



Preparing your Final Dissertation

Two-year Master in “Wellness, Sport and Health”

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Introduction

This handbook is addressed directly to students of the Master's Degree course "Wellness Culture: Sport, Health and Tourism". It is intended as a practical guide that will explain all the details of how to prepare your final dissertation. It supplements the basic information found on the University website:

<https://corsi.unibo.it/2cycle/WellnessCulture/final-examination>

To graduate, you have to sit a final examination designed to verify that you have reached the education objectives set by the Degree Programme.

The final examination consists of:

- the preparation of a dissertation on a subject pertinent to your studies,
- the public discussion of the dissertation during a specific final examination session in front of a Board.

What is the dissertation for?

To determine a candidate's final grade, the Board will assess his or her overall performance, the dissertation, the curriculum followed, and the time taken to complete the programme, including transfers from other courses or Universities.

The specific purpose of the dissertation project is to introduce the student to methods of academic research and writing, and secondly to evaluate his/her capacity to undertake such work. The criteria to assess dissertations are (<https://corsi.unibo.it/2cycle/WellnessCulture/information-on-writing-a-dissertation>):

- originality of the subject,
- correct methodology,
- level of in-depth analysis,
- adequate writing and editing,
- ability to express and present the dissertation.

The basic questions

What?

There are rules concerning the format of the dissertation document. However, these are few in number in order to allow the creation of different types of dissertation, in several fields of study. This Handbook also sets out some [guidelines](#) that cover the main types of dissertation that you may wish to prepare.

Who?

You will be the author of the dissertation. Design, preparation, production, financing, presentation and submission of the individual research study are entirely the responsibility of the student.

However, you will not be expected to work quite alone. A tutor will be provided for each student to guide them in the preparation of the dissertation. Please read the section in the Handbook entitled [The supervisor-student relationship](#).

When?

The work for the dissertation will be undertaken in the second year, always bearing in mind the calendar for the final examination. The completed dissertation must be uploaded onto the University's server about three weeks prior to the date of the graduation session that you choose.

The amount of time that you will need to dedicate to this activity depends on the type of dissertation chosen (see [Different types of dissertation](#)). Time management is an important consideration, and is discussed in greater detail [below](#).

Where?

The preparation for the final examination (dissertation) can take place in Italy or [abroad](#). The Department may provide specific additional resources for candidates who wish to carry their dissertation work abroad. Candidates would need to work with their tutor to identify relevant Universities among the current Erasmus partners of the Department, and take advantage of the mobility schemes allowed by the [Erasmus+ Programme](#).

How?

You will need to choose a study plan for your final examination. There are several choices: the simplest one is a single module worth 15 CFU, but it is possible to prepare the dissertation during an internship or a period abroad. See the page <https://corsi.unibo.it/2cycle/WellnessCulture/preparing-the-study-plan> for details.

Different types of dissertation

The purpose of the dissertation is to demonstrate your competence in conducting research within your chosen field. You have a choice regarding the type of research you would like to undertake.

Empirical dissertation

The student undertakes a primary research project, that involves collecting and analysing data from a group of study participants. A research-based dissertation, when it is done well, is likely to lead to a higher mark at the final examination.

Literature review-based dissertation

The student undertakes a secondary research project, that involves reading and analysing articles and books from the scientific or scholarly literature. He or she will spend more time working at the computer or in the library, rather than in the field.

Systematic reviews or meta-analyses are encouraged. Students are normally steered away from qualitative literature-based studies or conceptual work, unless the proposed study provides a genuine contribution to a specific stream of literature as agreed with the tutor. An exception to the rule could be applied at the discretion of your tutor if, for example, he/she works in a discipline of the social sciences, such as philosophy, in which the qualitative review is readily accepted.

The selection of a research topic

You are advised to select a topic they have personal interest in, as you are required to conduct an in-depth analysis of this area. There is a wide range of topics relevant to an individual research study in fields aligned with the [course programme](#). However, all topics and methods of research must be agreed with the project tutor. In addition, an empirical research project involving human participants may require approval from the relevant ethics committee. No work should be undertaken until the formal approval has been given from the relevant tutor and ethics committee.

You are advised not to attempt a study that is too big or complicated. The more focused is the study from the outset, the more likely it is that the work will be of an appropriate standard. In particular students are advised not to propose research that involves professional athletes, employees of governing bodies of sport (such as FIFA or the IOC), or employees of large commercial organisations, despite any 'contact' they may have with such individuals. Past experience indicates that students attempting overly-ambitious studies often face problems of time management and data collection, problems that are all too often reflected in the quality of the submitted work and the subsequent mark.

The supervisor-student relationship

Although the preparation of the dissertation is your project, you are not expected to complete the work without guidance. You will need to identify a potential tutor from the staff teaching the course, and to then consult with that tutor regarding the topic and methods of their intended individual research study.

All students must agree their topic of study with a tutor before work is started. Only one tutor may supervise the work of any one student. Tutors will provide students with opportunities to discuss every stage of their work. This is part of the research process. It is not however intended that tutors read and provide written feedback on every chapter of the study.

Each tutor is free to set out the ground rules for the supervision that they offer. For example, they will probably specify a maximum number of hours of tutorial time, and the kind of assistance that they offer.

Tutorial periods

You should contact your tutor to arrange these tutorials. It is in your interest to book these well in advance to ensure tutor availability at critical periods during the research process (such 'critical' periods include prior to submission of the research proposal; prior to data collection; prior to, during, and post data analysis; and one month prior to submission). For example, a student might book, in advance, the same time slot (lasting 15-30 minutes) every other week.

Areas of supervision

The **feasibility** of your proposed project will be assessed during a review of the dissertation pro-forma during the first meeting.

Your tutor will provide **feedback** at critical points during the project. In the case of an empirical dissertation these points might be: prior to data collection; prior to, during, and post data analysis; and one month prior to submission. For a review-based dissertation suggested critical points are: after the literature/theoretical background; after the preparation of the methodology/findings; after the drafting of the conclusions.

Proof reading of the dissertation manuscript is the responsibility of the student. However, your tutor will probably provide constructive observations relating to, for example, content, structure, academic style and presentation. He/she may even provide written feedback on a portion of the completed manuscript providing that it is submitted allowing sufficient time for review (not one week before submission deadline).

What will not happen

Your tutor will not:

- Provide your dissertation topic
- Manage your time
- Schedule supervision meetings
- Collect articles, books or data for you
- Do your analysis
- Proofread your dissertation
- Supervise your work if you change topic without permission or fail to meet deadlines

Responsibilities of the student

You need to:

- Identify a potential tutor, and then consult that tutor regarding the topic and methods of your intended research study
- Arrange the times of meetings with your tutor, preferably well in advance

- Prepare for supervisory meetings by sending the tutor literature that may be essential to his/her understanding of the project, data collected or manuscript drafts

Time management

It is a good idea to plan your calendar at the very start of your preparation for the dissertation.

The amount of time assigned to each activity in the course programme is based on the number of credits it gains. Credits are known as CFU in Italian (*crediti formative universitari*); one CFU is equivalent to one ECTS (European Credit Transfer System), and is supposed to require 25 hours of work, including time dedicated to personal study.

Preparation for the dissertation is worth 12 CFU, or 20% of the total available for the second year of the course. In principle it requires ($12 \times 25 =$) 300 hours of work. This is just under 2 months, assuming a working week of 40 hours.

It is up to you to decide how to manage your time, but just as an example, you could arrive at a total of 300 hours in this way:

4 weeks dedicated to the project (40 hours \times 4)

1 week of moderate commitment (12 hours)

8 months of minimal commitment (4 hours \times 32)

If you chose to do an empirical study, you could dedicate the 'blockbuster' weeks to preparing the literature review, acquiring the data, performing data analysis, and writing up the manuscript.

As an alternative, if you prefer a more constant level of commitment, the same total time could be achieved by dividing your effort in this way:

9 months of moderate commitment (8 hours \times 36 weeks + 12 hours \times 1 week)

If the academic year is considered to begin at the start of October, and allowing a week each for the Christmas and Easter holidays, this commitment will allow you to complete the work by the beginning of July.

Remember that you can submit your dissertation only after you have passed all your obligatory exams. Once you have submitted, you have about 3 weeks to prepare for the oral presentation and discussion during the final examination. See the page <https://corsi.unibo.it/2cycle/WellnessCulture/exam-dates> for details.

Initial steps

You have chosen a topic, found a supervisor, and planned your work calendar. Now where should you turn your attention?

Ethical aspects of the research project

Ethics is a matter of how you conduct yourself in different situations, and in particular your obligations towards the people you work with or come into contact with. If you opt for a review-based dissertation, then for the purposes of completing the work your principal relationship will be your tutor, as discussed [above](#). If your study involves an element of empirical enquiry then your obligations to others, principally study **participants**, become more important. Whatever form of dissertation you choose, **plagiarism** is always an important issue to consider (see [below](#)).

The rules for student-led research under the auspices of the University of Bologna are very briefly outlined on the institutional [website](#). A written guidance document is being prepared, in conjunction with the University bioethics committee, to codify which projects need to be submitted for evaluation. As a general principle, it is not necessary to send retrospective or observational studies, for which it is sufficient to comply with the current data processing rules. For experimental studies the decision procedure has yet to be finalised. Once the document has been approved by course council and published online, you should use it to decide whether you need to submit your project to the bioethics or the CE-AVEC medical committees. If you intend to undertake an empirical study, you should prepare a study plan suitable for presentation to the Bioethics committee, whether or not your supervisor decides to present such a plan for evaluation. Please refer to the section [General principles for dissertation work](#) for more details.

Plagiarism

It is important to develop a method, right from the start of your research, to keep track of other works you have read, and that may be cited in your dissertation document. Remember that comprehensive referencing minimises the risk of your work appearing to plagiarise the work of others. Any evidence of plagiarism, that is the passing off the work of others as one's own, in a dissertation manuscript, will have serious consequences.

The basic rule of academic writing is that when we write something, we note carefully where the ideas in our writing come from. In other words, we always cite our sources. We do this because every claim should be supported by literature (or empirical evidence). We also do it so that readers can understand what part of the writing is background, and what part is the new contribution.

You always have to draw on relevant literature in order to support your own ideas, but to avoid plagiarism, when you are using ideas or information/data from the literature you must refer to the relevant authors. You need to do this each time you are using an idea from the literature you are reading.

When you are referring to an author without direct quotation be careful that your paraphrasing of their ideas is entirely in your own words. Direct quotations must be in quotation marks and referred to by page number. But be careful in using many long quotations. The idea of using an author's words is that they sum up what you are trying to say in a particularly interesting, concise, clear, unusual way, which would be lost if you paraphrased.

Reviewing the literature

Early in the preparation of any dissertation, the student will have to review previous work conducted by researchers in the topic of interest. Careful attention must be given to the validity and reliability of proposed data collection and analysis methods during the early stages of the research process, and this

consideration applies equally to the literature review. For the review-based dissertation, this activity forms a central part of the preparation, but it should not be neglected even in the empirically based study.

Pilot studies

In the case of dissertations based on empirical research, a pilot study is often necessary to establish the feasibility and reliability of many experimental or exploratory methods. Students must be aware of this requirement and schedule their research process accordingly.

Preparing the dissertation document

Proof reading

Presentation guidelines

The following guidelines for the written report are based on those universally accepted for academic presentations/publications published in several style manuals (e.g., APA, Harvard). They are recommendations, not rules. You may be asked by your tutor to modify particular aspects.

Length

If your supervisor does not provide you with specific recommendations, the suggested length of the empirical dissertation is 4000 words, while for the review-based dissertation it is around 8000 words.

Typography

The preferred typeface is Times New Roman, with a font size of 12 or 13 (10 for footnotes).

The page should be laid out with all margins set to 2.5 cm.

Lines should be double spaced on A4 paper with new paragraph beginning after an empty line.

Quotes of more than 40 words should be blocked, indented, single-spaced, with no quotation marks; whereas, quotes of less than one sentence should be non-indented, double-spaced, with quotation marks at the beginning and end. All quotes must be referenced.

Numbers should be written in text when less than 3 figures long or when beginning a sentence. Figures should be used for decimals or percentages. The word 'percent' should be written except in tables or charts.

Pagination

Page numbers should be centred bottom margin. Preliminary matter should appear with page numbers represented by Roman numerals. General text, Bibliography and Appendices should appear with page numbers represented by Arabic numerals.

Footnotes

Should only be used for amplification, when discussion is required but would interrupt the development of the argument in the main text.

A raised Arabic numeral should be placed in the text to identify the footnote. The footnotes should be single spaced in paragraph form, with double spacing between footnotes. Footnotes should be numbered consecutively from 1 throughout each chapter.

Sections

The dissertation will be divided into a number of sections. Those normally, or always, present are listed below.

Title page

The format of the title page is fixed by University regulations, as described in the website. A facsimile is reproduced in the Appendix.

Abstract

You should include a brief summary of your study at the start of the submitted report. It should contain a description of the rationale, procedures and findings of the study.

Acknowledgements

You should acknowledge special assistance received during the preparation of the dissertation. Effusive recognition for routine participation by members of staff/family etc. is unnecessary.

Tables of Contents, List of Tables, List of Figures

Prepare a Table of Contents to show the page number of chapters and sub-sections. Prepare two lists to index all tables and figures respectively. These are normally placed in sequence after the Acknowledgements.

Chapters

Suggested chapters are presented in the Appendices. Each chapter should be started on a new page with the number (Roman numeral) and title centred in capital letters

Figures

Figures are extremely helpful to assist the reader in understanding the methods used, and results obtained from the study. Photographs or diagrams illustrate the use of apparatus, positions of subjects, and other technical matters. Graphs are a complement to written and tabular presentation of data; care should be taken to ensure good standards of presentation.

A clearly written title should be placed below the body of the Figure. Figures should be numbered consecutively from (Arabic number) 1 within each chapter. For example, Figure 3.2 relates to the second figure in Chapter III.

Tables

A table should be simple, logically arranged, and easy to read. Columns of figures should be right aligned in the case of whole numbers, or else aligned at the decimal point when used. Do not use more significant figures than are necessary.

The title is situated above the table. Tables should be numbered consecutively from 1 within each chapter. For example, table 4.5 related to table 5 in Chapter IV.

References

In just a few lines, it is not possible to fully describe the correct method of using of citations. A separate [section](#) of the Handbook is dedicated to this important topic.

Appendices

The Appendices should include background materials (e.g. tables, graphs; your questionnaire questions, if present; example of transcript of interviews conducted) or any other supporting document.

Referencing and Citations

Citation is an essential component of academic writing. The purposes of citation are:

- To appropriately credit the work of previous authors. Failure to cite previous work on which the dissertation is based, or worse still, text directly copied from previous books or articles, is considered plagiarism. Plagiarism is unethical behaviour.
- To contextualise the dissertation. It should be possible to demonstrate that the proposed research question warrants further investigation based on gaps in the literature, or that hypotheses and arguments fundamental to the research question are implied/proposed in the work of key authors in peer-reviewed academic publications.
- To demonstrate the dedication and skill of the student, first in reading widely around the subject, and then in synthesising previous work for the purposes of the student's own research.

Your supervisor will indicate the appropriate citation convention for you to use in your dissertation. A popular suggestion is APA (American Psychological Association) style. The style guides provided by this organisation cover most aspects of document preparation and formatting, but the most important are those for [in-text citations](#) and [bibliographic references](#).

For further information, please read the linked webpages, but very briefly. Within the main body of the dissertation, you should use citations to refer to the books and articles from which you have drawn, and that support your statement. Whichever citation format you use, the reference will be brief, for example the name of the first author and the year of publication (Burns, 2000), placed immediately after the text to which the reference applies.

Then for each citation, a more complete bibliographic reference should be placed in the References section at the end of the main text:

Burns, R. (2000). Introduction to Research Methods. London: Sage.

It is recommended that you use a reference manager, such as [Zotero](#) or [Mendeley](#), to keep track of the articles and books you read. Apart from simplifying the management of your collection of documents and references, these programmes are extremely useful when you come to write your dissertation manuscript. They allow you to automatically insert references in the text, and prepare a bibliography using the correct citation format.

Suggested reading

The texts and websites listed below represent a small sample of the huge variety of sources relating to the research process, academic writing style, statistical methods, qualitative data analysis etc. Students are directed towards the reference lists of general research methods texts, databases (e.g., Academic Search Elite, Science Direct and PsychArticles), and to the University library catalogue for further reading.

Do not neglect the Rimini Campus [University library](#), and the services offered by the librarians, including assistance in bibliographical research and preparation for the final dissertation. Further information is available [here](#).

General and Empirical Research

Burns, R. (2000). Introduction to Research Methods. London: Sage.

Cicciarella, C.F. (1997) Research in Physical Education, Exercise Science and Sport. Scottsdale, Arizona: Gorsuch Scarisbrick Publishers.

Clough, P. Nutbrown, C. (2002) A student's guide to methodology. London: Sage

Rudestam, K. E., & Newton, R. R. (1992). Surviving your dissertation: A comprehensive guide to content and process. Newbury Park, Calif: SAGE

Kumar, R. (1999) Research Methodology. London: Sage.

Thomas, J.R. and Nelson, J.K. (2015) Research Methods in Physical Activity. (7th Ed.) Champaign, Illinois: Human Kinetics.

Secondary research

Locke, L. Wyrick, W. Silvermann, S. (2004) Reading and Understanding Research. London: Sage.

Qualitative research

Creswell, J. W. (2018). Qualitative inquiry et research design: Choosing among five approaches. (4th Ed.). Los Angeles: SAGE

Denzin, N. and Lincoln, Y. (2005) The Sage handbook of qualitative research. (5th Ed.) London: Sage.

Flick, U. (Ed.) (In press). SAGE Handbook of Qualitative Research Design. London: Sage.

Silverman, D. (2000) Doing Qualitative Research: A Practical Handbook. London: Sage.

Mixed methods

Creswell, J. W. (2014). A Concise Introduction to Mixed Methods Research. Los Angeles: SAGE

Research design

Cresswell, J. (2002) Research Design. London: Sage

Punch, K. (2000) Developing Effective Research Proposals. London: Sage.

Data and Statistical analysis

Coakes, S.J. and Steed, L.G. (2003) SPSS: Analysis without anguish version 11.0 for Windows. Australia: Wiley and Sons.

Field, A. (2000) Discovering Statistics Using SPSS for Windows. London: Sage.

Williams, C. Wragg, C. (2004) Data Analysis and Research for Sport and Exercise Science. London: Routledge.

<http://www.sportsci.org/resource/stats/index.html> (Website)

Ethical considerations

Drowatsky, J. (1996) Ethical Decision Making in Physical Activity Research. Champaign, Illinois: Human Kinetics.

Appendix A1. Common elements in the dissertation

There are some elements that are common to all three forms of dissertation described here. These should be placed in the following order:

Preliminaries:

Abstract

Acknowledgements

Table of Contents

List of Figures

List of Tables

Glossary

Chapters (described below)

References

Appendices (if necessary)

Specific advice regarding each of the three dissertation typologies is given in the following appendices. Suggestions for further study and reading are listed *in italics*.

Appendix A2. Suggested format for an empirical dissertation

Chapter 1: Introduction

I recommend that you write this chapter early in the preparation process, after completing the literature review, and then revise it after completing the data acquisition and analysis phase, to ensure that all the concepts used have been adequately described or discussed in the Introduction.

Lesson 3 in the course Research Methods Applied to Sport and Exercise provides a guide to the expected structure of the Introductory chapter.

Chapter 2: Review of the Literature

Effective research questions are grounded in a rigorous examination of previous research into the issue or theme chosen. That's why the first step, after your case study topic is agreed, is to start collecting and reviewing book and articles. You can start as soon as your first tutorial meeting is finished.

You will probably want to discuss your literature review during your second tutorial meeting.

For more guidance on writing a literature review, read this useful article:

Knopf, J. W. (2006). Doing a Literature Review. PS: Political Science and Politics, 39(1), 127–132.

<http://www.jstor.org/stable/20451692>

Chapter 3: Methods

Don't forget that an appropriate methodology is what distinguishes scientific or academic research from informal investigation. You should describe the methods you use with sufficient detail and precision to allow others to reproduce your results following the description you provide in this Chapter.

Beyond the hints provided during Lesson 3 in the course Research Methods Applied to Sport and Exercise, you can find detailed information about writing the Methods chapter in Chapter 4 of Thomas & Nelson, or [Chapter 5](#) of Rudestam & Newton, which is more geared towards dissertations using a social science perspective.

Chapter 4: Results

If your study is based on quantitative methods your descriptive and inferential statistical results will be placed in this chapter. If you use qualitative methods, you will describe your findings. If you would like to present raw data, such as interview transcripts, these should be placed in an appendix.

If your dissertation has a social sciences orientation, your supervisor may suggest that you call this chapter "Findings" rather than "Results", or even recommend that it be combined with the following chapter, i.e. "Findings and Discussion".

Issues around the presentation of results are discussed in Lesson 16 of the course Research Methods Applied to Sport and Exercise, and chapters 21-22 of Thomas & Nelson.

Chapter 5: Discussion

The previous two chapters were probably quite formulaic - there are conventions regarding the presentation of the methods and results used in a study. The Discussion is much more loosely structured, and it gives the student a space to contribute their own thoughts and opinions about the study, and its meaning in a larger context.

The form of the Discussion is outlined in Lesson 16 of the course Research Methods Applied to Sport and Exercise, and described in greater detail in Chapter 21 of Thomas & Nelson.

Chapter 6: Conclusions and Limitations

The Conclusions chapter should be relatively brief.

Look back to the stated aim of the research. Were you able to support or refute your original hypothesis? What were your principle findings in the case of a qualitative or exploratory study?

Look forward: how your study contributes to an understanding of your chosen topic, or suggests ways of changing current practice? Does it have wider managerial or social implications?

The findings and conclusion will likely be discussed during the last tutorial meeting.

The suggested reading regarding the conclusion is the same as for the discussion.

Appendix A3. Suggested format for a literature review-based dissertation

Chapter 1: Introduction

I recommend that you write this chapter early in the preparation process, after completing the literature review, and then revise it after completing the data acquisition and analysis phase, to ensure that all the concepts used have been adequately described or discussed in the Introduction.

Your Introduction will have to be a bit more thorough than for the empirical dissertation, by clarifying why the chosen domain of study will benefit from a novel literature review.

Chapter 2: Methods

Please read this article on different typologies of literature reviews, generally spanning from “systematic” to “critical” and decide which typologies will be more appropriate given the nature of the subject chosen.

[Grant, M. J., & Booth, A. \(2009\). A typology of reviews: an analysis of 14 review types and associated methodologies. *Health information and libraries journal*, 26\(2\), 91–108.](#)

Note that works referenced should be briefly cited, and described long-form in the References section, as described [here](#).

Chapter 3: Results or Findings

This chapter will provide a detailed illustration of the different streams of research or genres you identify during your literature review process. You can use sub-headings to better present the results of your mapping. This chapter should also include a clear and original synthesis of the knowledge reviewed, instead of being merely descriptive.

Chapter 4: Conclusions

Normally, the main outcomes of a literature review dissertation may include a strong agenda for future research and may depend on the typology of literature review chosen.

By way of illustration, in the Conclusions of this literature review paper by [Rinaldi \(2017\)](#), the author discusses major findings, policy implications, limitations, and future directions.

Student/supervisor agreement

A formal student/supervisor agreement is reproduced below, by way of example. Your supervisor may not ask you to sign such an agreement, but please keep in mind the contents, which clearly state the different roles and responsibilities of each party.

Research Proposal / Dissertation

Student / Supervisor Agreement

Roles and Responsibilities:

Supervisor

Supervisors will provide students with opportunities to discuss every stage of their work. This is part of the research process. It is not however intended that tutors read and provide written feedback on every chapter of the study.

Supervisors will provide a maximum of 6 hours of individual tutorial time during the dissertation study and 2 hours for the research proposal. Any time given on top of this allocation is strictly at the discretion of the supervisor.

As with all other coursework projects, teaching staff will not proofread a student's work prior to submission of that work. However, a Supervisor, at their own discretion, may choose to provide students with constructive observations relating to, for example, content, structure, academic style and presentation, these based on a cursory inspection of a draft copy. This is only possible provided adequate time/notice is provided by the student, and is not normally offered in the final weeks leading up to submission (i.e., a Supervisor is not committed to inspect a draft manuscript if a poorly organised student fails to meet an agreed deadline for submission of that manuscript)

Students

Design, preparation, production, financing, presentation and submission of the individual research study are entirely the responsibility of the student. The final mark awarded will be a reflection of the quality of the student's work alone.

It is the responsibility of all students to identify a potential Supervisor, and to subsequently consult with that Supervisor regarding the topic and methods of their intended individual research study. All students **MUST** agree their topic of study with a Supervisor before work is started. Only one Supervisor may supervise the work of any one student.

Students are responsible for arranging and preparing for meetings with their Supervisor, and for providing the Supervisor with literature that may be essential to her or his understanding of the project. It is in the student's interest to book these well in advance to ensure Supervisor availability at critical periods during the research process (such 'critical' periods include prior to submission of the research proposal; prior to data collection; prior to, during, and post data analysis; and one month prior to submission). It is, for example, not unusual for a student to book, in advance, the same 15-30 minute time slot every other week.

Students must be aware of ethical aspects of research, for example, the medical status of participants (in relation to medical conditions/prescribed medication etc.), or the risk of injury to participants. All studies carrying a risk of harm to those involved must have ethical approval before any participant recruitment or data collection can begin.

In addition, students agree to not plagiarise the works of other authors, and undertake all actions necessary to avoid plagiarism.

Agreement

We have agreed the title given above as suitable for study at Postgraduate level. The roles and responsibilities of both supervisor and student have been discussed and agreed.

General principles for dissertation work

The General Regulations regarding the final examination are to be found at [this link](#) (in Italian), in particular articles 16-19.

Please refer to [this page](#) (in Italian), which describes the work of the Bioethics Committee, and contains links to further information and model request forms.

Indications for submitting requests for opinion to the Bioethics Committee (unofficial translation)

- 1) The proponent of the research must be a permanent faculty member of the University of Bologna. In case of a research proposed by a PhD student or a research fellow, the name of the PhD student and research fellow may be the first name, but the name of the faculty member must be indicated among the proposers.
- 2) The proposer must provide a declaration of absence of conflict of interest regarding the research project.
- 3) The submission of the request must be made in Italian, using the downloadable form at this link: <http://www.unibo.it/it/ricerca/structures-diricerca/comitati-etici-1/comitato-di-bioetica>
- 4) In addition to the opinion request form containing the description of the research, two forms must be completed: the information form for participation in the research with which you agree to participate and the information form for the treatment of personal data, which are signed separately.

Both forms must be formulated in an accessible and simple way so that they are understandable to research participants. In the case of minors, consent for participation in the research and for the data processing is given by those exercising parental responsibility.

5) The information form for participation must be drafted so as to communicate a simple but complete description of the research project to the participants while avoiding technical terminology. It must report:

- 1) title and project manager;
- 2) brief description and objectives;
- 3) what does the participation in the study involve;
- 4) potential benefits, inconveniences and/or risks of the participation;
- 5) [right to] withdrawal from the study;
- 6) restitution;
- 7) measures envisaged to protect anonymity;
- 8) [contact details of] contacts.

A copy of the signed consent must be given to the participant.

6) The information form for data processing must indicate:

- 1) purpose of the data,
- 2) methods of data processing, storage and dissemination;
- 3) subjects of treatment;
- 4) rights of the interested party.

Consent for data processing is not required in case the data is collected anonymously.

Furthermore, consent for the processing of data is not necessary in the case of surveys online, where the sender is not identifiable.

7) We invite you to provide information on the methods of recruitment, the training of various groups of participants, if any, and the subdivision of the sampling.

Regarding the restitution of the expected results, the compilation of the specific form, present in the model request form, is required.

We invite you to read art. 3 of Code of Ethics for Research in Psychology, at the following link:
<http://www.aipass.org/node/11560>

In the case of research involving minors or with people who are unable to provide validly consent, the results are returned to those who represent them and their legal representation. In the case of research involving external clients, the results are also returned to the customer.

The research results are presented in aggregate form so that the information provided are not attributable to individual participants.

8) You must mention any previous opinions of the Bioethics Committee of which you are aware on the same project or on similar projects, previously put forward by the proponent or any other faculty member.

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STUDENT ID NO. _____
(ONLY ON INTERNAL COVER PAGE)

ALMA MATER STUDIORUM
Università di Bologna

DIPARTIMENTO DI
SCIENZE PER LA QUALITÀ DELLA VITA

SECOND CYCLE DEGREE PROGRAMME IN

Wellness, Sport and Health

(dissertation title)

Final dissertation in _____
(insert the didactic activity your dissertation subject refers to)

**FAC-
SIMIL
SIE**

PRESENTED BY

(name and surname of graduating student)

SUPERVISOR

(name and surname of the supervisor)

session *(indicate I, II or III)*

SESSION *(indicate I, II or III)*
ACADEMIC YEAR 2018/2019