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INTRODUCTION

Project works, theses or dissertations are usually carried out by students in partial fulfilment or in fulfilment of the requirements for the award of degrees such as Doctorate Degrees, Masters Degrees, Bachelor Degrees, Postgraduate Diplomas, or Higher National Diplomas. Academic research is a scientific investigation into a problem to discover facts that would aid in ameliorating problems or intended for the exclusive purpose of generating knowledge.

Generally, the outcomes of a student's scholarly activities are seen as proof of the student's ability to diligently undertake critical independent research work. Students' research is a component of the academic training and the submission of project work, thesis or dissertation is a compulsory part of the University's study programme.

Academic research relies on scientific, systematic and formal processes to explore a phenomenon and unveil facts to support or reject an existing theory. All academic investigations in Bolgatanga Technical University shall follow scientific methodology and structure approved by the University.

All project work students of Bolgatanga Technical University are advised to read the entire manual and refer to relevant sections when dealing with specific aspects of research and its process. Students are to follow the guidelines closely from the beginning of the research process. Students who fail to do this are likely to have their works rejected at various stages of the assessment process. The replicating effect of this is that the student would have to print and bind the research report multiple times, leading to extra cost and delay in graduating.

NATURE/SCOPE OF THIS POLICY

This policy applies to project works, theses or dissertations of students of Bolgatanga Technical University in partial fulfilment for the award of graduate degrees, bachelor degrees, post-diploma degrees, or higher national diploma degrees. These reports must be properly written and presented for the appropriate award.

Presentation of Project Works/Theses/Dissertations

The project work reports/theses/dissertations submitted for the award of Doctorate Degrees, Masters Degrees, Bachelor Degrees (BTECH), Postgraduate Diplomas, or Higher National Diplomas (HND) must be original accounts of the candidate's own efforts. It may be work done in conjunction with the candidate's supervisor, provided the candidate states clearly his/her share in the research. Work done jointly by students will be accepted with the approval of the Academic Board especially in Departments with large numbers of students.

LENGTH OF PROJECT WORKS/THESES/DISSERTATIONS

Project works/theses/Dissertations are intended to evaluate the ability of candidates to present a report on their research in a clear and succinct manner. Generally, a project work report/thesis/dissertation submitted for the award of various degrees must have the following page requirements:

Programmes	Number of Pages	Number of Words
Higher National/ Professional Diploma	40 - 55	42000 – 55000
Bachelor Degree	55 - 80	55000 – 84000
Master's Degree	80 - 150	84000 - 157000
Doctorate Degree	200 -300	210000 - 315000

The appendices and the prefatory pages are excluded from the page limitation categorised above.

ASSIGNMENT OF SUPERVISORS

Supervisors would be assigned to all Diploma, Degree and Masters Students at the beginning of the first semester of the final year. Doctorate students on the other hand, would be assigned supervisors at the beginning of the first semester of the second year.

STUDENT-SUPERVISOR RESPONSIBILITIES

Respect, trust, confidence and fairness are essential elements of the student-supervisor relationship. Most interpersonal problems between students and supervisors can be avoided if students and supervisors contribute responsibly and professionally to their working relationship by being respectful, courteous, punctual and conscientious.

RESPONSIBILITIES OF STUDENTS

- i. Candidates are ultimately responsible for the successful completion of their project works/theses, and their timely submission.
- ii. Candidates must ensure that their project reports/theses conform to the University's requirements.
- iii. Candidates must maintain regular contact with their supervisors to ensure the timely completion of their project works/ theses.

- iv. Candidates must develop realistic research plans in consultation with their supervisors and stick diligently to them to enable the candidates' timely completion of their project works/theses/dissertations.
- v. Candidates must be time conscious and observe deadlines agreed upon by them and their supervisors.
- vi. Candidates must attend formal supervisory meetings as scheduled and make appropriate arrangements if it is not possible to attend scheduled supervisory meetings.
- vii. Candidates must realize that their supervisors have duties and commitments that may delay access at short notice or slow down the return of the candidates' reports.
- viii. Candidates must comply with all final project work/ thesis submission requirements and submit final works to their departments within the agreed deadlines.

RESPONSIBILITIES OF SUPERVISORS

- i. Supervisors must play leading roles in guiding their students in the preparation of their project works/theses. They must assume special mentoring roles to help students excel.
- ii. Supervisors must assist their students to define their research topics, identify relevant research literature, databases, other relevant sources and be aware of the standards in the discipline.
- iii. Supervisors are to ensure that students' project works/theses meet the standards set by the University.
- iv. Supervisors should request written works as appropriate, read and provide constructive criticisms within a reasonable time.
- v. Supervisors must ensure that deficiencies in the project works/theses are corrected before the submission of the final works.
- vi. Supervisors must ensure that deficiencies/weaknesses of candidates works/efforts are not shared with fellow others.
- vii. Supervisors can terminate supervision:
 - a) if candidates are not displaying reasonable efforts,
 - b) if candidates fail to heed advice on changes deemed essential,
 - c) if candidates change the agreed thesis topic without consent.

CONFLICT RESOLUTION

- i. If the supervisory relationship breaks down, students and supervisors should contact their Departmental Heads to resolve the issue.
- ii. If they cannot resolve the problem at that level, then the Head of the Department can consult the Dean of the School for an amicable solution to the issue.

PLAGIARISM

Plagiarism is a direct violation of intellectual and academic honesty. Although it exists in many forms, all plagiarisms refer to the same act: representing somebody else's words or ideas as one's own. The most extreme forms of plagiarism are the use of a paper written by another person or obtained from a commercial source, use of a paper made up of passages copied word for word without acknowledgment. Paraphrasing another author's idea or

quoting even limited portions of the text without proper citation is also an act of plagiarism.

Bolgatanga Technical University abhors all forms of plagiarism. Candidates must note that plagiarism may constitute grounds for suspension or expulsion from the University.

FORMAT FOR WRITING

Project works/theses/dissertations shall consist of three categories of material, namely: **Preliminaries** or **Front Matter**, the **Text** or the **Main Body**, including **References**, and the **Appendices**.

Preliminaries

The Preliminaries consist of the following:

1. Cover Page
2. Title Page
3. Declaration
4. Abstract
5. Acknowledgements
6. Dedication
7. Table of Contents
8. List of Tables
9. List of Figures
10. List of Abbreviations (if any)
11. List of Acronyms/Terms (if any)

The preliminaries begin with the **Front Cover**.

- a) On the front cover, **Bolgatanga Technical University** must be printed 12 single spaces or 5.08cm or 50mm (2 inches) from the top of the page.
- b) The Title of the work must be in the middle of the page followed by the author's full name and index number(s).
- c) The year of presentation follows and is printed 5.08cm or 50mm (2 inches) from the bottom of the page (See Sample A).
- d) The information on the Front Cover should be in **Upper Case (Block or Capital letters)**.

NOTE

- i. To ensure uniformity, the date appearing on the works shall conform to the agreed final submission date as captured on the academic calendar of the University.
- ii. Students who fail to meet the deadline should only be given the opportunity to present their works at a later date and be given the chance to graduate in subsequent graduation programmes.

Sample A – **COVER PAGE**

BOLGATANGA TECHNICAL UNIVERSITY

THE STATUS OF VALUE ADDED TAX PAYMENT IN GHANA

Title Page

The first page is the **Inside Cover** or the **Title** page (See Sample B). This page consists of five blocks of words.

- i. The first block is the **Bolgatanga Technical University** set off at the top and placed 5.08cm or 50mm or 2 inches from the top of the page and centered between the margins.
- ii. This first block is followed by the **Title**.
- iii. The third block is the **Full Name** and **Index Number** of the candidate. Titles such as Mr., Mrs., Reverend, etc. are not acceptable.
- iv. The next block indicates the **Department** and the School of the University to which the Project Work is submitted as well as the purpose for which the work is required.
- v. The fourth block of words (submission information) **should not** be written in block letters but in lower case except the beginning words and institutional name and diploma/degree that should be in initial capitals.
- vi. The fifth block states the Month and the **Year** (on one horizontal line) in which the work is presented.
- vii. The title page is page number one in **Roman Numeral** of the **Preliminaries** but the page number **does not** appear on the page.

Title Page Text Formatting

The text formatting shall be as follows:

- i. Page title: Centred
- ii. Font size: 14 points
- iii. Font type: Times New Roman
- iv. Position of Text: Centred but justified
- v. Text: Bold and without borders

Statement of Award

The statement of the award should capture the following:

A Project Work Submitted to the Department of.....
of the School of, Bolgatanga Technical University, in
partial
fulfilment of the requirements for the award of
.....
(indicate the Degree/Diploma, e.g. Master of Technology (MTECH), Higher
National Diploma HND) in.....(write the name of

the programme).

Sample B – **INSIDE COVER**

BOLGATANGA TECHNICAL UNIVERSITY

THE STATUS OF VALUE ADDED TAX COLLECTION IN GHANA

BY

JULIET ATUBIGA 090902212)

A Project Work Submitted to the Accountancy Department of the School of Business and Management Studies, Bolgatanga Technical University, in partial fulfillment of the requirements for the award of Higher National Diploma in Accountancy

September, 2019

Declaration

The Declaration page follows the title page and is numbered Roman numeral ii, with the title **DECLARATION**. See Sample C for Project Work.

Sample C – DECLARATION (SINGLE CANDIDATE)

DECLARATION

Candidate's Declaration

I hereby declare that this project work (Thesis/dissertation) is the result of my own original research and that no part of it has been presented for another Degree/Diploma in this University or elsewhere.

Candidate's Signature: Date:

Name: Juliet Atubiga

Supervisor's Declaration

I hereby declare that the preparation and presentation of the project work (dissertation) were supervised in accordance with the guidelines on supervision of thesis/dissertation laid down by the Bolgatanga Technical University.

Supervisor's Signature: Date:

Name: Prof. Abu Alhassan

Please, note that the names of candidates and supervisors should be typed.

Sample C1-DECLARATION FOR GROUP PROJECT WORK

DECLARATION

Candidates' Declaration

We hereby declare that this project work (thesis/dissertation) is the result of our own original research and that no part of it has been presented for another higher National Diploma in this University or elsewhere.

Candidates' Names:

Signature:

Date:

Juliet Atubiga

.....

.....

Samuel Adongo

.....

.....

Supervisor's Declaration

I hereby declare that the preparation and presentation of the project work (thesis/dissertation) were supervised in accordance with the guidelines on supervision of dissertation laid down by the Bolgatanga Technical University.

Supervisor's Signature:

Date:

Name: Prof. Abu Alhassan

Abstract

The abstract is a summary that tells the reader what the report is about and what the main conclusions are.

- i. It must capture brief information on the statement of the problem, study objective/hypothesis, the methodology/materials and methods employed, key findings, conclusions drawn and recommendations proffered.
- ii. The abstract must be short and informative.
- iii. It should not exceed 250 words (approximately one page).
- iv. It should be in well-structured paragraphs.
- v. An abstract should not contain symbols and technical terms.
- vi. The abstract page is numbered iii (page lower case Roman Numerals) in the report.
- vii. The abstract **should not** contain subheadings and citations.
- viii. The title ABSTRACT should be typed in upper case and centred.

Acknowledgements

- i. This section provides the student with the opportunity to express gratitude to those who assisted the student to complete the Project Work.
- ii. They may be mentors, supervisors, organizations, officials, colleagues, etc.
- iii. The acknowledgements page is placed immediately after the abstract page.
- iv. The title ACKNOWLEDGEMENTS should be in upper case and centred.

Dedication

- i. A student may dedicate the work to a person or group.
- ii. It should be noted that dedication is not another acknowledgements page.
- iii. It should contain only one sentence, consisting of just a few words. Examples: To My Family, In memory of My Father, etc.
- iv. The title DEDICATION should be typed in upper case and centred.

Table of Contents

- i. The title **TABLE OF CONTENTS**, not just **CONTENTS**, should be typed in upper case and made bold.
- ii. Sub-headings should be in title heads (first letters capitalized as in the main text) and not be numbered.
- iii. The corresponding pages of all headings should be indicated.
- iv. All chapter headings should be typed in upper case letters.
- v. The heading **TABLE OF CONTENTS** is typed 5.08cm (2 inches) below the top of the paper and it is centred between the margins.
- vi. The words "CHAPTER" and "Page" head their respective sections, flush to the left and right margins respectively.
- vii. Five spaces are recommended for all indentations in the Table of Contents.
- viii. In the Table of Contents, only Levels 1, 2 and 3 headings should be led.
- ix. Paragraph headings should not be included in the Table of Contents. (See Sample D for Table of Contents).

Sample D - **TABLE OF CONTENTS**

TABLE OF CONTENTS	
Content	Page
DECLARATION	
ABSTRACT	
ACKNOWLEDGEMENTS	
DEDICATION	
LIST OF TABLES	
LIST OF FIGURES	
CHAPTER	
ONE - INTRODUCTION	
Background to the Study	
Statement of the Problem	
Purpose of the Study/Objectives	
Research Questions/ Hypotheses/Assumptions (Whichever is applicable)	
Significance of the Study	
Delimitations of the Study	
Limitations of the Study	
Definition of Terms (if any)	
Organization of the Rest of the Study	
TWO - LITERATURE REVIEW (Provide appropriate subheadings)	
THREE - METHODOLOGY	
Research Design	
Population	
Sample and Sampling Procedure	
Instrument(s)/Validation of Instrument	
Data Analysis	
FOUR - RESULTS AND DISCUSSION (Provide appropriate subheadings)	
FIVE - SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	
Summary	
Overview of the Study	
Key Findings	
Conclusions	
Recommendations	
Recommendations for Policy and Practice	

Note: In your work, this Table of Contents should be typed using 1.5 spacing.

List of Tables

- i. After the Table of Contents, the next separate section typed on a page or pages is the List of Tables.
- ii. The heading, LIST OF TABLES, is placed 5.08cm (2 inches) from the top of the paper and it is centred between the margins.
- iii. The words, "Table" and "Page", head their respective columns and flush to margins on the left and right.
- iv. When it (List of Tables) appears in the text, it is capitalized and centred.

List of Figures

- i. The next separate page or pages in the Preliminaries is the LIST OF FIGURES.
- ii. The setting is the same as the List of Tables.
- iii. The title, LIST OF FIGURES, should be typed in upper case and centred in the main report.

List of Abbreviations, Equations, Theorems, and Symbols (if any)

- i. If the text contains a consistent set of abbreviations, equations, theorems, and symbols, they should be listed in a List of Abbreviations, Equations, Theorems, and Symbols respectively.
- ii. These lists are included in the Table of Contents.

MAIN TEXT

The main text consists of the following:

CHAPTER ONE: INTRODUCTION

CHAPTER TWO: LITERATURE REVIEW/THEORETICAL FRAMEWORK

CHAPTER THREE: METHODOLOGY/MATERIALS AND METHODS (if it is a practical research)

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

If it is practical research, the headings, PRODUCTION PROCESSES AND FINAL PRODUCTS/ EXPERIMENTATION PROCESSES AND FINAL OUTCOMES, could be used depending on the nature of the practical work.

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

NOTE: All the chapter numbers, references and headings should be centred.

At the doctoral level, the above structure may vary slightly depending on the nature of the study. Additional chapters may be included to facilitate a more detailed presentation of the findings or description of the various production processes or experimentations, in the case of practical projects.

To avoid misunderstanding between project work/thesis/dissertation examiners and external supervisors relating to write-up structures and formatting, the University will provide all external examiners with templates and guidelines governing project work/thesis/dissertation sequencing and formatting.

Thesis Defence

Thesis defence is an oral examination organised by the University to allow a candidate to justify his/her project work/thesis/dissertation. The thesis defence allows faculty members and external examiners to critique/question the candidate on his/her research work, which must have been presented earlier and evaluated. This is to ascertain that the candidate understood the topic and has mastery over his or her work.

CHAPTER ONE

INTRODUCTION

This chapter explains how and why the problem is important to study. The chapter contains the following sub-headings and contents:

1.0 Background to the Study

This segment should present the root of the problem being studied, its scope, and the extent to which previous studies have successfully investigated the problem, noting, in particular, where gaps exist that the study attempts to address. The write-up may be supported with relevant literature to place the research problem in proper context.

1.1 Statement of the Problem

One of the key steps in the research process is to identify and delineate the research problem. The segment defines the area of concern, the gap in the existing knowledge, or a deviation in the norm or standard that points to the need for further understanding and investigation. The problem(s) necessitating the study must be clearly stated.

1.2 Objective(s)

An effective set of objective(s) focuses and directs the research. The objectives establish the scope, depth and direction that the research will ultimately take. The objective(s) must be formulated to avoid any form of ambiguity. As much as possible, too many objectives must be avoided.

1.3 Research Questions/ Hypotheses

A research question is a question that a study or research project aims to answer. Research questions are often grounded on research and are dynamic. They are uniquely formulated in such a way that answers provided to them would address the research problem. While many research projects focus on a single research question, others often use more than one research questions. The research questions must harmonise with the research objectives.

A research hypothesis is a specific, testable prediction about what you expect to happen in a study. It is an integral part of the scientific method that forms the basis of scientific experiments. You need to be careful and thorough when building your hypothesis. A minor flaw in the construction of your hypothesis could have an adverse effect on your experiment. Your hypothesis may begin with a question that could be strengthened through further background research. Hypotheses can be drawn from previously published research projects which have already been grounded on existing theories.

1.4 Significance of the Study

The significance of the study, essentially, is the importance of the research. This must be aptly stated in the introductory segments of the research report. It is crucial to highlight how the research will be beneficial to the development of science and society as a whole.

1.5 Scope/Delimitations of the Study

The scope of the study explains the extent to which the research area will be explored in the work. It also specifies the parameters within which the study will be operating. The scope of the study must be comprehensibly composed in the report.

The delimitations, on the other hand, are the characteristics that limit the scope and describe the boundaries of the research. These boundaries are defined by the researcher. They may comprise; geographical locations, duration, population, size or type of participants. The delimitation narrows the study to make it manageable and focused. The delimitation segment of the study must explain why some specific choices were made while others were omitted.

1.6 Limitations of the Study

The limitations of research are the shortcomings or flaws of the study. Stating the limitations of a study demonstrates transparency and honesty. Any limitations that might affect the outcome of the study should be clearly stated in this section of the research report.

1.7 Definition of Terms (if any)

All technical terms used in the research work must be captured in this section and duly explained.

1.8 Organization of the Study

This section explains how the components of the research report are segregated into the chapters found in the report. It comprehensively describes the various materials that are contained in each chapter.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter provides support for the study. The opening paragraph of the chapter should provide an overview of what is covered in the chapter. Appropriate sub-headings must be provided in reviewing the literature. The chapter must be broken into sections to cover the important aspects of the review such as: Theoretical Framework, Conceptual Base and other relevant sub-headings to include an empirical review. Provide a summary of major findings of the literature review (i.e. the state of the art) indicating the linkage with the study at the end.

NOTE:

The literature review is not simply a collection of notes from books or journals. You should digest and critique what you read and write in your own words as much as possible. Do not just bring together materials from different sources.

CHAPTER THREE

METHODOLOGY/ MATERIALS AND METHODS

3.0 Introduction

This chapter explains how the study was conducted. The introductory paragraph should provide an overview of what is covered in the chapter. The following sub-headings are used in this chapter:

3.2 Research Approach

Indicate the research approach (Qualitative, Quantitative or Mixed Method) used in this section and justify why it was employed.

3.3 Research Design

1. Describe the type of study and design (e.g. survey, experiment, action research or art-based research).
2. Explain the rationale for the design.
3. Indicate the strengths and weaknesses of the design.

3.4 Study Area/Profile

This section describes the area in which the research was conducted. Provide information such as the location of the area, land size, topography, major economic activities and predominant features of the area.

3.5 Population

Define/describe the population of the study.

3.6 Sample and Sampling Procedure

- i. State the sample size and how the sample was selected.
- ii. Give the rationale for the selection procedure and the sample size.

3.7 Data Collection Instrument(s)

- i. State the instruments for data collection (for example, questionnaire, interview, observation, etc.).
- ii. Describe how the instrument was developed.
- iii. Specify how the item format was determined.

3.8 Pre-testing of the Data Collection Instrument

- i. Describe pre-testing/field-testing/pilot testing of the instrument if a new or adapted (modified) instrument is used.
- ii. Show how validity was determined.
- iii. Indicate how reliable the instrument is (provide the reliability coefficient where necessary, that is, the Cronbach's alpha).
- iv. Indicate when the pre-testing was done and how long it took.
- v. Describe the strengths and weaknesses of the instrument used.

(Optional at this level, but it is very important in assessing how accurate your instruments [questionnaire, interview schedules, etc.] are.)

3.9 Data Collection Procedure

- i. Describe how the main data was collected step by step. Indicate when data was collected and how long it took.
- ii. Indicate who collected the data and how training was done if assistants were used.

3.10 Data Analysis

- i. Describe the scales of measuring tools used.
- ii. Indicate how the scoring of responses was done.
- iii. Indicate and justify the statistical tools used for each hypothesis/research question/objective.
- iv. Explain how the analysis was done for each research question/research hypothesis.

PRACTICAL PROJECTS

For practical projects, the candidate must follow the under listed format:

Chapter Title:

MATERIALS AND METHODS

3.1 Introduction

3.2 Research Approach

3.3 Research Design

(Refer to supplementary information above).

3.4 Tools/ Equipment – list all the tools and equipment used and indicate their functions. This should be presented in well-titled tables.

3.5 Materials – List all the materials used, and explain what they were used for. This should be presented in well-titled tables.

3.6 Production Techniques – Clearly identify the various techniques employed in producing the final product/artefact.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

The opening paragraph of the chapter should provide an overview of what is covered in the chapter.

Present the results with their discussion by research questions/hypotheses/objectives. The discussion should include the interpretation of the findings about the literature/previous findings, theory or logical deduction.

Evaluate each finding and examine implications concerning the current theoretical position on the issue as well as educational practice. State and discuss other unintended findings from your study (if any).

PRACTICAL PROJECTS (STUDIO RESEARCH)

Chapter Title:

PRODUCTION PROCESSES AND FINISHED PRODUCTS

For practical projects, the candidate must use the under listed format:

4.0 Overview

Provide information on what is contained in the chapter.

4.1 Idea Development and Design Stages

Explain how the idea was conceived and developed. This should be supported with sketches

and drawings.

4.2 Experimentations

Explain the various experimentations that were carried out before the actual production of the artworks/artefacts. Scale models, maquettes, etc could be produced as evidence of the pre-production experimentations. Photographs of the above should be captured in this chapter.

4.3 Production Processes

Chronologically describe the various production stages and support the write-up with drawings or clear photographs.

4.4 Finished Product(s) and Appraisal

Show photographs of the finished products in this section and indicate the value and quality of the finished work.

NB:

This chapter must be presented under concise subheadings.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

5.1 Summary

- i. Give an overview of the research study and methodology.
- ii. Provide a summary of the key findings of the study/outcome of experiments or studio activities.

5.2 Conclusions

This section is based on the results and findings and not restating the results of the study or a summary of the discussion. The researcher must state precisely his/her position regarding the hypotheses/research questions. The researcher must indicate whether the findings confirmed or disconfirmed the research hypotheses or questions. The researcher must indicate his/her overall opinion regarding the study (i.e., What is new? What has the study brought to the fore? What is the general feeling concerning the results and findings of the study? The researcher needs to indicate whether the original problem is better understood, or resolved as a result of the study).

5.3 Recommendations

Make recommendations for policy and practice. The recommendations should be based on the findings of the study. Give suggestions for future research.

BACK MATTER

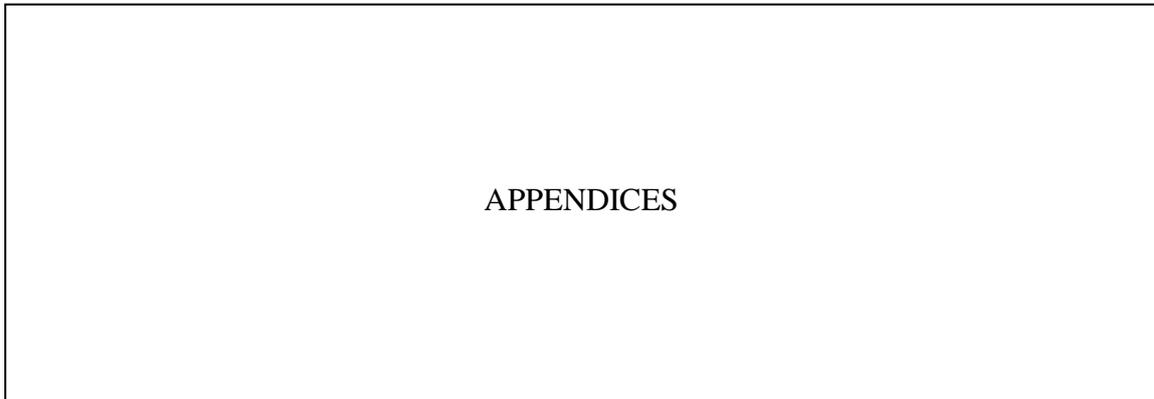
References

Bolgatanga Technical University follows the American Psychological Association (APA) referencing style. The title **REFERENCES** should be typed in upper case in the text.

APPENDICES

- i. Appendices constitute the Back Matter and follow immediately after the References in the Main Text.
- ii. There should be a fresh page immediately after the References section on which is written the word APPENDICES and centred on the page preceding the various appendices (see Sample E).

Sample E– APPENDICES



WRITING STYLE AND EDITORIAL ISSUES

The report must be written in acceptable language and style. This means:

- i. Accuracy and clarity
- ii. Precision and conciseness
- iii. Correct spelling, grammar and punctuation
- iv. A good choice of words
- v. Well-developed paragraphs and sentence constructions
- vi. Avoid redundant or ambiguous words, phrases and expressions
- vii. A thorough revision before final typing and correction of all typing errors.
In short, the report should be clear, concise, correct and complete.

Enumeration

The rules for enumerating elements in a series are as follows:

- i. Within a paragraph or sentence, use lowercase letters in parentheses to identify elements in a series, (do not underline).
- ii. Use commas to separate three or more elements that do not have internal commas.
- iii. Use semi-colons to separate three or more elements that have internal commas.

Example 1. No internal commas

The components of the post-training briefing were

- (a) the extent to which trainees had learned content,
- (b) the identification of transfer barriers the trainees might encounter, and
- (c) the identification of opportunities for using skills acquired.

Example 2. Internal commas used

In further analyses, two new groups were formed from the original groups according to reported levels of transfer (a) high-impact, for scores 3.0 and above; and (b) low-impact, for scores below 3.0.

Separate paragraphs in a series, such as a list of recommendations, are identified by Arabic numerals followed by a period but not enclosed in parentheses.

Example:

The following recommendations are offered:

- i. Funds should be set aside for follow-up and continuing education
- ii. Follow-up and continuing education be nationally coordinated to avoid duplication

*NOTE: Bullets are **not** to be used anywhere in the report.*

Quotation of Sources

In all quotations, indicate author(s), year of publication.

Type 1

If you quote a material that is less than 40 words into a sentence or paragraph, indicate the author, year, and page. Here are some examples.

Example 1. Author, year, and page are at the end.

The author stated that "validity refers to the soundness of the interpretation and use of assessment results" (Nitko, 2000, p. 36).

Example 2. Author, year, and page appear before the quote.

Nitko (2000, p. 36) noted that "validity is the soundness ... assessment results."

Example 3. Author and year appear before the quotation and page appear at the end of the quotation.

Nitko (2000) noted that "validity is the soundness ... assessment results" (p. 36).

Type 2

If the quotation is 40 words or more, present it as a block. Omit the quotation marks.

Here are some examples:

Example 1. Author and year before the block, then the page at the end.

Lean (1997) stated that:

Responsible use of test-scores require that the test user be able to justify the inferences were drawn by having a cogent

rationale for using the test-score for the purpose at hand for selecting desk-test over other available assessment procedures (p. 4).

Example 2. Author, year, and page before the block.
Lean (1997, p. 4) stated that:
A responsible use of test-scores requires that the test user be able to justify the inferences drawn by having a cogent rationale for using the test- score for the purpose at hand for selecting desk-test over other available assessment procedures.

Type 3 - Quotation within quotation

A. In the quotation of less than 40 words, use single quotation marks for any secondary quotation that appears within the major quotation.

Example 1.
The author stated, “The ‘placebo effect’ ... disappeared behaviours were studied in this manner” (Miele, 199: p. 276).

Example 2.
Miele (1993) found that “the ‘placebo effect’, which had been...behaviours were studied in this manner" (p. 276).

B. When the words are 40 or more, the secondary quotation has double quotation marks.

Example

Miele (1993) found the following:
The “placebo effect”, which had been verified in previous studies, disappeared when behaviours were studied in this manner. Furthermore, the behaviours were never exhibited again [*italics added*], even when reel [*sic*] drugs were administered. Earlier studies (e.g. Abdullah, 1984; Fox, 1979) were clearly premature in attributing the results to a placebo effect (p. 276).

BINDING

- i. Binding at the time of submission for examination shall be strong enough to prevent damage to the research report during the course of handling.
- ii. Students must provide three hard-bound copies through their supervisors to their Departments.
- iii. Students are also advised to check with their Departments/Schools to ascertain if additional copies are required.

Colour of card for binding cover page and spine:

- i. Higher National Diploma/ Professional Diploma: Pale Green

- ii. Bachelor of Technology (BTech): Pale Blue
- iii. Master of Technology (MTech): Navy Blue
- iv. Doctor of Technology (DTech): Wine

PRESENTATION OF TABLES

- i. Tables should appear with their numbers, their captions (title and page numbers).
- ii. Tables are supposed to be on the same page and not far away from the reference discussions.
- iii. If a Table spills over the next page, there should be an indication such as Table (continued).
- iv. Tables are not to be drawn with vertical and horizontal lines forming cells.
- v. However, two horizontal lines may be needed for the top and bottom parts of the Table. Allow sufficient space between columns and rows as a substitute for rules.
- vi. All tables should be numbered consecutively with Arabic numerals in the order in which they are first mentioned in the text.
- vii. If a table is not mentioned at all in the text, it should not appear anywhere in the report.

Table Titles

Table titles should be brief but clear and explanatory. The format for the presentation of table titles is as follows:

Table 1: Mean Mathematics Scores of Male and Female Participants in the Programme

- i. There should be no full stop after the table title.
- ii. The title should be in initial capital and made bold.
- iii. Note that table titles of more than one line should be single-spaced.

Citing and Discussing Tables

- i. Anytime a table is cited, the word *Table* should begin with a capital letter.
- ii. Always mention the table before presenting it in the text.
- iii. Cite tables by their numbers. Example: “As shown in Table 2, ...”.
- iv. Avoid referring to the table as “the table below/above”.
- v. Tell readers what to look for.
- vi. Discuss only the highlights and do not attempt to comment on every item in the table.

Shapes of Tables

- i. Type the content of a table in one and a half (1.5) space and use the same font size for the rest of the text.
- ii. Column headings in tables should be single-spaced when they fall on two or more lines. Turning tables sideways is an inconvenience to the reader.
- iii. However, if your table cannot fit across the page (portrait), you may turn the page sideways (landscape).
- iv. Then, you may also, where necessary, run the table over several pages.
- v. You should not use single space or reduce the font size in typing the table.

- vi. However, in exceptional cases, you may use single space or reduce the font size up to 10 so that the table could fit on one page.

Examples of Setting of Tables in the Text

Example 1

Table 1: Training Methods used during Staff Training Programme

Training Methods	No.	%
Lectures	167	55.1
Discussions	61	20.1
Demonstration	60	19.8
Audio visuals, overhead projectors, etc	10	3.3
Case study	2	0.7
Role play	3	1.0
Total	303	100

Example 2.

Table 2: Participants' Assessment of Training Materials

	Good	Average	Poor	Total
Assessment	%	%	%	%
Ease of understanding	52.6	45.5	1.9	100
Readability	74.6	19.7	5.7	100
Subject matter	42.3	55.0	2.7	100
Layout/illustration	38.0	55.0	7.0	100
Mix of theory/practical	34.3	56.8	8.9	100

PRESENTATION OF FIGURES

Any illustration which is not a table is considered a figure. Examples of figures are graphs, charts, drawings and photographs.

Captions for Figures

- i. Captions for figures are written below the figure.
- ii. The captions should be single-spaced if longer than one line.
- iii. They should be self-explanatory.

Example

Figure 1. Staircase pattern of improvement in record-keeping practices

Numbering Figures

Use Arabic numerals to number figures consecutively throughout the text.

NB

The candidate must indicate whether the figures used in their works were prepared by them or taken from some other source. This could be done by indicating the source(s) as follows:

(Source: Field Work) or (Source: Ibrahim Dey, 2020). The sources should be captured after the figure captions.

APPENDICES

Number appendices consecutively with capital letters A, B, C and so on in the order in which they are first mentioned in the text. Each appendix must start on a fresh page.

LEVELS OF HEADINGS

You have to select those levels that fit your report. The general structure of headings is as follows:

Level 1.

Centred, upper-case headings, bold (Chapter Headings).

Example: INTRODUCTION

Level 2.

Centred, Initial Capitalized Heading, Bold.

Example: Background to the Study

Level 3.

Flush left, Initial Capitalized Heading, bold.

Example:

Preliminary Arrangements for Graduation

Level 4.

Indented, lowercase, paragraph heading ending with a period, bold.

Example:

Graduation gowns for all graduands

The Dean of Students has directed that ...

NOTE:

- 1. All headings should be single-spaced if longer than one line.*
- 2. The first line of the chapter begins on the third single space below the heading and must not be indented.*

CHAPTER HEADINGS

Each chapter must begin on a new page. The word "CHAPTER" and its number, for

example, CHAPTER TWO, are typed in uppercase and centred. The font size must be 14 points.

FORMATTING

Margins

The standard margin should be as follows:

- i. Left: 5.0cm/ 2inches
- ii. Right: 2.5cm/ 1inch
- iii. Bottom: 2.5cm/ 1 inch
- iv. Up: 2.5cm/ 1 inch

On all chapter pages the chapter numbers, (e.g. CHAPTER TWO, CHAPTER THREE, etc.) are typed three double spaces down from the top margin.

On no account must the writing intrude into any of these margins in the preliminaries and the text.

Pagination

- i. All pages in a research report should be assigned a number.
- ii. Numerals should appear on all pages except the title page.
- iii. Two separate series of page numbers are used.
- iv. The front matter uses the Small Roman Numeral (i, ii, iii, iv, v...).
- v. The rest of the report uses Arabic Numerals (1, 2, 3...) starting from Chapter One and runs through the Appendices.
- vi. All pages have the page numerals placed at the bottom in the centre.

Typing/Line Spacing

- i) White A-4 paper must be used for the Project Work.
- ii) Separate paragraphs should be signaled by additional space (No indent)
- iii) The same font size should be used throughout the project work, thesis, or dissertation.

Main Text

- i. The main text must be in sentence case.
- ii. **Times New Roman font size 12** is recommended.
- iii. The page size should be A4.
- iv. The text should be Centred and Justified.
- v. The spacing of the report should be typed one and half (1.5) throughout.
- vi. References should also be one and a half (1.5) spaced.

CITATION AND REFERENCING

Bolgatanga Technical University uses the American Psychological (APA) Association Citation and Referencing Style. The information provided below is therefore based on the above citation and referencing system.

General Form of Referencing

- a. All references cited in the text must appear in the reference list.
- b. Sources **not** cited in the text must not appear in the reference list.
- c. Accepted abbreviations in reference list:

chap.	chapter	n.d.	no date
ed.	edition	Ed.	Editor
2nd ed.	second edition	Eds.	Editors

In-Text Citations

1. Work by one author

Rogers (1994) compared

In a recent study of reaction time (Rogers, 1994)

In a study of communication with the deaf, Deku (2010) found that

2. Work by multiple authors

- a) When a work has two authors, cite both names and the year any time the reference occurs.
- b) When the work has three, four, or five authors, cite all authors the first time the reference occurs. In subsequent citations, include only the surname of the first author followed by "et al." and the year.
- c) When there are six or more authors, cite only the surname of the first author followed by "et al." and the year for the first and subsequent citations.

3. Group as authors (e.g., groups include: association, government agency, etc.)

First citation in text

Example 1.

Ministry of Education [MOE] (1997) authorised ...

Example 2.

In a recent report on Quality Education, Ministry of Education [MOE] (1997) authorized ...

In subsequent citations in text, note that only the abbreviations should be written, except in situations where the abbreviations are not well known. For example, (MOE, 1997).

4. Works with no authors

Cite in text the first few words of the reference list entry (usually the title) and the year.

Example

On free care ("Private Schools urged," 1999), the majority of ...

5. Works by different authors

List two or more works by different authors who are cited within the same parentheses, in alphabetical order by the first author's surname. Separate the citations

by semi-colons.

Example

Several other researchers (Aldrich, 1979; Covin & Slevin, 1991; Gibb, 1988; Mohan-Neill, 1995) have highlighted the influence of environmental factors in small enterprise and organizational development.

6. Works discussed in a secondary source

Ideally, you should read and cite only primary sources (or the original article, book, etc.). However, you may not always have access to the primary source. How do you cite such references? In the text, name the original source and give the citation for the secondary source (the source you actually read).

Example

You read Bowman-Upton and Sexton's book published in 1991, and in the book they make reference to some observations made by Hofer and Schendel (published in 1978).

In the text:

Hofer and Schendel (as cited in Bowman-Upton & Sexton, 1991) have observed that ...

Important Note:

When some citation appears more than once in the same paragraph, the year should come only with the first citation.

References

- i. The American Psychological Association (APA) uses the hanging referencing style.
- ii. In other words, the first line of each reference is aligned towards the left, while the second and all subsequent line(s) are indented towards the right.
- iii. The APA manual recommends 0.5 inches indentation (1.27cm).

Examples are provided below:

Periodical

Author, A. A., Author, B. B., & Author, C. C. (1994). Title of article. Title of Periodical, xx, 123-127.

Journal Article, One Author

Karnani, A. (2007). Microfinance misses its mark. *Stanford Social Innovation Review*, 3, 15-25.

Coleman, B. E. (1999). The impact of group lending in Northeast Thailand. *Journal of Development Economics*, 60, 105-141.

Journal Article, Two Authors, Journal Paginated by Issue

Farmer, A., & Tiefenthaler, J. (1997). An economic analysis of domestic violence. *Review of Social Economy*, 55(3), 337-358.

Carter, M., & May, J. (2001). One kind of freedom: Poverty dynamics in post-apartheid South Africa. *World Development*, 29(12), 1987-2006.

Journal Article in Press (article accepted for publication but not published yet)

Sarpong, S. (in press). Quality of Polytechnic education in Ghana. *Journal of Polytechnics in Ghana*.

Ayamga, A. J., & Atia, A. D. (in press). Academic progression of Higher National Diploma graduates: What is the way forward? *Journal of Tertiary education in Ghana*

Internet Article Based on Print Source

VandenBos, G., Knapp, S., & Doe, J. (2001). Role of reference elements in the selection of resources by psychology undergraduates (Electronic version). *Journal of Bibliographic Research*, 5, 117-123.

Internet Article Based on Print Source without Page Number

You will need to add date and URL.

VandenBos, G., Knapp, S., & Doe, J. (2001). Role of reference elements in the selection of resources by psychology undergraduates (Electronic version). *Journal of Bibliographic Research*, 5. Retrieved October 5 2021, from <http://jbr.org/article.html>

Non-Periodical Documents on the Internet

Greater New Milford (CT) Area Healthy Community 200, Task Force on Teen and Adolescent Issues. (n.d.). Who has time for a family meal? You do! Retrieved October 5, 2021, from <http://www.familymealtime.org>

Littlefield, E., Murdugh, J., & Hashemi, S. (2003). *Is microfinance an effective strategy to reach the millennium development goals?* Retrieved November 23, 2009, from <http://ifmr.ac.in/cmfw/wp-content/uploads/2007/06/mf-mdgs-mordugh.pdf>

Unpublished Paper Presented at a Meeting and Symposium

Schneider, F. & Klingmair, R. (2004). *Shadow economies around the world: what do we know?* Paper presented at the Annual Public Choice Meeting in Baltimore, March 2004.

Unpublished Project Work/Dissertation/Thesis

Abanga, E. (2011). *The impact of team building interventions on employees' performance: A case study of the Anglican education unit, Tamale*. Unpublished master's thesis, University of Cape Coast, Cape Coast.

Non-Periodical (e.g. books)

Goldsmith, R. (1969). *Financial structure and development*. New Haven, Conn: Yale

University Press.

Sen, A. K. (1992). *Inequality re-examined*. Oxford. Oxford University Press

Book with Edition

Greene, W. (1993). *Econometric Analysis*. (2nd edition) New York: Macmillan.

Polit, D. F., Beck, C. T., & Hungler, B. P. (2001). *Essentials of nursing research methods, appraisal, and utilization*. (5th Edition). Philadelphia: Lippincott.

Book with Editor

Bowles, S., Durlauf, N. S., & Hoff, K. (Eds.). (2006). *Poverty traps*. New Jersey: Princeton University Press.

Part of a Non-Periodical (e.g. book chapter)

Simanowitz, A., & Walter, A. (2002). *Ensuring impact: Reaching the poorest while building financially self-sufficient institutions, and showing improvement in the lives of the poorest women and their families*. In S. Daley-Harris (Ed.) *Microcredit summit campaign: Pathways out of poverty*. Kumarian: Bloomfield, CT.

Mayer, R. L. (2001). *Microfinance, poverty alleviation, and improving food security: Implications for India*. In R. Lal (Eds.), *Food security and environmental quality*.

Retrieved December 12, 2020, from

http://www.redcamif.org/uploads/tx_rtgfiles/17India.pdf

Daily Newspaper Article, Author Identified

Danquah, N. (2011, August 19). Hair and there. *Daily Graphic* (No. 18616), p. 3.

Daily Newspaper Article, No Author

Checking road accidents (2011, Sept. 20). *Daily Graphic* (No. 18678), pp. 1, 3.

Work Discussed in a Secondary Source

Steel and Andoh's study (as cited in Swain, & Wallentin, 2009) should be referenced as:

Swain, B. R., & Wallentin, F. Y. (2009). Does microfinance empower women? Evidence from self-help groups in India. *International Review of Applied Economics*, 23(5), 541–556

Magazine Article

Seibel, H. D. (2005, December 19). Thinking about thinking. *Philosophy*, 123, 546-879.

T. V. Broadcast

Christal, L. (Executive Producer). (1993, October 11). The MacNeil-Lehrer Hour

[Television Broadcast]. New York and Washington, DC: Public Broadcasting Service. Abdalla, M. (Executive Producer). (2012, January 11). Sports Highlight

Corporate Author

Bolgatanga Polytechnic. (2009). *Academic programmes, policies and regulations*.

Bolgatanga: Author.

EXPRESSION OF NUMBERS

These guidelines tell you when to write numbers in figures and write them in words. For example, **you should never** start a sentence with a number in figures. Use figures in the following situations.

Example:

- a. All numbers 10 and above.

Example: All children above 12 years.

- b. When there is a series of numbers, write all in figures, including those below 10.

- c. Numbers that immediately precede a unit of measurement, e.g. a 6-mg dose.

- d. Numbers that represent ratios, percentages, decimal quantities, statistical or mathematical functions.

Examples: approximately 9%; about 3½ times as large; in a ratio of 3:2

- e. Numbers that represent time, dates, ages, sample size, population size, and the specific number of subjects in an experiment.

Examples: 4 weeks after the first interview; 2 hr. 30 mm.

- f. Numbers that denote a specific place or level in a numbered series.

Examples: JHS 3; Form 2; Table 4:

- g. All numbers in the abstract of a paper.

Express numbers in words in the following situations:

- a. At the beginning of a sentence, title or heading.

Example: One hundred and twenty respondents...

- b. Numbers below 10 that do not represent measurements.

Example: a two-tailed test.

- c. The numbers zero and one.

- d. Common fractions. Example: one-third of the class.

- e. Universally accepted expressions.

Example: The Ten Commandments.

Plurals of Numbers

Add 's' to form the plural of numbers written in figures and add 's' or 'es' to form the plural of numbers that are written in words. **Examples:** In the 1950s; 40s and 60s; fours and sixes.

REPORTING INFERENCE STATISTICS

- i. When reporting inferential statistics, provide "sufficient information" to the reader.
- ii. However, do not show details of imputations in the main body of the thesis.
- iii. You may show details in the Appendices section.

Examples of the information you should report are presented as follows:

Information Required in Reporting Inferential Statistics

Test-Statistic	Information required in Reporting
T- Test Statistic	Mean, standard deviation, effect size, degrees of freedom. Example: For the autokinetic movement illusion, as predicted, people highly hypnotisable ($M=8.19$, $SD=7.12$) reported perceiving the stationary moving significantly more often than did the other participants ($M=8.19$, $SD=4.25$), $t(60) 1.99$, $p = .03$ (one-tailed), $d .50$.
F-test	Degrees of freedom, computed F-ratio, MSE. Example: For immediate recognition, the omnibus test of the main effect of sentence format was statistically significant, $F(2, 177) = 4.27$, $p = .03$.
χ^2- test	Degrees of freedom, sample size, $\chi^2(4 N = 90) 10.51$, $p = .05$
Correlation Coefficient	Sample size, variance, covariance, correlation matrix.

Reporting Statistical Significance: State alpha level (Type I error).

Example: An alpha level of .05 was used for all statistical tests.

LANGUAGE AND EXPRESSION

1. **Provide advance organizers.** Give an introductory statement at the beginning of chapters two to five to indicate how each chapter is organized. Commit yourself to the structure and development of ideas in a sequence.
2. **Present your ideas in an orderly manner.** Thought units such as sentences and paragraphs must flow smoothly from the opening statement to the conclusion of the thought units that the reader can follow you without getting confused. If you mix up ideas or shift your ideas abruptly, you confuse the reader.
To achieve continuity, use punctuation marks appropriately.

- i. Use transition words to help maintain the flow of thought and to link up your ideas.
 - ii. Also, use well-planned headings and subheadings to organize your material.
 - iii. Make sure that what you write fits into the heading or subheading.
3. **Avoid shifting topic, tense, or person (or pronoun abruptly).**
- i. Be consistent in the use of verb tenses.
 - ii. Use the past tense to present or describe the results of your study (eg. student performance increased from...).
 - iii. Use the present tense to discuss the results (e.g. the results indicate that...)
 - iv. Use past tense (e.g. Smith asserted that...) or present perfect tense (Smith has argued. . .) for the literature review.
4. **The economy of expression.**
- i. Avoid wordiness and redundant expressions.
 - ii. Be direct and avoid being evasive.
 - iii. Use short sentences as much as possible.
 - iv. A sentence that occupies more than three lines is likely to give you problems.
 - v. Do not force favorite expressions found in books or articles into your writing. Overuse of such expressions can be boring.

SOURCES OF INFORMATION AND ASSISTANCE

i. The University Library

Project work students are encouraged to visit the University Library to access literary materials for their project works.

The library is stocked with assorted books, journals and digital learning resources for students. It operates between 8.30 am to 5.00 pm.

ii. The Directorate of Research, Innovation and Development (DRID)

The Directorate of Research, Innovation and Development is located in Block “D”, adjacent the Industrial Art Sewing Laboratory. The Directorate has a team of experienced Senior Researchers, Assistant Research Fellows and Research Assistants that can advise and assist students in all aspects of research. The Directorate opens from 8.30 am to 5.00 pm on weekdays.

PREVENTION OF PLAGIARISM

Using Turnitin

- i. The University would use **Turnitin** to ensure that the University’s standards on averting plagiarism and respecting copyright protocols are met.
- ii. Turnitin is a web-based anti-plagiarism software used by many academic institutions around the world to prevent and detect plagiarism.
- iii. All project students of Bolgatanga Technical University shall present a soft copy of their final project works/theses/dissertations for assessment.
- iv. The project works/theses/dissertations would be required to have a Turnitin plagiarism score of 25% and below mark to be considered for graduation.