the hall and shall only take their seats after the panel members have taken their seats.
3. Once the panel is seated, the chairperson of the panel shall collect from each member of the panel his/her evaluation forms for the Thesis/Dissertation document which must be completed by each panellist before the start of the oral examination. He shall then distribute to the members of the panel, a second set of evaluation forms for the oral part of the examination.
4. The Chairperson of the panel shall then call proceedings to order and invite the candidate to present his/her findings in 15-20 minutes in the case for the Master's degree defence and 40-45 minutes in the case of the PhD degree defence.
5. After the lecture, the chairperson shall invite each of the panellists to examine the candidate, preferably, the external examiner, followed by other members of the panel should first examine the candidate before the floor is given to the supervisor(s)
6. The members of the panel shall retire for deliberations. During the deliberations, the Chairperson of the Panel shall again collect the second evaluation forms filled by each panellist after listening to the candidate during his/her lecture and subsequent cross-examination. The oral marks awarded by each member of the panel, together with the

marks for the Thesis/Dissertation document earlier awarded prior to the oral examination, shall constitute the score by each panellist for that candidate's written work and oral presentation. The Chairperson of the Panel shall average the individual scores from each panellist, on a summary sheet, and the final mark is the candidate's mark. The grade corresponding to the calculated mark (See Article 55 in part 10 of the regulations governing the award of degrees at the university of Buea) shall be the letter grade recommended for the candidate by the examination panel. Grading of the candidate by consensus is formally prohibited.

7. Upon resumption, the Chairperson shall ask the candidate to stand and announce the results as follows;

“Mr/Ms X, after due consideration of your Thesis/Dissertation, lecture and response to their questions, it is the unanimous opinion of this panel that you have written (an excellent, a very good, good, fair, average) Thesis/Dissertation and also made (an excellent, a very good, good, fair, average) oral presentation and defence. The panel has therefore decided to recommend you to Senate for the award of the degree of (-----) of the University of Buea.”

The Jury may also congratulate the candidate if it deems it fit to do so.

8. In the rare case where the Thesis/Dissertation does not obtain a pass mark, the Chairperson shall thank the candidate for his/her efforts and tell him/her that the results will be communicated later. The Dean/Director of School after consultation with the Vice-Chancellor, through the graduate School, shall inform the candidate of the result in writing.
9. The entire defence for a master's degree shall not exceed one (01) hour; and that for the PhD degree shall not exceed three (03) hours.
10. In application of the provision of the ministerial text on academic ceremonies in state universities, all members of the Panel for PhD thesis shall be expected to wear and appear in an Academic Robe for the

purpose of the PhD thesis defence. The Candidate shall not be robed during the defence of the PhD.

5.9 PROCEDURE FOR BINDING AND DEPOSITING OF THE THESIS/DISSERTATION IN THE LIBRARY

The candidate shall deposit three bound copies of the final corrected version of the Thesis/Dissertation in the University of Buea Library after the defence. The procedure is as follows:

- (a) After the defence, the candidate makes corrections as requested by the examination panel. The candidate is expected to bear the main responsibility for ensuring that his/her Thesis/Dissertation conforms to the prescribed style. Particular attention is to be paid to the title page, the certification page, footnotes, the bibliography, etc. A sample of the appropriate format will be available in the university library.
- (b) For the Master's Dissertation, the Chairperson or member of the examination panel checks the corrected thesis and signs the clearance sheet if he/she is satisfied that the entire document has been corrected as requested by the panel. For the PhD Thesis, the supervisor(s) follows up the Candidate as he/she effects any requested corrections on the thesis document. These are then checked by the internal reviewer of the thesis, who is normally Rapporteur II on the panel. So the internal reviewer of the PhD thesis shall be charged with the responsibility of ensuring that any correction requested by the reviewers and the examination panel have been done. He/She shall sign a clearance form for this purpose.
- (c) The candidate then submits the unbound (loose-leaf) document to the Post Graduate School, in a folder, for verification and approval of the format.
- (d) Upon receiving the clearance from the Post Graduate school, the candidate submits the thesis/dissertation to the Head of Department and then the Dean/Director for approval and signature of the relevant certification pages.
- (e) Subsequent to the signing of the certification pages, the candidate then personally submits at least three copies of the document to the librarian and pays the binding fees for the number of copies required. The Librarian shall

issue a Thesis/Dissertation deposition clearance to the candidate and subsequently, the library shall retain two copies of the Thesis/Dissertation after affixing the University Logo on the thesis/dissertation documents and binding.

5.10 FINAL CONSIDERATIONS ON THE STANDARD AND QUALITY OF SUBMITTED WORKS

The Theses and Dissertations that shall be allowed to be deposited in the University Library shall be of the highest standard possible. The required standard shall be met if the recommendations described in this guide are followed. We summarise some of these here as a way of emphasising their importance.

- (i) Supervisors should meet with their supervisees regularly (and on Campus) so as to keep them working. They should accompany the supervisees all the way by starting them off with relevant literature and reading their work promptly, and giving helpful comments. It is not sufficient to just ask the beginning researcher to go and start writing chapter one without giving the one start off literature and discussions on a proposal. It is also not sufficient to say that work that the student has submitted is not well-presented without telling the student what is wrong with what he/she has submitted.
- (ii) The course work, which is done at the University of Buea's core requirements for the PG studies, should be sufficiently broad and delivered in such a manner that would help the PG student select a study area with ease.
- (iii) The culture of designing and defending a thesis/Dissertation research proposal in front of the scientific Committee of the Department should be adopted and used as a means of ensuring quality as well as starting off the PG student well into his/her research work.
- (iv) The proposal and thesis/dissertation evaluation forms recommended in this guide should be adopted and shared to the postgraduate students so that they would know what is expected of them.
- (v) The Scientific Committee that evaluates the student's work should be specialised and knowledgeable in the field of inquiry wherein the student is conducting the research. That is, members of the Committee should have the capacity to know that something new is being investigated in that field.
- (vi) Every person should respect the given time lines so that the residency requirement for each study cycle is respected.

- (vii) Staff should gladly embrace the culture of giving academic seminars which is the only way to teach the ‘novice’ students how to source and present information to others. The academic seminars prescribed for the different levels of PG work will undoubtedly go a long way to strengthen the quality of the work done by the students.
- (viii) Supervisors should accompany their supervisees on how to write scientific papers for publication. The quality of the papers emanating from a thesis research serves as international validation of the work. So, it is not just sufficient that there be a publication, it should be a good one
- (ix) The page sizes indicated for the different levels of PG studies are meant to train the one concerned to learn to write well. If there is need or a situation arises where the recommended page quotas would not be met, The scientific committee would be expected to judge the work in terms of its impact to the area of concern. If there is more material to be presented, it should be pushed into supplementary sections of the work so as to maintain the level of the work at the required length. This is the information technology age, which means that literature review can tend to be long. However, researchers and students should strive to write concise works.
- (x) Plagiarism is a problem, which the young researching may not fully comprehend its ramifications. It must be checked at all levels. The recommendation of a plagiarism check does not absolve the supervisor from the responsibility of ensuring that the supervisee does good work, which is presented in his/her own words.
- (xi) A good thesis/dissertation will only be well received if the examination panel does its duty. The Chairperson of the panel shall ensure that the oral examination is not used as a platform to settle ideological differences on different schools of thought as well as personal differences.

We should work towards achieving the highest standard in our PG training.

Bibliography

1. James E. Mauch and Jack W. Birch (1988): Guide to the Successful Thesis and Dissertation: A Handbook for Students and Faculty, Fourth Edition, Revised and Expanded, MARCEL DEKKER, INC.
2. The University of Buea Thesis Guide 2001
3. La Reforme Universitaire au Cameroun et ses textes complémentaires
4. The University of Nairobi Calendar 1997-2000
5. The University of Oxford Decrees and regulation

Appendices: Tables, contents and formats

Appendix I

Typical Table of Contents for a Research proposal.

- I. Introduction
- II. The problem
 - a. Rationale, significance, or need for the study
 - b. Theoretical framework for the proposed study
 - c. Statement of the problem
 - d. Elements, hypotheses, theories, or research questions to be investigated
 - e. Delimitations and limitations of the study
 - f. Definition of terms
 - g. Summary
- III. Review of the literature
 - a. Historical overview of the theory and research literature
 - b. The theory and research literature specific to the thesis or dissertation topic
 - c. Research in cognate areas relevant to the thesis or dissertation topic
 - d. Critique of the validity of appropriate theory and research literature
 - e. Summary of what is known and unknown about the proposed topic
 - f. The contribution this study will make to the literature
- IV. Research procedures
 - a. Research methodology
 - b. Specific procedures
 - c. Research population or sample
 - d. Instrumentation
 - e. Pilot study
 - f. Data collection
 - g. Treatment of the data
 - h. Summary
- V. Appendices: (Appendix A, B, ..., as needed)
- VI. Bibliography

Appendix II

Proposed Typical form for the evaluation of a research proposal

University of Buea

Republic of Cameroon

Thesis and Dissertation Research proposal evaluation form.

(To be completed by each member of the Departmental Scientific Committee)

Faculty of _____ Department of _____

Name of Evaluator _____ Date _____						
Title of Document _____ _____ _____						
Name of Student _____						
Characteristic being evaluated	Poor	Mediocre	Good	Excellent	Not Applicable	Evaluator's notes on Item rated
1. The title is clear and concise						
2. Problem is significant and clearly stated						
3. Limitations and delimitations of study are stated						
4. Delimitations are well defined and are appropriate to the solution of the problem						
5. Assumptions are clearly stated						
6. Assumptions are tenable						
7. The research project as proposed does not violate human and animal rights						
8. Important terms are well defined						
9. Specific questions to be studied are clearly stated						

10	Hypotheses and research questions are clearly stated						
11	Hypotheses, elements or research questions are testable, discoverable or answerable						
12	Hypotheses, elements or research questions derived from the literature review						
13	Relationship of study to previous research is clear						
14	Review of literature is sufficiently summarized						
15	Procedures are described in detail						
16	Procedures are appropriate for the problem						
17	Population and sample are clearly described						
18	Methods of sampling is appropriate						
19	Variables have been controlled						
20	Data gathering methods have been described						
21	Data gathering methods are appropriate to the problem						
22	Validity and reliability of data gathered are explained						
23	Appropriate methods are used to analyse data						
24	Sentence structure and punctuations are correct						
25	Minimum typographical errors						
26	Spelling and grammar are correct						
27	Material is clearly written						
28	Tone is unbiased and impartial						
29	Overall rating of creativity and significance of problem						
30	General Comments:						

APPENDIX III A

PROPOSED TABLE OF CONTENT FOR THE PHD THESIS OR MASTER'S DISSERTATION IN THE APPLIED SCIENCES

Preliminary Pages (Title pages, Dedication, etc)

Certification

Acknowledgments

Abstract

Table of contents

List of illustrations

 List of Abbreviations

 List of Figures

 List of Tables

 List of appendices,

 Etc.

Chapter One: Introduction

 1.1 Background to the study

 1.2 Problem statement

 1.3 Rationale of the study

 1.4 Objectives and/or hypothesis

Chapter Two: **Review of the literature**

 2.1 Historical overview of the theory and research literature

 2.2 The theory and research literature specific to the topic

 2.3 Research in cognate areas relevant to the topic

 2.4 Critique current literature and summary known results

 2.5 The contribution this study will make to the literature

Chapter Three: **Materials and Methods**

 3.1 The methodology

 3.2 Specific procedures

 3.3 Research population or sample

 3.4 Instrumentation (Pilot study, Data collection)

 3.5 Treatment and analysis of the data

 3.6 Ethical considerations

 3.7 Scope of the Current Research

Chapter Four: Results and Applications

Chapter Five: Discussions, Conclusion, Recommendations and Perspectives

 5.1 Discussion, 5.2 Conclusions, 5.3 Recommendations, 5.4 Perspectives
 for further research

Bibliography

Appendices

APPENDIX III B**TABLE OF CONTENTS FOR THE MASTER OF SCIENCE (MSc)
DISSERTATION AND PHD THESIS IN THE FUNDAMENTAL SCIENCES**

Preliminary Pages (Title pages, Dedication, etc)

Certification

Acknowledgments

Abstract

Table of contents

List of illustrations

List of Abbreviations

List of Figures

List of Tables

List of appendices

Etc.

Chapter One: Introduction

1.1 Background to the study

1.2 Problem statement

1.3 Rationale of the study

1.4 Expected outcomes

1.5 Definition of key terms or concepts

Chapter TWO: Literature Review

2.1 Introduction

2.2 Literature Review

2.3 Research Hypotheses

2.4 Research Objectives

2.4.1 The Overall Study Objective

2.4.2 Specific Objectives

2.4.3 Scope and delimitations of Study

CHAPTER THREE: Materials, Methods and Research Procedures

3.1 Materials and Methods

3.2 Research Procedures and Methodology

3.3 Scientific syntheses and analyses of methods

CHAPTER FOUR: Results and Applications

4.1 Results and outputs

4.2 Applications

CHAPTER FIVE : Discussions, Conclusions, Recommendations, Perspectives

5.1 Discussions

5.2 Conclusions

5.3 Recommendations

5.4 Perspectives for further study

REFERENCES/Bibliography**APPENDICES****AUTHOR'S INDEX****SUBJECT INDEX**

Appendix III C

TABLE OF CONTENTS OF THE MASTER OF ARTS DISSERTATION AND PHD THESES IN THE ARTS (LITERATURES)

There are two types of research in the arts (literatures) – basic research and applied research. Basic research is usually fundamental research and is largely based on library sources. Applied research is field based and involves collection and processing of data. Both types have two different templates depending on whether it is the MA dissertation or PhD thesis.

Appendix III C₁:

TEMPLATE FOR MA DISSERTATION IN BASIC RESEARCH IN THE ARTS (LITERATURES)

The MA has an Introduction, at least three chapters and at most four chapters, a Conclusion and works cited/references. The following entries constitute the structure of an MA thesis:

Preliminary Pages (Title pages, Dedication, etc)

Certification

Acknowledgments

Abstract

Table of contents

List of illustrations

 List of Abbreviations

 List of Figures

 List of Tables

 List of appendices

 Etc.

INTRODUCTION

 Background to the study

 Statement of the Problem

 Research Questions

 Hypothesis

 Aims of the study

 Objectives of the study

 Significance of the study

 Definition of key terms or concepts

 Theoretical framework

 Review of Relevant literature and statement of research

 Structure of the work

Chapter One

Chapter Two

Chapter Three

Chapter Four (If necessary)

Conclusion

Works cited/References

List of Appendices

Appendix III C₂**TEMPLATE FOR THE PHD THESIS IN BASIC RESEARCH IN THE ARTS
(LITERATURES)**

The PhD has a General Introduction, at least five or at most six chapters, a General Conclusion and Bibliography. As opposed to the MA thesis, the theoretical framework and review of related literature constitute a full chapter at this level.

PRELIMINARY PAGES

Certification

Acknowledgments

Abstract

List of illustrations

List of Abbreviations

List of Figures

List of Tables

Etc.

GENERAL INTRODUCTION

Background to the study

Statement of the Problem

Research Questions

Hypothesis

Aims of the study

Objectives of the study

Significance of the study

Definition of key terms/concepts

Theoretical consideration

Structure of the work

Chapter One: Theoretical Framework and Review of Literature**Chapter Two****Chapter Three****Chapter Four****Chapter Five****Chapter Six (If necessary)****General Conclusion****Bibliography****List of Appendices**

Appendix IIIC₃**TEMPLATE FOR THE MA DISSERTATION AND PHD THESIS IN APPLIED RESEARCH IN THE ARTS (LITERATURES)**

The template or layout of chapters for both MA Dissertation and PhD Thesis in applied research is the same. The difference is at the level of volume of data and depth in analysis:

PRELIMINARY PAGES**Acknowledgments****Abstract****List of illustrations**

List of Abbreviations

List of Figures

List of Tables

Etc.

TABLE OF CONTENTS**Chapter One:** General Introduction

1.1 Background to the study

1.2 Statement of the Problem

1.3 Research Questions

1.4 Hypothesis

1.5 Aims of the study

1.6 Objectives of the study

1.7 Significance of the study

1.8 Definition of key terms and concepts

1.9 Theoretical consideration

1.10 Structure of the work

Chapter Two: Theoretical Framework and Review of Literature**Chapter Three:** Research Method and Methodology**Chapter Four:** Analysis of Data and Presentation of Results**Chapter Five:** Discussion and General Conclusion**References**

APPENDIX III C4**TEMPLATE FOR THE MA DISSERTATION IN APPLIED RESEARCH IN THE ARTS (FRENCH CIVIL LAW)**

There are 4 chapters for the Master's Dissertation organised in two Titles.

Preliminary Pages (Title pages, Dedication, etc)

Certification

Acknowledgments

List of Abbreviations

Abstract (in English and French)

List of statutes/

Table of cases

Summary of contents

GENERAL INTRODUCTION (Background to the study, problematic, Definition of key terms, scope or delimitation of the study, theoretical framework, significance of the study, justification for the study, Research methodology, research hypothesis, plan)

TITLE ONE : First research hypothesis orientation

Chapter one

Chapter two

TITLE TWO : Second research hypothesis orientation

Chapter one

Chapter Two

GENERAL CONCLUSION

Bibliography

Alphabetical index

Table of contents

APPENDIX III C5**TEMPLATE FOR THE PhD THESES IN APPLIED RESEARCH IN THE ARTS (FRENCH CIVIL LAW)**

(There are 8 chapters for the PhD Thesis)

Preliminary Pages (Title pages, Dedication, etc)

Certification

Acknowledgments

List of Abbreviations

Abstract (in English and French)

List of statutes

Table of cases

Summary of contents

GENERAL INTRODUCTION (Background to the study, problematic, Definition of key terms, scope or delimitation of the study, theoretical framework, significance of the study, justification for the study, Research methodology, research hypothesis, plan)

PART ONE : First research hypothesis orientation

TITLE one : First element of discussion of the research hypothesis

Chapter one

Chapter two

TITLE two : Second element of discussion of the research hypothesis

Chapter one

Chapter two

PART TWO : Second research hypothesis orientation

TITLE one : First element of discussion of the research hypothesis

Chapter one

Chapter Two

TITLE two : Second element of discussion of the research hypothesis

Chapter one

Chapter Two

GENERAL CONCLUSION

Bibliography

Alphabetical index

Table of contents

Appendix III D

TEMPLATE FOR MASTER'S DISSERTATION AND PhD THESES FOR SOME SOCIAL SCIENCES (*Education, Media and Communication Studies, Gender, Economics and Management Sciences, Linguistics and Languages*).

POINTS TO NOTE (*The methods section is extended as a discussion of methods and their suitability and the chosen methods described in detail. Chapters should be balanced in terms of length*). There are five chapters broken down as follows:

Preliminary Pages (Title pages, Dedication, etc)

Certification

Acknowledgments

Abstract

Table of contents

List of illustrations

List of Abbreviations

List of Figures

List of Tables

List of appendices

Etc.

Chapter one: INTRODUCTION

1.1 Introduction (This includes organizational structure of thesis)

1.2 Background

1.3 Problem Statement

1.4 Research Questions

1.5 Research Objectives

1.6 Research Hypotheses

1.7 Scope of the Study

1.8 Significance/Justification of the Study

1.9 Operational Definition of Terms

Chapter Two: LITERATURE REVIEW

2.1 Introduction

2.2 Conceptual Review

2.3 Theoretical Review

2.4 Review of Empirical Literature

2.5 Gaps and Contributions

Chapter Three: METHODOLOGY (*Discuss on the approaches and procedures adopted among alternatives rather than just a simple description of recipes*)

3.1 Research Design

3.2 Area of Study

3.3 Population of the Study (include the target and accessible populations)

3.4 Sampling Procedures and Sampling Size

- 3.5 Instruments
- 3.6 Data Collection
- 3.7 Data Analysis Procedure
- 3.8 Ethical Considerations

Chapter Four: Presentation of Findings

Chapter Five: Discussion, Conclusion and Recommendations

References: APA Style Format

Appendices (including curriculum vitae, publication(s) from thesis)

Index

APPENDIX III E

FORMAT OF MASTER'S DISSERTATIONS AND PHD THESES IN SOME SOCIAL SCIENCES AND HUMANITIES (*Geography, History, Sociology, Anthropology, Political Science, Law, Media Studies, Gender*)

There are 5 chapters for the Master's Dissertation and 6-7 chapters for the PhD Thesis

Preliminary Pages (Title pages, Dedication, etc)

Certification

Acknowledgments

Abstract

Table of contents

List of illustrations

 List of Abbreviations

 List of Figures

 List of Tables

 List of appendices

 Etc.

CHAPTER ONE: INTRODUCTION

1.1 Background

1.2 Problem Statement

1.3 Research Questions

1.4 Research Objectives (2 for the Master's Dissertation; 3 or at most 4 for the PhD)

1.5 Research Hypotheses

1.6 Scope/Delimitation of the Study

1.7 Significance/Justification of the Thesis

1.8 Definition of Terms

1.9 Literature Review

 1.9.1 Conceptual Review and Analytical Framework

 1.9.2 Review of Empirical Literature

 1.9.3 Theoretical Review and Theoretical Framework

 1.9.4 Gaps and Contributions

1.10 Methods

 1.10.1 Research Design

 1.10.2 Techniques

 1.10.3 Instrumentation

 1.10.4 Target Population

 1.10.5 Sampling Procedures and Sampling Size

1.10.6 Data Collection/Field Procedures

1.10.7 Data Processing and Analysis

1.10.8 Ethical Considerations

1.11 Organization/Structure of the Dissertation or Thesis

CHAPTER TWO: PRESENTATION OF CONTEXT OF STUDY

(Chapters three onwards: Presentation of Findings in Thematic Chapters following the Specific Research Questions and Objectives. For Example)

Chapter Three: Findings of Specific Objective 1

Chapter Four: Findings of Specific Objective 2

Chapter Five: Findings of Specific Objective 3 (for the PhD)

Chapter Six: Findings of Specific Objective 4 (for the PhD)

Chapter (Five for the Master's Dissertation or Chapter Seven for the PhD Thesis): Conclusions
(including likely Recommendations, Suggestions for Further Research)

References/Bibliography

Appendices (should include publications for PhD and other relevant materials).

APPENDIX IV**PROPOSED THESIS AND DISSERTATION EVALUATION FORM**

University of Buea

Republic of Cameroon

Thesis and dissertation evaluation form.

(To be completed by each member of the Departmental Scientific Committee)

Faculty of _____

Department of _____

Name of Evaluator_____ Date_____						
Title of Document_____						
Name of Student						
Characteristic being evaluated	Poor	Mediocre	Good	Excellent	Not	Evaluator's notes on Item rated
1. The title is clear and concise						
2. Problem is significant and clearly stated						
3. Limitations and delimitations of study are stated						
4. Delimitations are well defined and are appropriate to the solution of the problem						
5. Assumptions are clearly stated						
6. Assumptions are tenable						
7. The research project as proposed does not violate human and animal rights						
8. Important terms are well defined						
9. Specific questions to be studied are clearly stated						
10. Hypotheses and research questions are clearly stated						

11	Hypotheses, elements or research questions are testable, discoverable or answerable						
12	Hypotheses, elements or research questions derive from the literature review						
13	Relationship of study to previous research is clear						
14	Review of literature is sufficiently summarized						
15	Procedures are described in detail						
16	Procedures are appropriate for the problem						
17	Population and sample are clearly described						
18	Method of sampling is appropriate						
19	Variables have been controlled						
20	Data gathering methods have been described						
21	Data gathering methods are appropriate to the problem						
22	Validity and reliability of data gathered are explained						
23	Appropriate methods are used to analyse data						
24	Sentence structure and punctuation are correct						
25	Minimum typographical errors						
26	Spelling and grammar are correct						
27	Material is clearly written						
28	Tone is unbiased and impartial						
29	Overall rating of creativity and significance of problem						
30	Tables and figures are used effectively						
31	Results of analysis are presented clearly						
32	Major findings are discussed clearly and related to previous research						
33	Importance of findings is explained						
34	The relationship between research and the findings is demonstrated with tight logical reasoning						
35	Conclusions are clearly stated						
36	Conclusions are based on the results						

37	Generalisations are confirmed						
38	Limitations and weaknesses of the research are discussed						
39	Implications of findings for the field are discussed						
40	Suggestions for further research are cited						
41	Overall rating of the conduct of the study and the final document.						
42	General Comments:						

APPENDIX V**SAMPLE TIMELINE FORM FOR PG STUDENTS**

Students name _____

Student's Matriculation Number _____

Faculty _____

Department _____

Programme _____

Date that Action Timelines is initiated _____

Step	Action points	Time Estimate	Expected date of completion
1.	Registration into programme		
2.	Course work		
3.	Comprehensive exams if PhD		
4.	Selection of supervisor(s)		
5.	Submit potential topic(s) to supervisor(s)		
6.	Tentative approval of topic by supervisor(s)		
7.	Departmental approval of supervisor(s) and topic		
8.	Faculty approval of supervisor(s) and thesis topic		
9.	Preparation of research proposal		
10.	Submission of research proposal to Supervisor(s)		
11.	Submission of research proposal to Department and Scientific Committee of Department		
12.	Clearance of research proposal by Scientific Committee of Department		
13.	Clearance of research proposal by Department, Faculty and Graduate School		
14.	Commencement of research work		
15.	Progress reports to supervisor		
16.	Presentation of first research seminar to Department		
17.	Adjustments in study procedure as approved by supervisor and Scientific Committee of Department		
18.	Completion of thesis research work		

19.	Presentation of second research seminar to Department and Scientific Committee of Department		
20.	Adjustments in study procedure as approved by supervisor and Scientific committee of Department		
21.	First draft of completed Thesis/Dissertation written		
22.	Review of first draft with supervisor(s) for corrections		
23.	Corrected first draft approved by supervisor(s)		
24.	Corrected first draft submitted to Department and Scientific committee of Department		
25.	Preparation and submission of manuscripts for publication in peer reviewed journals		
26.	Presentation of third research seminar to Department and Scientific Committee of Department		
27.	Discussion with supervisor(s) to integrate committee comments		
28.	Adjustments in study procedure as approved by supervisor and Scientific committee of Department and supervisor(s)		
29.	Supervisor(s) approve adjustments and changes		
30.	Final copy of Thesis/Dissertation to department and to Scientific Committee of Departments		
31.	Clearance of final copy of thesis by Scientific Committee of Department.		
32.	Submission of thesis to the postgraduate school		
33.	External review of thesis		
34.	Oral defence (viva voce)		
35.	Correction(s) as specified by the defence panel		
36.	Final approval and deposition of thesis to the Library		
37.	Take advantage of modern technology and own a computer or other facilities that will make research and processing of work easy.		

Appendix VI

SCHEMATIC AND SEQUENTIAL LAYOUT OF THE PG T/D DOCUMENT

NAME

[SPINE]

YEAR

DEGREE
MA
(M.Sc.)

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COVER

UNIVERSITY OF BUEA

FACULTY OF _____

DEPARTMENT OF _____

TITTLE OF THESIS (CAPITALS)

BY

NAME OF STUDENT

(Matriculation Number and previous qualifications)

**A Thesis/dissertation submitted to the Faculty of ____ of the
University of Buea in partial fulfilment of the
requirements for the degree of
____ in SUBJECT AREA**

Names Supervisor(s)

**(Month and Year of Submission
e.g. September 2014)**

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Repeat of the Title Page

UNIVERSITY OF BUEA

FACULTY OF _____

DEPARTMENT OF _____

TITTLE OF THESIS (CAPITALS)

BY

NAME OF STUDENT

(Matriculation Number and previous qualifications)

**A dissertation submitted to the Faculty of _____ of the
University of Buea in partial fulfilment of the
requirements for the degree of
_____ in SUBJECT AREA**

Names Supervisor(s)

**(Month and Year of Submission
e.g. September 2014)**

The Dedication page (page to be numbered, top right, ii)

DEDICATION (if deemed necessary)

(Brief statement of one or two lines)

The Certification page (page to be numbered, top right, iii)

Format of the Certification before the defence

UNIVERSITY OF BUEA

FACULTY OF.....

CERTIFICATION

This is to certify that the work described in the thesis entitled

.....

By.....

Was carried out in the Department of.....

Under the supervision of

.....

(Name and Signature of Supervisor(s))

Date.....

The Certification Page after the defence in final document (page to be numbered, top right, iii). Format of the certification page after the defence

UNIVERSITY OF BUEA

FACULTY OF.....

CERTIFICATION

The thesis of.....

Entitled.....

Submitted to the department of.....

In partial fulfilment of the requirements for the degree of

.....

In the Faculty ofof the University of Buea has been read, examined
and approved by the examination panel composed of:

(NAMES OF PANELISTS AND THEIR DESIGNATION ON PANEL HERE)

Date _____

.....
Head of Department
(Name and Signature)

.....
Supervisor
(Name and Signature)

This thesis has been accepted by the Faculty of

.....
Date and Official Stamp of Dean

.....
Dean
(Name and Signature)

Acknowledgement Page (Page numbered, top right, iv)

ACKNOWLEDGEMENTS

The Abstract Page (To be page numbered top right v)

ABSTRACT

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- List of figures
- List of tables
- List of abbreviations
- List of plates
- List of illustrations
- Etc.

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