

FREDERICK UNIVERSITY



**POSTGRADUATE PROGRAM OF STUDIES
SPORTS AND EXERCISE MEDICINE**

**GUIDE FOR THE WRITING AND PROCEDURES FOR THE
SUBMISSION OF THE POSTGRADUATE THESIS**

**Nicosia
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1. Introduction

Research involves formulating and testing a hypothesis or idea based on pre-existing knowledge. It is about documenting facts through search and exploration. The result of the research is new knowledge, which in turn leads to improved understanding of mechanisms and the development of new and improved existing processes. Appropriate dissemination is required to maximize the exploitation and use of research findings. Thus, the dissemination of research results is an integral part of the research process. There are many ways to disseminate research results, and a Master's thesis is one of them.

Of course, the postgraduate thesis, at a first level, is a test for students¹, who are required to prove that they have acquired the necessary scientific knowledge and skills to approach a topic scientifically, analyze it comprehensively and reach scientifically substantiated conclusions, which they discuss in relation to the existing bibliography.

Apart from being a tool for evaluating the student, the postgraduate thesis must be formulated so that the results can be evaluated for their validity and form the basis for further research. The procedures adopted must be justified, and hypotheses and conclusions must be substantiated by experimental data and logical arguments through valid inductive thinking. The Master's Thesis, on the one hand, must contain elements that differentiate it from mere reports or petitions and, on the other hand, because it is the product of many months' work, it can be of great scope and volume. Therefore, its elaboration and writing require thought, planning and organization.

1.1. Purpose

The purpose of this guide is to provide students with guidelines for writing the Master's Thesis, which is part of the requirements for obtaining the MSc in Sports and Exercise Medicine from Frederick University. The Master's Thesis is a documented research thesis, which indicates the student's ability to cultivate independent thinking and seek, interpret and present scientific material in accordance with specific scientifically accepted and valid research methods.

1.2. Learning Outcomes

Upon completion of the course, students will be able to:

¹ In this text the feminine gender will be used as inclusive of masculine

1. Identify, organize, and present information relevant to the research topic they have chosen in a synthetic way.
2. Demonstrate in-depth knowledge of the subject of the selected research area, providing evidence of critical ability and evaluation of relevant material.
3. Demonstrate originality in approach and argumentation.
4. Demonstrate ability to write a dissertation by following the indicated method of writing.
5. Organize their work according to the guidelines given to them by the Master's Thesis Advisor for writing and demonstrate skills in including the necessary information on the chosen topic.
6. Appropriately analyze and critically interpret the data collected in the context of the relevant literature.
7. Design experimental protocols, test their feasibility and adapt them through pilot measurements.
8. Record, calculate, organize, present, analyze and critically interpret research results.
9. Suggest the practical usefulness of the findings.
10. Interpret and discuss research results and compare them with previous research results.
11. Point out the limitations of research in generalizing results.
12. To cultivate consistency and better professional communication and to treat research partners and participants with respect and courtesy through the prism of ethical values dictated by research ethics.
13. Present information in both a written and verbal format.

1.3. Credits

The elaboration and development of the Master's thesis during the third semester of studies is an essential element of the MSc in Sports and Exercise Medicine, contributing 20 credits (ECTS). This, combined with the successful completion of the requirements of the second semester through the course "DLSEM541 - Master Thesis I - Research Planning and Proposal ", which provides another 10 credits, completes a total of 30 ECTS. This corresponds to one third of the total 95 ECTS of the program, contributing decisively to the fulfillment of academic requirements. It is a scientific publication, and as such must meet specific standards. Two copies should remain in the University

Library so future students can use them as a reference. The Master's thesis, in combination with its public presentation, is an important part of the extroversion of the student's research and is of great importance for his/her academic development and professional perspective, as it allows the deepening and application of theoretical knowledge, enhancing his/her ability in critical thinking and communication.

1.4. The role and responsibilities of the student and the supervisor

1.4.1. Supervisor's role and responsibilities

- The supervisor will clarify their area of expertise to the student. Unless otherwise requested, the supervisor will only undertake projects in areas where they feel competent.
- Availability: The supervisor will allocate time for meetings with students, which may include phone calls, face-to-face meetings, MS Teams, or written dialogues.
- Timely Evaluation: Student materials submitted by deadlines will be promptly assessed, and feedback arrangements will be made.
- Draft Review: Supervisors will review one copy of each chapter as a draft submission.
- Feedback Timing: No feedback will be provided on student work submitted within two weeks of the deadline date, although informal discussions and short questions may be entertained.
- Modification Suggestions: The supervisor will offer suggestions and directions for appropriate modifications and changes based on the student's project question.
- Involvement Level: The student's commitment and level of involvement will influence the supervisor's time and involvement in the project.
- Ethical Consultation: The supervisor will consult with the student on ethical requirements and the process of obtaining ethical approval.

1.4.2. Student's role and responsibilities

The Master's Thesis is a material proof of the student's performance at the University and the work of the Program. For this reason, the following should be observed:

Students will read the “Guide for the Writing and Procedures for the Submission of the Postgraduate Thesis” and become familiar with the project requirements and regulations.

Students are responsible for arranging to meet with their supervisor. Meetings may update the supervisor on progress or discuss concerns and seek resolutions to problems that have arisen.

- Students are responsible for meeting the deadlines set for presenting interim material (e.g., chapter drafts) to chart their progress and identify potential problems.
- Students are responsible for obtaining ethical approval and are required to adhere to accepted ethical practices when conducting research with human participants.
- Students are responsible for acting on feedback regarding modifications and changes deemed appropriate by the advisor. Changes and modifications can be open to discussion, and if valid reasons are presented or alternatives given, they need not be made. Once modifications and changes have been agreed upon, they must be acted on.
- Students are responsible for managing their time appropriately and in accordance with the 500 hours allocated to the project. This should be seen as the minimum level of time involved in meeting the requirements for adequate completion of the project.

2. Selection of Postgraduate Thesis

Completing the postgraduate thesis takes two semesters and requires the student's active involvement from the beginning of the second semester of study. It is recommended that the student decide on his dissertation topic and the approach he will follow at the end of the first or the beginning of the second semester.

2.1. Selection of Supervisor

As part of the selection process for the supervisor for the preparation of the postgraduate dissertation, it is recommended to visit the special section of the academic staff participating in the program, which is available on the course website within the e-learning platform. For each member of the academic staff, detailed information is provided on:

- **Research Interests:** A list of main research fields and interests so that students can identify suitable supervisors who match their own research interests.
- **Availability:** Information about the number of students each supervisor can supervise so that students are aware of the possibilities of support for preparing their dissertation.
- **Contact Details:** Detailed contact details for each member, including email address, telephone number and, if possible, office hours.

The careful study of this information will help students better understand the research preferences and availability of academic staff and choose the most suitable supervisor for the preparation of their dissertation. It is noted that the teacher may accept or give directions and recommend another teacher as more suitable. The candidate for supervision must declare to the student whether he/she has the ability to supervise the dissertation if it falls within his/her research interests.

2.2. Topic Selection for the Master's Thesis

The final choice of topic is made after discussion with the supervisor, who will oversee the postgraduate thesis. During the discussion, the student's proposals and interests are examined and formulated, and the supervisor sets the limits based on the requirements of a postgraduate dissertation and the specifications required to conduct valid research within the framework of the feasible, considering the available time and logistical equipment.

2.3. Application for approval of research data collection

After the student and his/her supervisor agree on the topic and approach of the project, including the delimitation, the initial formulation of the methodology and the basic content units, the student must prepare and apply for Research Data Collection Approval. The application is intended for the internal ethics committee of Fredrick University or the Cyprus National Bioethics Committee. The completion and submission of the procedure are required to take place during the second semester of the student's studies, with the proof of submission of the application (certificate/report) being incorporated into the requirements for the completion of the course "DLSEM541 - Master Thesis I - Research planning and Proposal", thus enhancing the process of preparation and elaboration of the postgraduate thesis.

2.4. Dissertation application

Subsequently, the student and the supervisor complete, sign, and submit the relevant form, "Application for the preparation of a dissertation," to the department's promissory notes. The form is completed in triplicate: one (1) copy is delivered to the Secretariat of the Department, one (1) is delivered to the coordinator of the Program, and one (1) is kept by the student. NECESSARILY, each form is attached to the Research Proposal of the Postgraduate Thesis and the certificate/report of submission of the Application for Approval of Research Data Collection.

3. Research Proposal for a Master's Thesis

3.1. Purpose of the Research Proposal

The purpose of the research proposal for the postgraduate thesis is to design the research and determine the way in which the topic will be approached. The research proposal should be delivered and evaluated during the second semester of the student's studies in the context of the course " DLSEM541 - Master Thesis I - Research Planning and Proposal ". The research proposal can also contain shapes/images, and should be between 1,000 and 1,500 words and have the following structure:

3.1.1.Primary Research Proposal

1. **Introduction:** Present the topic and briefly reference an indicative bibliography documenting its importance.
2. **Aims and hypotheses:** *indicate the purposes and objectives of the study and research hypotheses.*
3. **Material and method:** describe the methodology to be followed, where and how the sample will be found, how your data will be collected, and how you will analyze it.
4. **Data processing:** how the data will be processed, which variables will be analyzed and how.
5. **Expected results:** what will be the possible conclusions if the initial research hypotheses are confirmed.

3.1.2.Research Proposal for a systematic literature review

1. **Introduction:** present the topic and make a brief reference with an indicative bibliography documenting the importance of the topic/problem.
2. **Aims and objectives:** indicate the aims and objectives of the study and research hypotheses.
3. **Material and method:** describe the methodology to be followed, where and how the sample will be found, how your data will be collected, and how you will analyze them (e.g. systematic literature review, article selection criteria, etc.).
4. **Description of topics:** thematic units for the analysis of the bibliography.
5. **Data analysis:** *Describe the* quantitative and qualitative literature analysis methods.

6. ***Expected conclusions:*** If the initial research hypotheses are confirmed based on the literature analysis, what will be the possible conclusions, and what benefits will the reader reap?

4. Type, form, structure and syntax of the Master's Thesis

4.1. Type of Master's Thesis

The type refers to the student's choice of:

4.1.1.Type - Content Based

The type based on the content of the master's thesis refers to the student's choice between:

- A systematic review and/or meta-analysis
- The final report of primary field research (after appropriate data collection and analysis).

The topic of the Master's thesis is usually related to one of the teaching, research, or intervention topics that are carried out throughout the **MSc in Sports and Exercise Medicine**.

4.1.2.Type – Based on submission format

The type-based submission refers to the student's choice between a "traditional" form or a scientific article/publication format of the Master's Thesis. The student has the opportunity to deliver his/her Master's thesis either in the "traditional" form with extensive text (approximately 20000-25000 words) or to adopt a form of scientific publication suitable for submission to a scientific journal.

4.2. Structure and writing of a “traditional” format

4.2.1.Cover (Appendix)

The cover bears the logo of FREDERICK UNIVERSITY, the Postgraduate Program attended by the student and the academic year of study. This is followed by "Postgraduate Thesis", the dissertation's title, the student's name and the month and year of completion/submission of the dissertation (See template in the Appendix).

4.2.2. First cover (Appendix)

The first inside cover is identical to the cover of the thesis. In addition, it mentions the thematic unit (section) where the dissertation was prepared and the name of the Supervisor.

4.2.3. Copyright Page (Appendix)

In the center and bottom of the page is inscribed:

Copyright © <full name>, <year of completion>

All rights reserved. All rights reserved.

This thesis was prepared within the requirements of the MSc Sports Science and Exercise Medicine of FREDERICK UNIVERSITY CYPRUS. Frederick University's approval does not necessarily imply its acceptance of the author's views.

4.2.4. Authenticity page

In the center of the page is inscribed:

I certify that this postgraduate thesis results from my work and is not a product of copying. In the published or unpublished sources, I have used quotes where appropriate and cited their sources in the bibliography section.

Signature:.....

4.2.5. Summary (p. i)

An abstract page of up to 300 words refers to the subject, methodology, key results, and general conclusions of the study. It is recommended that the abstract follow the structure of the work. After the abstract, at the bottom of this page, you list up to 5 keywords that characterize your study. From this page begins the Latin numbering of the pages (bottom right) that precede the main body of the thesis.

4.2.6. Foreign language summary (p. ii)

This page lists the title and abstract translated into English. The English terms of the keywords are also given.

4.2.7. Contents (p. iii, iv, ...)

The table of contents shows the page number of each chapter or section, with a right tab and a dotted line (see Appendix). The Latin numbering of the pages continues.

4.2.8. List of tables (p. ... iii, iv, v, vi)

Page, where the tables (and their titles) are listed with their continuous numbering per chapter, as well as the number of the page where each Table is located. For example, the tables in Chapter 2 are numbered Table 2.1, Table 2.2, etc. The tables in Chapter 3 are numbered Table 3.1, Table 3.2, Table 3.3, and so on.

The Latin numbering of the pages continues.

4.2.9. List of graphs (p. ... , v, vi, vii, viii,)

This is the page where the graphs (and their titles) are listed with their continuous numbering per chapter and the number of the page where each Graph is located. The Latin numbering of the pages continues.

4.2.10. List of images (p. ... , v, vi, vii, viii,)

The page where the images, if any (and their titles), as well as the number of the page where each Image is located, are listed with their continuous numbering per chapter. The Latin numbering of the pages continues.

4.2.11. Abbreviations (p. ... , vii, viii, ix, x,)

The page where all the abbreviations used in the text are listed, i.e. abbreviations of titles, units of measurement, tools (e.g. quality of life questionnaires), etc. The last page has Latin page numbering.

4.2.12. Preface (p. 1)

The prologue is the only part of the thesis where the student can express his thoughts and feelings and use the first-person (e.g. what prompted him to attend the master's degree, what he gained, what he learned, what he tried to study with his thesis, who he thanked, etc.). Here begins the continuous numbering of the pages of the body of the thesis, with Arabic numerals, at the bottom right of the page.

4.2.13. Chapter 1: Introduction

The introduction aims to prepare the reader for the next chapters and lay the foundations for the research. In the introduction, the student should:

- discuss the motivation for choosing the topic
- determine the question/hypotheses that the thesis is trying to answer or solve
- states the aims and objectives briefly
- give a rough description of how the work progresses from one unit to another
- give a brief description of each chapter

4.2.14. Chapter 2: Literature Review

In the "Literature Review" chapter of their dissertation, students are invited to present an extensive and well-structured overview of the existing literature directly related to their thesis topic. This chapter is critical for understanding the context in which the work is placed and for demonstrating the student's relevant research knowledge. Here are some guidelines on what this chapter should include:

1. **Introduction to the Literature Review:** First, present a brief introduction to the literature review, explaining its purpose and significance in the context of your work.
2. **Description of Literature Selection Criteria:** Describe the criteria based on which you selected the literature sources to include. Explain why these sources are important for your research.

3. **Literature Categorization:** Organize the literature into categories or topics related to your research. For each category or topic, concisely analyse key findings, theories, and prevailing views.
4. **Critical Analysis:** Go beyond a simple literature summary and present a critical analysis of key sources. Highlight any gaps in research, contradictions between studies, and challenges identified in your field.
5. **Link to your Research:** Explain how the literature presented helps shape your research question or hypotheses. State how the selected studies enhance, support, or enlighten your own research.
6. **Conclusions of the Literature Review:** This section ends with a brief overview of the main points covered and highlights the literature review's contribution to the wider research.

As you write the literature review, pay attention to the citations' accuracy and the presentation's consistency. A good understanding of the existing literature and the ability to present information critically and coherently are central elements for the success of the dissertation.

4.2.15. Chapter 3: Aims and objectives of the study

The student must set out the purpose(s) of the study and the individual questions to be explored. Clear questions guide the analysis and presentation of your results and the drawing of final conclusions. If an interesting finding emerges in the course of the work, you may further enrich the questions he has mentioned in the goals and objectives.

4.2.16. Chapter 4: Methodology

The student must detail the methodology adopted and the material used.

4.2.16.1 Material and methodology of literature review

The student is required to provide a comprehensive explanation of the process involved in searching and analyzing literature (literature search strategy). This includes detailing methods such as selecting appropriate keywords, navigating electronic libraries and databases, and understanding publication eligibility criteria, among other relevant factors.

4.2.16.2 Primary research material and methodology

The student must describe the sample and its method of selection. The student must indicate the tools used in the research (e.g. questionnaires, interview, archive data, electromyography, etc.), their origin and any measures of validity and reliability of the tools. The student must describe in detail the conditions under which the field research was conducted (e.g. how the questionnaires were given, where the interviews were conducted, electrode placements and procedures, etc.). The student must refer to the coding and statistical analysis you used. In more detail, they should describe and assess the following points:

Sample (participants)

- Special characteristics (teachers, students, patients, etc.) of participants;
- Age (children, adults, elderly)
- Gender (men/women, boys/girls)
- Level of education/training/education (trained/untrained) where needed
- Experts or beginners on the subject of research
- Physical characteristics (Weight/height)
- Permission and cooperation of participants
- Sufficient sample (sufficient number);
- Method of sample selection (e.g. random sampling)

Measuring tool/instrument

- Validity and reliability of measurements
- Is there access to the measuring tool/instrument, tests, or other objects needed to collect data?
- Knowledge of how to operate the test, measuring tool/instrument, etc.
- Knowledge of evaluating the performance of participants (sample) in the test, measurement, questionnaire, etc.
- Will the measuring tool/instrument give reasonable results for the participants (sample) it has chosen?
- Will participants want to waste any amount of time required to collect data from the researcher?

Procedure

Data collection

- When; Which; How long does it take to collect data?
- There is knowledge about the effective use of the measuring tool/instrument, the test, the questionnaire, etc. (e.g. pilot survey), as well as how participants (sample) of the survey will respond?
- A plan (way/method) for recording the data has been created (e.g., when it comes to tests, measurements, etc.)

Organization of the process (especially in experimental work)

- For how long? With how much intensity? How often? (With what frequency)?
- How will survey participants be persuaded to accept the whole process?
- Has there been a pilot study that shows a) how participants respond? and b) the ability of the researcher to organize the whole process and deal with any problems;
- Has the appropriate procedure been chosen for the specific participants who have chosen to participate in the survey?

Data Design/Programming and Analysis

- Research design helps the researcher control the results (particularly in experimental studies, where the independent variable is used in an attempt to find its effect on the dependent variable). A well-designed study is one for which the only explanation for the change in the dependent variable is how the researcher handled the participants (i.e., the independent variable). For example, if we compare two teaching methods to see which is the most effective, the teaching methods are the independent variables, and the result (here learning) is the dependent variable.
- The survey design requires a full explanation of the method to be used.
- The design for data analysis should be mentioned. Here, the researcher will record whether coding will be done (of the results, participants, etc.), explain how the data will be recorded (e.g., in Excel), and indicate the type of analysis he will do, e.g., descriptive statistics, statistical analysis (averages, standard deviations, t-test, etc.).

4.2.17. Chapter 5: Results

In this section, the student must present the results without commenting on them. The data collected, and their processing (statistical or qualitative) are presented. Tables, graphs, images, diagrams, etc. can be used.

This chapter presents the results of the research (use of tables, graphs, and explanatory texts). The results are usually the contribution of research to new knowledge. Turning math results into words or recording participants' responses to words versus other useful information that may have been collected creates a better picture. In this chapter, the researcher does NOT mention his personal opinion or the personal opinion of other researchers. The goal here is to present the results of the survey better.

4.2.18. Chapter 6: Discussion

In this chapter, the student must critically comment on the research findings, interpret and correlate them with findings of other research (as presented in the literature review), and evaluate them in relation to the initial hypothesis of the research. The student should also report how the findings helped solve the original problem. The conclusions are briefly presented, and suggestions are provided for the practical use of the findings. The student should discuss research methodological weaknesses and suggest solutions using the results.

In this chapter, the researcher tries to analyze/interpret the results of his research, compare these results with the results of previous research, and develop a theory around the topic investigated. The research hypotheses that have been made are judged in this chapter (whether they are accepted or rejected).

4.2.19. Chapter 7: Conclusions

This section synthesizes the main findings and identifies areas for further research. Based on the previous analysis and discussion, useful conclusions can be drawn. These conclusions should be relevant to the purpose of the research, formulated in the thesis's introduction.

4.2.20. References

This is the list of ALL references that you have included in the text. The purpose of citing the references is to give the reader all the necessary information to locate scientific publications. Therefore, absolute precision is required.

4.2.21. Appendix

This section provides various information and material, such as questionnaires, extensive tables with primary data, brochures or information material used during the study, etc. This material does not contribute directly to the main part of the study but should be cited for completeness.

Pay attention to the numbering and title of each appendix so that they are clear and understandable. It is preferable that a page with the title and number of the appendix be inserted between the appendices (see Appendix).

4.2.22. Structure of the Master's Thesis concerning systematic literature review

Chapter 4 describes the structure and content of the dissertation. Sections 4.2.13 (Introduction) to 4.2.21 (Appendix) concern the structure of a dissertation dealing with primary research. In the case of a dissertation concerning a systematic literature review, points 4.2.13 to 4.2.21 are amended so that the dissertation has the following structure:

Introduction: (same as in 4.2.13).

Aims and objectives: (same as in 4.2.15).

Methodology: (same as in 4.2.16.1) and literature search strategy.

(Title) (literature review section A)

(Title) (literature review section B.)

(Title) (literature review section C.)

.....: (For a comprehensive analysis of the topic, the student must devote a chapter to the review in each thematic unit and then develop a synthesis).

Results (as in 4.2.17).

Discussion: The student must critically comment on and synthesize the literature review findings. The methodological weaknesses of the review should be discussed, and suggestions should be made for the exploitation of your results.

Conclusions: (same as in 4.2.19).

References: (same as in 4.2.20).

Appendices: (same as in 4.2.21).

4.3. Structure and writing of the thesis in publication format

4.3.1. Cover (Appendix)

On the cover, the student must mention the logo of FREDERICK UNIVERSITY, the Postgraduate Program attended and the academic year of study. This is followed by "Postgraduate Thesis", the dissertation's title, the student's name and the month and year of completion/submission of the dissertation (See template in the Appendix).

4.3.2. First cover (Appendix)

The first inside cover is identical to the cover of the thesis, and in addition, it mentions the thematic unit (section) where the dissertation was prepared and the name of the Supervisor.

4.3.3. Copyright Page (Appendix)

In the center and bottom of the page is inscribed:

Copyright © <full name>, <year of completion>

All rights reserved. All rights reserved.

This thesis was prepared within the requirements of the MSc Sports Science and Exercise Medicine of FREDERICK UNIVERSITY CYPRUS. Frederick University's approval does not necessarily imply its acceptance of the author's views.

4.3.4. Non-plagiarism page

In the center of the page, the student must write the following word:

I certify that this postgraduate thesis results from my work and is not a product of copying. In the published or unpublished sources, I have used quotes where appropriate, and I have cited their sources in the references section.

Signature:.....

4.3.5. Pages with documents accompanying the publication

The student must include a number of documents that will accompany the publication:

1. A detailed description explaining why he/she chose the specific journal.

The students must include the following:

- **Journal Selection:** The students must select a journal to which they intend to submit their work upon completion. This choice should be made with careful consideration of the journal's suitability for the research.
 - **Justification (500 words):**
 - **Target Audience:** Consider the journal's audience. Are they scholars, practitioners, or a broader audience? Ensure the chosen journal aligns with your research's intended readership.
 - **Type of Research:** Assess the type of research the journal typically publishes. Is it theoretical, empirical, or applied? Ensure your research fits within the scope and interests of the journal's readership.
 - **Desired Impact:** Reflect on the impact you aim to achieve by publishing in this journal. Will it contribute to a specific field, influence policy, or advance theoretical understanding?
 - **Adjustments:** Identify any adjustments required for your research to meet the journal's standards. This may include changes in writing style, formatting, or content structure. Ensure these adjustments are feasible and align with your research goals.
 - **Agreement with Supervisor:** Before commencing the writing process, the students must ensure that the journal guidelines they choose are agreed upon with their supervisor. Collaboration with the supervisor ensures alignment with academic standards and research objectives.
2. The student should include a brief reflective essay (approximately 500 words) assessing their research experience, addressing challenges encountered, proposing adjustments for future endeavors, acknowledging achievements, and outlining strategies for enhancing future research efforts.
 3. Students should submit the Guidelines for Authors and Manuscript Preparation Instructions for this journal

4.4. Format of "Traditional" dissertation

4.4.1. Page size and margins, font, paragraphs

The thesis is delivered typed on A4 size pages (210 x 297 mm), written on one side, on good quality white paper (75 - 80g/m²). The margins of the page should be:

Left: 2,50 cm Right: 2,00 cm Top: 2,00 cm Bottom: 2,00 cm

It is suggested that students type their work in a word processing program (e.g. Word) and keep more than one copy of it in electronic format (electronic files) to make it easy to edit and secure their work even in the unfortunate event of destruction or loss of a file.

The body font of the text must be Times New Roman, as specified below:

Times New Roman
1. CHAPTER (16, Bold)
1.1 Subheading (14, Bold)
1.1.1 Section (12, Bold)
Body text (12, plain)
Tables, Graphs, Images (11 or 10, simple) (see model below)

Each Chapter begins on a new page. Paragraphs are written without block paragraphs, justified (both right and left), in 1.5 spaces and separated from each other (paragraph break) by a blank line. Tables are written in single space.

4.4.2. Numbering

The chapters are numbered continuously (e.g. 1. INTRODUCTION, 2. LITERATURE REVIEW, 3. AIMS AND OBJECTIVES, 4. MATERIAL AND METHOD, 5. RESULTS, 6. DISCUSSION, 7. CONCLUSIONS – PROPOSALS), and the subheadings and sections are numbered as follows:

Chapter	Subheading	Department
1	1.1	1.1.1, 1.1.2, 1.1.3, ...
	1.2	1.2.1, 1.2.2, 1.2.3, ...
	1.3	1.3.1, 1.3.2, 1.3.3, ...

2	2.1	2.1.1, 2.1.2, 2.1.3, ...
	2.2	2.2.1, 2.2.2, 2.2.3, ...
	2.3	2.3.1, 2.3.1, 2.3.3, ...
	...	

Tables, graphs and figures are numbered continuously BY CHAPTER (e.g. in Chapter 2, we have Table 2.1, Table 2.2, Graph 2.1, Figure 2.2, Figure 2.1, Figure 2.2, etc. In Chapter 3 we have Table 3.1, Table 3.2, Figure 3.1, Figure 3.2, Figure 3.1, Figure 3.2). Note that the term "graph" in addition to histograms, pies, etc., also means shapes (e.g. flow-charts, etc.).

The pages are numbered continuously as mentioned above (Sections 3.5 to 3.11), from the Abstract to the Abbreviations with continuous Latin numbering, and from the Preface to the end (including the Appendices) with continuous Arabic numbering. The page number is placed at the bottom right.

4.4.3. Tables

The format of the tables is as follows:

Table 4.1 Distribution of users of social care services by sex and number of children (2004)

Number Children	Sex					
	Men		Women		Total	
	N	%	N	%	N	%
0	66	64,1	62	39,0	128	48,9
1	12	11,7	33	20,8	45	17,2
2	20	19,4	44	27,7	64	24,4
3	2	1,9	12	7,5	14	5,3
4+	3	2,9	8	5,0	11	4,2
Total	103	100,0	159	100,0	262	100,0

$\chi^2 = 17.16$, BE= 4, N=262, $p < 0.005$

Source: Georgiou, 2005

Tips

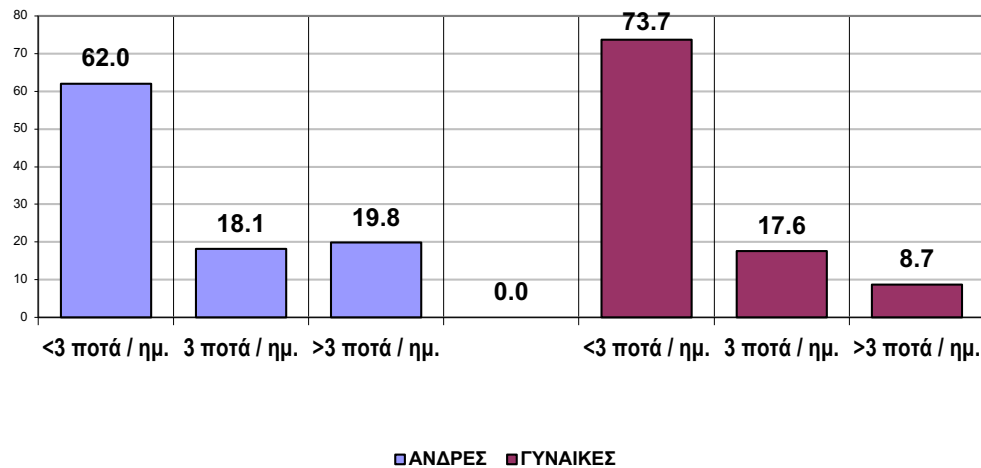
- If a table is intended to present statistical analysis data, provide the necessary statistics below the table (as shown above) so that the reader can judge the statistical test you used.

- If the table includes data from a scientific source or is entirely from another publication, you must cite the source (as shown above). This also applies to charts and images.

4.4.4.Charts

The format of the charts is as follows:

Figure 4.7 Percentage distribution of respondents by sex and consumption of alcoholic beverages



Tips

If you plan to deposit black and white copies, choose greyscales or black and white patterns that maintain their contrast when photocopied.

4.4.5.Images

The format of the images is as follows:

Figure 2.10 Administrative districts of Cyprus where the study was conducted



http://el.wikipedia.org/wiki/%CE%91%CF%81%CF%87%CE%B5%CE%AF%CE%BF:Cyprus_districts-1.jpg

4.4.6. References

In this part, all the literature used for the work is recorded. The APA—American Psychological Association system is followed for reference. Indicate the author, date of publication, book title, publication place, and publisher in alphabetical order. The reference should help anyone interested in the subject to refer to the relevant sources.

Within the text of the dissertation, bibliographic references/references must have the form "(author's surname, year)" (e.g. Ogden, 1998), (Marmot and Wilkinson, 2003) or (Sissouras, Charalambous 2003) when it comes to one or two authors respectively. When it comes to three or more authors, the bibliographic references must have the form "(author's surname, et al., year)" or "(author's surname, et al., year)". For example, (Marmot et al., 2002) or (Charalambous et al., 2010).

When a fragment of a textbook is quoted, it is put in quotation marks and written in italics and at the end the author is quoted - as above - with additional reference to the pages of the textbook, in which the text exists, ie (Power, 1995, p. 15).

If the bibliographic reference concerns a report by a Greek or international organization, it must have the form "(organization, year)", i.e. (WHO, 2001) or (WHO, 2001) depending on whether the report has been published in foreign or Greek. Please note that in the section "Abbreviations" there must be an explanation of the abbreviation WHO or WHO.

Absolute precision and consistency in the format in which reports are presented is required, as follows:

- **Book with an author**

Doliopoulou, E. (2002). *Modern programs for preschool children*. Athens: Dardanos.

- **Book with two authors**

Markovitis, M., & Tzouriadou, M. (1991). *Learning disabilities – Theory and practice*. Thessaloniki: Procures.

- **Book – Editing**

Tafa, P. (ed.) (1998). *Co-education of children with and without learning and behavior problems*. Athens: Ellinika Grammata.

- **Chapter in book**

Apostolopoulou, C. (2018). The last celebration of our class. In Koutsouvanou, E. (Editor) *Forms and ways of working in kindergarten*. Athens: Odysseus, 251-267.

- **Journal article**

Papagiannidou, C. (2020). Relations between parents and teachers in early childhood education. *Modern Education*, 11, 75-83.

Panteliadou, S., & Kotoulas, V. (1997). School integration of people with special educational needs: A suggestion. *Modern Education*, 96, 136-146.

- **Article in an English-language magazine**

Amgelides, P. & Ainscow, M. (2020). Making sense of the role of culture in school improvement. *School Effectiveness and School Improvement*, 11(2), 145-163.

- **Article in an encyclopedia**

Mavroidis, G. (2019). Creative activities in kindergarten. *Pedagogical and Psychological Encyclopedia*, 3, 1330-1331. Athens: Ellinika Grammata.

- **Government document**

Ministry of Education and Culture (2014). *Annual Report 2012-2013*. Nicosia: Printing House of the Republic of Cyprus.

4.4.7. Bookbinding

Proper binding enables the three-member evaluation committee to easily monitor the flow of the text without the risk of losing pages. Before binding, confirm pagination, chapter sequence and page numbering. Prefer spiral binding for the three copies you submit to the three-member evaluation committee.

The final copy requires hardcover binding. You tied the final copy of your thesis with a hardcover (after the final corrections and changes requested by the evaluation committee members) (see template). This copy will be in the Frederick University Library. Hardcover binding guarantees its preservation in good condition so that future students at the University can use it.

4.5. Format of the dissertation in publication format

In case the student chooses to submit his/her dissertation as a publication, the format of the publication (i.e. size, page margins, font, tables, graphs, and references) should be prepared according to the Guidelines for Authors and the Guidelines for the preparation of manuscripts of the journal.

5. Language

The dissertation text must be written in simple demotic Greek or English. The student is responsible for checking spelling and syntax before final submission.

The student must use the third person and, where your evidence is well documented, the active voice, i.e. "effective control improves quality" from "quality is improved by effective control". Conversely, prefer the passive voice when the data or methodology has some limitations.

The student should avoid generalizations of conclusions if the methodology does not allow it (e.g. non-representative sample) and avoid absolute expressions such as "clear", "unequivocal", "undoubtedly", etc. It intends precise scientific wording, e.g. "the data indicate that for the study population, it is true that ..." or "it appears that social class is statistically significantly correlated with the use of health services for the study population".

6. Submission deadlines and procedures and evaluation

The process of preparing the postgraduate thesis commences at the start of the second semester and concludes by the end of the academic year within the Postgraduate Program. The maximum duration allowed for thesis preparation is an additional academic semester.

At the conclusion of this period, any extension to the process is granted solely upon submission of a documented application by the student, endorsed by the Supervisor, who determines the necessary extension, limited to a maximum of two study semesters. Approval is required from both a) the Program Coordinator and b) the Studies and Student Welfare Service. Additionally, any specific period during which a student requests an interruption of studies is not included in the dissertation preparation timeline.

When the supervisor deems the postgraduate thesis to be complete, they grant approval for the student to proceed with its submission for evaluation. The procedures are outlined below:

6.1. Submission of thesis for evaluation

Three paper-bound copies (preferably in spirals) are submitted to the Program Coordinator. The thesis supervisor appoints a three-member Evaluation Committee, whose members receive one copy of the dissertation (traditional or publication). An effort is being made to make the committees interdisciplinary. The appointment of the committee to support the thesis means that the essential part of the work has been done, but not the final approval.

The three-member Evaluation Committee is appointed by the thesis supervisor and members of the teaching and research staff of higher institutions or research centers. The task of this committee is to certify (or not) the completion of 20 Credits within the requirements of the Postgraduate Program for the award of the Master's Degree, grading the Master's thesis according to its qualitative characteristics (including its defence) to two decimal places and shall be characterised as follows:

Excellent with Distinction: 9.50 – 10.00

Excellent 8.50 – 9.49

Very Good 6.55 – 8.49

Good 5.00 – 6.54

Unsatisfactory 4.99 – 0.00

The defense of the postgraduate thesis is made public, and the presence of at least two of the three members of the three-member Evaluation Committee is required. The Secretariat of the Department announces the dates of public defense for the thesis. All these submitted for review by May 21 or October 21 are publicly supported in June and January, respectively.

6.2. Dissertation evaluation procedure and criteria

The student communicates with the members of the three-member Evaluation Committee and sends the thesis no later than two weeks before the defence. The three-member evaluation committee can ask the candidate for clarifications or corrections regarding his/her work up to one week before the defense or after the presentation. The candidate must submit the final, corrected text within three weeks after the presentation.

The defense session includes:

1. Short presentation of the dissertation (duration from 15 to 30 minutes in slide format) by the student.
2. Critical comments and recommendations from committee members.
3. Discussion based on observations and comments.
4. Rating based on the scale "Excellent with Excellent", "Excellent", "Good", "Very Good", "Good", "Unsatisfactory".

The grading criteria for the Master's thesis are the following:

6.2.1. Rubric Postgraduate Thesis Evaluation

Evaluation Criteria

Evaluation criteria	Excellent with Distinction (10.00 – 9.50)	Excellent (9.49 – 8.50%)	Very Good (8.49 – 6.55)	Good (6.55 – 5.00)	Unsatisfactory (4.99 – 0.00)
Literature Review (10%)	Clear demonstration of understanding of an issue of the science of sports medicine. Critically evaluate the most recent relevant literature. It provides a clear conceptual/theoretical framework.	Demonstrate understanding of an issue in the science of sports medicine. Critically evaluate some relevant literature. It provides conceptual/theoretical framework.	Demonstrate some understanding of an issue in the science of sports medicine. Evaluates some relevant literature. There are few problems with organization.	Demonstration of minimal knowledge of the concepts of sports medicine. Some relevant bibliography is mentioned.	No clear understanding of an issue in the science of sports medicine. No mention in the literature. Questions or problems arise only from the teacher.
Purpose (10%)	Clearly defined statement of the problem, with a specific and original research question.	A relatively defined statement of the problem, with a specific and original research question.	Original, but unclear question. Superficial understanding and definition of the problem.	The research question is adequate but not original.	No problem or research question/purpose was adequately captured, imperfectly or vaguely understood
Research Hypotheses (5%)	Clear evidence of critical thinking and problem-solving ability. Clear indication of why the content was chosen and the considerations that preceded the design.	Good evidence of critical thinking and problem-solving ability. Indication of the reasons for choosing the content and considerations that preceded the design.	Some clues as to why the content was chosen and the considerations that preceded the design.	Very little information on why the content was chosen, the concerns are very general.	No clear hypotheses, no results are presented that reflect the theory
Methodology (15%)	The experimental design is highly designed and can be fully understood. Statistical analysis and methods are described in detail and references are provided to existing methods used.	The design and methodology have been well researched and presented in detail, with accurate and correct reference sources.	All aspects of design and some methods are researched and described, but there are incomplete reports.	Limited information on design and methodology, with limited references.	Incomplete research and explanation of design and methodology, and with minimal references.

Results and graphical presentation of results (10%)	The results are clear, relevant to the stated hypothesis and are summarised in tables, graphs and figures. They are adequate and interpretable. Excellent criticism, appropriate statistical power.	The results are clear and summarized in tables, graphs and figures. They are adequate and interpretable. The statistical power is appropriate and relevant to the hypothesis.	The results are summarized in some figures. Limited resolution, mostly descriptive. There is some relevance to the case.	The results of the survey are not clear, they are not linked to the objectives and results of the research. Few graphical methods are used and have limited clarity.	Improper analysis, did not answer the hypothesis, graphical methods incomplete.
Discussion and Reflection (25%)	The findings are well discussed in the context of the research question, hypotheses, and conceptual framework. demonstrates independent judgement; makes a logical statement about the practical usefulness of the findings. All reflections of the results demonstrate the student's development and insight into the complexity of the topics presented. The reflections refer to "what, therefore what and now what".	The findings were discussed in the context of the research question, hypotheses and conceptual framework. demonstrates independent judgement; makes a logical statement about the practical usefulness of the findings. Most reflections demonstrate the student's development and insight into the complexity of the topics presented. Reflections indicate "what, therefore what and now what" in relation to the contents.	Some findings discussed and some connections made in the context of the research question, shows weak judgment. He makes some statements about the practical usefulness of the findings. Some reflections demonstrate the student's development and insight into the complexity of the topics presented.	The findings are discussed superficially with no connections to the context of the research question. There is not much comment on the practical usefulness of the findings. Weak attempt to explain the complexity of the issues presented.	Descriptive and repetitive discussion, stating only the results. No critical reference to relevant literature.
Conclusion / Practical applications (10%)	Analytical conclusions, justified by experimental data. Demonstrates an understanding of the complexity of the problem.	Quite detailed conclusions can be drawn from the data offered.	Some conclusions emerge.	It ignores the complexity of the problem, it is not based on results.	He can simply paraphrase the questions.

Limitations (5%)	Limitations and further recommendations are clearly identified and explained.	Some limitations and recommendations were satisfactorily identified and mostly explained.	Some limitations and recommendations have been identified, but lack clarity.	Only a few references to the limitations mentioned but not explained, the recommendations are vague.	The limitations and recommendations are very incomplete
Overall presentation of the text, organization/writing and coherence (10%)	It clearly demonstrates the continuity of the matter. No expressive errors. Easy navigation. Clear and concise organization. Appropriate logical structure based on the right standards, correct choice of words and sentences that meet the criteria of a scientific text/article.	Demonstration of the continuity of the topic. Few expressive errors. Navigation is good. Well organized. The structure is sometimes not complete in its standards-based scientific form.	Some follow-up. Quite expressive errors. But there are obvious weaknesses in some sections in terms of organisation and coherence, as well as the standards-based scientific form.	The text is basically organised and coherent, but the need for significant improvements is evident. The information may be presented in a way that is not fully logical, and there is a significant deficiency in the sequence of patterns for the format.	The document has serious shortcomings in organisation and coherence. The information is scattered, difficult to understand, or presented in no logical order, which makes it difficult to understand the overall task. There is a complete lack in the sequence of patterns for the form and many expressive errors.



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SPORTS AND EXERCISE MEDICINE

[academic year of study]

Postgraduate Thesis

TITLE

FULL NAME

[month and year of completion]

Nicosia



FREDERICK UNIVERSITY

**POSTGRADUATE PROGRAMME OF STUDIES
SPORTS AND EXERCISE MEDICINE**

[academic year of study]

Postgraduate Thesis

TITLE

FULL NAME

Sector:

Supervisor: Full name

[month and year of completion]

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Signature:.....