

**Insert title**

Student’s name

Student number

HND in …………

(Month, year of submission)

**Abstract**

|  |
| --- |
| **Author Date**Insert name of student  |
| **Programme Level****HND in ……………** |
| **Research/Project Title**Main title of HND long essay | **Number of words****excluding abstract, references and appendices 4800** |
| The abstract is a summary of your dissertation. It should provide the purpose of the research in a condensed form. It should be around 150-200 words using a line spacing of 1.5 and should answer the following questions: 1. What does this research set out to do and why? 2. How did it seek to do it? 3. What are the general findings? 4. What do these suggest? 5. What conclusions are reached? 6. What are the implications of these? The scope of the abstract is to present the key issues of the BA dissertation in such a way that the reader gets a good understanding of the main points that the research covers. The text should be one paragraph long. The abstract must not contain references to outside sources. In brief, the abstract summarises the main ideas and conclusions of the study. The abstract must form an independent whole that can be understood without reading the dissertation.  |
| **Keywords**The abstract ends with a list of keywords, 3 - 6 words that best describe the contents of the report/study. Words are to be placed in order of importance. |

****

**Declaration of Authenticity**

**Student Name and Surname:** Insert name and surname

**Student ITS Number**  **:** Insert student ITS number

**Programme :** Insert programme name

**Research Title :** Insert research/project title

**Declaration:**

I hereby declare that this research study is based on the outcome of my own research. I, as the author, declare that this research study is my own composition which has not been previously produced for any other qualification.

The research study was conducted under the supervision of Please Enter Supervisor Name.

Date

Student’s Signature

****

**Acknowledgements**

In this section, the student should express thanks to those who assisted in the research. These should be kept to a minimum.

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#

# Introduction

This should introduce the reader to the background of the study and the nature of the problem being considered. It should therefore set the study in context, explaining why this study is important, highlighting significant issues, problems and ideas. The aims and objectives of the long essay should be stated clearly in this chapter.

## Research Background

## Research Aim, Objectives and Hypothesis or Question

Information about the selected Harvard referencing version should also be placed in this section. For this template the Harvard-Anglia 2008 version provided in WORD has been utilised.

# Literature Review

In this section, the student is expected to provide a critical review of the existing literature on the research topic being studied. The purpose of the review is to bring together relevant knowledge and information on the selected topic. It should act as the basis for the eventual analysis in the HND long essay where the outcome of the student’s research is discussed in the context of existing knowledge. The literature review should be the point of reference in the discussion on the research questions.

## 2.1 Subchapter

Text

## 2.2 Subchapter

There could be another subchapter related to the main chapter.

### Sub-subchapter

If necessary, you can create a second level of subchapters.

### Sub-subchapter

# Methodology

This section should commence with a descriptive heading of the data gathering process adopted by the researcher and goes on to justify the chosen method. The purpose of this chapter is to describe the research process for the reader to evaluate the design, procedure and findings. The methodology section should be well-structured.

## Outline

The following is an outline of the Methodology Section:

* A discussion (on the chosen methodology relevant to the area of research and a brief discussion why other methodologies were refuted/not applicable to your research).
* Primary Data (where an in-depth description is given of the tools - such as fieldwork, document analysis, surveys carried out, when it was conducted, duration).
* Criteria for Sample Selection (detailed description of the processes employed leading to the sample choice for the study - this applies for both qualitative and quantitative research).
* Pilot Study (prior to collecting data students are encouraged to test the research tool for clarity and accurate use of terminology. Any changes conducted to the original tool need to be documented).
* Methods of Analysis to be used (discussion of the methods of analysis used, such as SPSS, content analysis, deconstruction, textual analysis, semiotics, historical analysis, etc.).
* Limitations (of the methods used, for example access to informants).

## Subchapter

Use subchapters to support the main heading.

## Ethical considerations

Text

# Results, Analysis and Discussion

The findings are presented and the results analysed and discussed with reference to the research question/s and theories and ideas outlined in the literature review. A common mistake of student research is to include all the information that has been utilised during the research process, regardless of its applicability to the research question. The aim of the results’ chapter is to analyse answers to the research question/s through the data gathered. It creates arguments that accept or reject initial hypothesis. Students are urged to only include the information that helps to develop the argument.

A supplementary appendix should be used to present "raw data" if necessary. Students should seek theoretical guidance on appropriate techniques to analyse qualitative or quantitative data depending on the chosen research approach.

In presenting the results, the student should ensure that the approach used, whether it be quantitative or qualitative, is consistent throughout the dissertation. Marks are awarded for the intellectual clarity of the presentation of results, as well as the visual clarity of presentation. It is useful to present results in sub sections that relate to each of the objectives set in the introduction. A summary of key results at the end of the chapter is always helpful, highlighting the main research findings.

## 4.1 Headings and tables, figures or images

There should be text between headings and tables, figures or images.

### Tables

The main content of a table should also be given in text form. When interpreting table content, make reference to the table (table 1).

Table 1. The significance of happiness in life

|  |  |  |  |
| --- | --- | --- | --- |
| **Happiness is important in life** | Female | Male | Total |
| Fully disagree | 1 | 7 | 8 |
| 2.2% | 7.1% | 5.6% |
| Partially disagree | 11 | 7 | 18 |
| 24.4% | 7.1% | 12.5% |
| Partially agree | 4 | 36 | 40 |
| 8.9% | 36.4% | 27.8% |
| Fully agree | 29 | 49 | 78 |
| 64.4% | 49.5% | 54.2% |
| Total | 45 | 99 | 144 |
| 100.0% | 100.0% | 100.0% |

### Figures

Figures (figure 1) should also be referred to in the text and the main content of the figure should be put into text.



Figure 1. An entrepreneur’s typical working hours weekly (n = 143)

## Subchapter

## Subchapter

# Final Arguments

This chapter should draw together all the issues of the research and link back to the research question/s and the aims and objectives which were outlined in the Introduction.

* Have the aims set at the beginning been met? If not, why not?
* What are the implications arising from the findings?

Students are advised to be careful to avoid unfounded generalisations and interpretations. All recommendations should be based on evidence. Students are encouraged to present suggestions for future research in the area.

## Conclusions

## Recommendations

## Evaluation, Reliability and Validity

# References: In-Text and End-of-Text

This section deals with referencing texts and/or concepts that have been published by other researchers or academics.

If unreferenced texts or ideas are included in the long essay these will be assumed to be the student’s own work. It is therefore essential for the student to use references to avoid plagiarism. The reader should be able to identify the exact source and refer to it directly.

The **Harvard** style of referencing or any one of the Harvard referencing style versions is the only accepted referencing method. A source reference in your text must always find its match at the end of the work. Referencing is compiled of the study list of the sources used to complete the research work (Agus, 2019.) This is called either a Reference list or a Bibliography and it is always written in alphabetical order by author name. Strictly speaking, a bibliography includes all sources used, whereas a reference list contains only sources cited in the text. For this study, you are expected to include a **Reference list**. It is advised that the **References in WORD** is utilised for both in-text referencing, as well as for the setting-up of the reference list.

For in-text citations/references, indicate the source used to quote or refer to concepts or ideas. Sources are always to be indicated within the text and not as footnotes. In-text sources provided by the Harvard-Anglia 2008 referencing in Word are placed in parentheses providing the title, the year of publication and the page number/s when not referring to the entire work.

The three most common sources of reference are books, journal articles and official internet documents. Below is a list of the most common in-text referencing (they are included for the sake of clarity). (Agius & Kucher, 2018)

**Reference to a sentence**

If source is referred to by means of a sentence, source is indicated in parentheses before the period.

Example: Even though research studies indicate that mood has only a relatively small impact on satisfaction, this impact should still be considered in customer satisfaction surveys (Smith, 2020)**.**

**Reference to several sentences**

If the reference to a source runs for longer than one sentence, indicate your source after the period of the final sentence, i.e. place a period after the sentence and inside the parentheses of the reference

information.

Example: Companies that adapt their operations too much to accommodate customer wishes will, sooner or later, be at the mercy of their customers. This means that the company will end up in situation set by the customers, without having a will of its own. (Petit & Teece, 2021.)

Direct quotation

It is advisable to use direct quotes sparsely so that they will retain their impact. Direct quotes should not be removed from their context. A short direct quote should always be placed in quotation marks “---”. A direct quote is considered short if it is at most three lines long. A direct quote must always be exactly as it was in the original text. If your quote is long, i.e. more than three lines, indent it (one tab) and use a smaller font size (10). The indentation shows that you have made a direct quote, and therefore you do not need to place the text inside quotation marks.

Example:

To sum up, a text must always indicate what is the author’s “own”, and what has been borrowed from other sources, whether this be a direct quote, an abbreviation or a paraphrase (i.e. saying it in your own words). It is quite common for inexperienced writers to place a source reference, or possibly even a string of references, at the end of paragraph, without indicating which part of the paragraph is based on which source and which part reflects the author's own views. Such a practice does not meet the accuracy and reliability requirements of academic or scientific writing. (Thomas, 2021, pp. 20-23)

One author

Place in parenthesis the author’s surname, the year of publication of the work, and the page numbers where the information referenced can be found.

Example: (Alshenqeeti, 2014, pp. 7-20)

 (Agus, 2019)

According to Viglia and Dolnicar (2020, p. 10), Chinese tours in gardens should have a beautiful landscape.

Three or more authors

If there are 3–5 authors, list them all when referring to the source the first time.

Example: (Mariani, et al., 2020, p. 57)

In later references, list only the first author followed by the abbreviation *et al*.

Example : (Mariani, et al. 2020, p. 57)

If there are more than six authors, use the abbreviated version also in the first reference (the full list is to be provided in your bibliography).

Example : (Breier, et al., 2021)

Referring to more than one source

You can also refer to more than one source in any given portion of text. In such a case, place your sources in parentheses, in alphabetical order. Separate the publications by means of a semi-colon.

Example: (Berg, 2009; Beckford, 2016)

Reference when the author is unknown

If the author of your source is not known, indicate the name of the publication or publisher.

Example: (Wine Digest 2005, p. 9.)

 (Chamber of Commerce 2007, p. 12.)

Reference to a website

When referring to Internet sources, follow the same principles as for printed materials: Indicate the author, publisher name and date (if available), name of webpage and website, and URL. In-text referring will display author and date.

Example : (Smart, 2021)

**Below are some end-of-text examples based on the Harvard-Anglia 2008 referencing style.**

**Journal article**

The basic pattern for a reference to a journal article is: Author, Initials. (year). Title of article. *Title of journal*, *Volume number*. See sample below:

Example: Buhalis, D., 2000. Marketing the competitive destination of the future. *Tourism Management,* 21(1), pp. 97-116

Ideally, one should cite articles that are less than ten (10) uears old. However, this is not cast in stone, and very much depends on the relevance and value of the academic article

**Electronic Sources (Internet)**

The basic pattern for a reference to an electronic source is: Author, Initials. (year). Title. Retrieved month day, year, from Internet address.

Example: Zalkin, C. (n.d.). Made in Japan: *The Culture Behind the Brand*. Retrieved August 29, 2009, from www.brandchannel.com.

**Book**

The basic pattern for a reference to a book is: Author, initials, year. Title of book, edition, Place of publication: Publisher.

Example: Graham, A., Papatheodorou, A. & Forsyth, P., 2010. *Aviation and Tourism: Implications for Leisure Travel.* 2nd ed. Aldershot: Ashgate.

If no date is shown on the document, use n.d. If the author is not given, begin your reference with the title of the document. One should cite articles that are less than ten (10) years old, however, this is not cast in stone, and very much depends on the relevance and value of the academic article.

Students should include references to:

* Acknowledge that the work/idea belongs to another person
* Provide evidence of own research
* Illustrate a point
* Support an argument or theory
* Allow others to locate the resources used
* Avoid accusations of plagiarism

Referencing is not about listing every book and article that has been written and/or read about the subject. What is included in the reference list should be material that has been used in the literature review or elsewhere in the study.

# Appendices

## Appendix 1 : Learning Outcomes; Teaching and Learning Strategy

The Knowledge, Skills and Understandings include:

* Define and set clear research objectives related to the chosen topic.
* Demonstrate a critical awareness of the literature related to the chosen topic or field of study.
* Implement appropriate research methods considering various methodological and ethical issues.
* Conduct reflective analysis of the research findings.

In the Teaching and Learning Strategy to prepare the student for the study, at BA level, the academic programme offers three modules entitled Research Methods, Academic Writing, Quantitative and Qualitative Research Methods. These modules enable the student to gain necessary skills, knowledge and understanding required for the successful completion of the BA dissertation.

It is advisable that the subject of the report/study involves an area of research of direct interest to the student. Interest in the subject, coupled with a keen sense of curiosity, promises for a better outcome. If the student is unable to think of a subject, the ITS will suggest titles for the student to choose from. The ITS sometimes refers to stakeholders to identify possible essay titles thus making the essay useful also for the industry.

## Appendix 2 : Planning Work and Meetings

The study is the work of the student, and it is the student’s responsibility to take all the relevant decisions on how to plan the research and writing of the HND long essay. It is also the student’s responsibility to ensure that all the necessary internal deadlines are met to enable submission in a timely fashion.

|  |
| --- |
| **Research and Writing Plan Timeline (subject to change) – This does not apply to TG students.**   |
| November  | Research Proposal submission  |
| January - February  | Literature Review Research and Identify Research methodology  |
| April  | Prepare Final Draft for Tutor’s review  |
| May  | Final submission  |

**The Role of the Student and Tutor**

The role of the tutor is to advise and provide guidance, ensuring that all internal deadlines are met, progress reports filed accordingly and inform the Academic Research and Publications Board of any student setbacks. The tutor should keep a log of meetings and emails by completing the Meeting Record form (refer to Appendix 10). Meetings may take place online.

Regular meetings are essential to ensure that the student is on the right track in terms of research subject, methodology and programme of work. It is mandatory for the student to meet with the tutor throughout the compiling of the study and prior to the final submission. This falls under the responsibility of the student.

The tutor is advised to read the work of the student and provide adequate feedback within 15 days. It is to be taken into consideration that the tutors are not available during the weekends, festive seasons and the months of July and August.

Students are encouraged to send their work for proofreading prior to final submission and to allocate appropriate timing for this to fall within the allocated timeframe. **No extension shall be provided for proofreading.**

## Appendix 3 : General Information

**1. Word Count**

The length of the long essay should be between 4,500 and 5,000 words. The word count excludes the front pages, bibliography and appendices. Failure to reach the above-mentioned word count will be penalised.

**2. Assessment Criteria**

The assessment will be based upon a clear articulation of an analytical approach, research focus, clear methodology and stated results of the student’s research project (refer to Appendix 6/7 for assessment criteria). Additionally, the expected knowledge, skills and competences correspond to the MQF level 5 descriptor as identified by the ‘Malta Qualifications Framework for Lifelong Learning Regluations’.

* Both tutor and a second reader shall mark the student’s work.
* The final mark is an average of the two marks.
* In situations where:
1. there is a discrepancy of 20 marks or more between the two, or
2. one is a pass and the other a failure,

a mediator is appointed to decide on the final mark.

* When marking the long essay, both the tutor and the second reader will complete the Assessment Criteria/Report (refer to Appendix 6 / Appendix 7). This will justify the allocated mark and may include a list of changes that the student is expected to make.
* The tutor needs to advise the student of these changes.
* Once the student implements these changes, he or she is required to print a copy of the revised long essay for the library.
* Once a mark is allocated, it is final.
* A second submission (resit) may be permitted by the ARPB should the student obtain a final mark of less than 50% (Fail). All students who have been granted a resit will have one semester to revise their long essay. The maximum mark they can achieve is 50%.
* While the same tutor will supervise the student’s resubmission, a new second reader will be appointed to assess the student’s resubmission.
* The tutor will not be involved in the assessment of this resubmission.

The long essay may also be made available to External Examiner/s. Students may also be requested to attend a viva voce examination.

**3. Academic Honesty**

ITS has very clear policies about plagiarism and collusion.

Students are required to submit their study for Turnitin evaluation when the go-ahead is given by their tutor. Turnitin compares work against electronic sources including the internet, books, journals and other students' work, and generates an originality report indicating which parts of the work originate from other sources. Students are required to fill in a Declaration of Authenticity.

**4. Submission**

Once the study is completed, the student must submit the research in PDF format on the designated platform in the VLE via Turnitin and a word copy by email to the tutor.

* The student must first submit a **draft version** of the work. After viewing the Turnitin originality report, student can do any necessary changes before submitting the final version.
* The student will then submit the **final version** for Turnitin assessment. This will be accessed by the tutor and the examiner.

Before graduation, the student is required to submit **1 hardbound and 1 digital PDF copy** of the finalised HND long essay to the Head Librarian.

**The study must be leather bound in black with gold print.** The outside front board must have in gold print, the long essay title, which shall be in Arial font of 24pt type, name and surname, the designation of the programme such as Higher National Diploma in Culinary Arts and the year of submission in Arial font of 20pt type.

**The spine must have in gold print,** the title, name and surname and the year of submission. The information must be printed along the spine in a way that is readable when the volume is lying flat with the front cover uppermost.

**The study must be printed on A4 size paper. Any tables, graphs or images, must be produced in colour.**

A student may not be allowed to graduate before submitting the hardbound and PDF digital copy.

**5. Extensions**

A student requesting an extension must complete the extension form (refer to Appendix 11), have the tutor authorise it through a signature and forward via email to the Academic Research and Publications Board.

This request is to be made not later than 1 (one) month from the submission deadline or subject to the Policy of Extensions.

Extensions will be granted on a case-by-case basis and will only be granted by the Academic Research and Publications Board. Extensions may delay completion of course and therefore graduation.

**6. Publishing and Sharing of Research**

ITS reserves the right to publish students’ research in its official publications and to invite students to present their research during ITS official events.

## Appendix 4 : Literature Review Do’s and Don’ts

The student should use the literature to explain the research. The main aim is to show why the research needs to be carried out, the identification of the methodology and to further support the student in explaining how the research work adds to the research already carried out.

Students need to summarise the work read but also decide which ideas or information are important to support the research area. More importantly, students should also look for the major concepts, conclusions and theories that underlie the research, and identify similarities and differences in the literature consulted.

Students are expected to evaluate and show relationships between the work already done (Is Researcher Y's theory more convincing than Researcher X's? Did Researcher X build on the work of Researcher Y?) and between this work and their own. To do this effectively, students should carefully plan how to organise their research work.

Students will discover that if they try to be fully comprehensive, they will never be able to finish the reading! The literature review should not provide a summary of all the published work that relates to the research, but a survey of the most relevant and significant work.

It is easier to read than to write. However, writing can help understand and find relationships between the works consulted and the research material. Students are advised not think to assume that their first written submission of any part of the long-essay as being the final or near-final version. Writing is a way of thinking, so students are encouraged to write as many drafts as necessary. Ideas and information can be further polished with further research and feedback from the tutor.

Students are encouraged to immediately insert in the References section in Word the respective utilised and/or cited texts.

## Appendix 5 : Writing and Grammatical Conventions

Text is to be started from the left margin and all text is to be justified. To provide for more emphasis, typographical effects such as italics or bold, should only be utilised sporadically. Underlining is not to be used at all.

The page number is to be placed at the bottom centre of the page. The page numbering begins from the first page of the introduction and continues until the end of the report including references and appendices. No page numbering is to be placed for the cover page, abstract, declaration of authenticity, acknowledgements and table of contents.

Margins, line spacing, font type and font sizes are as follows:

* Top and bottom margins are 1 cm, header and footer distance from the top and bottom of the page is 1 cm.
* The left margin is 4 cm, and the right margin is 1.5 cm.
* Line spacing is 1.5.
* For tables, lists and indented quotations, line spacing is 1.
* Add an extra line break between paragraphs and before lists.
* The text font is Arial: main chapter headings 13 pt. bold, headings of subchapters 11 pt. bold, normal text 11 pt.
* Long direct quotations are indented (one tab) and the font size is 10 pt.

**Avoid the use of the first person**. For example, "I investigated the following issues …", should be more properly phrased as "the following issues were investigated…" or "this study looked at…".

Sentences should be concise, clear and informative. Clarity is often lost by using long sentences or inappropriate words. Overtly long sentences tend to become very difficult for the reader to understand.

Quotations should be typed in single inverted commas. If the quotation is more than four lines long, it should be set as an extract and the whole quotation indented. N.B. The exact spelling and punctuation of the original should be followed. The author's name, date and page number included in brackets underneath.

Abbreviations (and acronyms) must be typed in full when first mentioned, with the abbreviation in brackets. The abbreviation can be used thereafter.

Numbers: Use words for numbers up to ten. Exceptions which should always be expressed as figures are: (i) ages (ii) percentages, example: 25 per cent. Non-sexist writing Use neutral terms, unless a specific male or female is meant.

To note:

* Very good grammar and syntax is expected. It is recommended that the study is proofread. Tutors will NOT act as proofreaders. It is the student’s responsibility to ensure that a good piece of work is submitted for grading.
* Special attention should be given to the final version.
* Students need to be prepared for the unexpected, such as loss or corruption of files. They need to ensure regular backups of any work.

## A blue and yellow logo  AI-generated content may be incorrect.Appendix 6 : HND TG Long Essay Assessment Criteria / Report

**HND TG Long Essay Report Sheet**

|  |  |
| --- | --- |
| Student Name and Surname: |  |
| Long Essay Title: |  |
| Date: |  |
| Tutor: |  |
| Examiner: |  |

|  |  |  |
| --- | --- | --- |
| **Guideline Criteria for Assessment** | **Possible %** | **Actual %** |
| 1. Introduction
 | 5% |  |
| 1. Literature Review
 | 20% |  |
| 1. Research Methodology
 | 10% |  |
| 1. Analysis of Results
 | 20% |  |
| 1. Conclusions / Recommendations
 | 10% |  |
| 1. Presentation
 | 5% |  |
| **Long Essay Mark** | **70%** |  |
| **Tour Mark** | **30%** |  |
| **GLOBAL MARK ACHIEVED** | **100%** |  |

|  |  |  |
| --- | --- | --- |
| **Introduction/Rationale** |  | Comments: |
| *Marks will be awarded for:**Propose of Long Essay.**Underlying Themes.**Justification – Why?**Key Aims and Objectives / Hypothesis – Proposed.* |
|  | Final Grade: |  5 |
| **Literature Review** |  | Comments: |
| *Marks will be awarded for:**Evaluation & Review or Both Theoretical and Secondary research data.**Thorough Knowledge & Comprehension of Topic.**Understanding of Relevant concepts & theories.**Discussion of Conceptual and Theoretical issues.**Appropriate use and review of literature.**Theoretical and Applied Knowledge.**Summary and clear understanding of principal issues relevant to topic.* |
|  | Final Grade: |   20 |
| **Research Methods** |  | Comments: |
| *Marks will be awarded for:**Selection of Clear Research aim & Objectives, and / or testable hypothesis (where applicable).**Selection of Appropriate research Methodology.**Critical Evaluation of Such Methodology.**Clean understanding of research limitations / ethical issues.* |
|  | Final Grade: |   10 |
| **Analysis of Results/Research** |  | Comments: |
| *Clear presentation of Results.**Appropriate analytical interpretation of Results.**Application and synthesis of results to research objectives, hypothesis & Literature.**Appropriate use of statistical methods (where applicable).**A synthesis and evaluation of research results, references and implications.* |
|  | Final Grade: |   20 |
| **Conclusions/Recommendations** |  | Comments: |
| *Marks will be awarded for:**Logical and clearly structured conclusions.**Appropriate synthesis between research and literature.**Evaluation and summary of key research outcomes/main concepts and issues.**Potential applications of findings to future research.* |
|  | Final Grade: |  10 |
| **Presentation** |  | Comments: |
| *Marks will be awarded for:**Ability to organise and represent ideas and data in a clear, logical and appropriate form.**Grammatical correctness, structure and readability.* *Appropriate use of references and referencing systems.**Appropriate use of visual material where applicable.* |
|  | Final Grade: |  5 |

|  |  |  |
| --- | --- | --- |
| **Feedback and Required Revisions****Strengths:****Areas for Improvement:****Required Revisions (if any):** |  |  |
|  |
|  | Overall Grade: |  70 |

**DISTINCTION (80-100%)**

The student’s work is outstanding in every respect, showing an excellent ability to define the problem, analyse the problem using sophisticated analytical techniques and drawing conclusions that are wholly located in the literature or management practice, showing contributions to literature and/or management practice. The number of references used will display the ability to search the literature. Grammar, text and numerical representations, and structure are excellent; and proper referencing is adopted with the provision of clear examples where appropriate. In cases of projects this implies that a potential exists for a student to be the sole author of a conference or journal paper.  The conceptualisations go significantly beyond those discussed in class and are innovative in nature and strongly argued.

**MERIT (70-79%)**

The work is significantly above average in standard, showing an above average ability to define the problem, analyse the problem using sophisticated analytical techniques and draw conclusions that are wholly located in the literature showing contributions to the literature. There may be minor typographical and referencing errors. The candidates provide evidence of being able to develop conceptualisation beyond what that done in class.

**PASS (50-69%)**

The work is of average standard, showing a clear understanding of the concepts and issues that are to be expected of a student at a given standard of work. There may be a few factual errors, but these are not sufficient in number or significant in nature to generally detract from the main thrust of the argument. The main hypotheses are clearly stated, but some nuances may be left unattended.  Writing is still clear with few errors of grammar and syntax, but there may be some typographical errors.

**Fail (<50%)**

Work fails to meet minimum standards. Weak understanding, insufficient methodology, and/or critical flaws in argument or presentation.

## Appendix 7 : HND TG Long Essay Tour Assessment Form



## Appendix 8 : HND TG Long Essay Tour Itinerary

A half-day tour itinerary related to the long essay should be included in this section.

## A blue and yellow logo  AI-generated content may be incorrect.Appendix 9 : Meeting Record Form

**LONG ESSAY – SUPERVISOR’S / TUTOR’S LOGBOOK**

|  |
| --- |
| *Long essay Supervision Task* |
| **Programme Name** |  |
| **Dissertation****Title** |  |
| **Supervisor Name** |  |
| **Student Name** |  |
| **Student ITS Number** |  |

**Record of Meetings**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Meeting number** | **Date** | **Start Time** | **End Time** | **Duration** | **Main Points Discussed in Meeting / Online correspondence** |
| **1** |  |  |  |  |  |
| **2** |  |  |  |  |  |
| **3** |  |  |  |  |  |
| **4** |  |  |  |  |  |
| **5** |  |  |  |  |  |
| **6** |  |  |  |  |  |

\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

Supervisor’s Signature Student’s Signature

## A blue and yellow logo  AI-generated content may be incorrect.Appendix 10 : Extension Form

**HND Long Essay Extension Form**

Type of Research: HND Long Essay

Name of Programme: Insert name of programme

Student name and surname: Insert student name and surname

Student ITS number: Insert student ITS number

Dear ARPB,

I, Insert your Name, a student at the Institute of Tourism Studies, currently in the final year of my Higher National Diploma. I am carrying out research on Insert name of research/project.

I would like to ask for an extension of the long essay.

The reason is/are include reason/s and attach any necessary documentation by professionals or institutions.

**Student’s declaration**

I am granting permission to the ARPB to investigate my case and to use the information I provided as data in the above-mentioned case, knowing that it will be kept confidential.

Student’s Name

Student’s Digital Signature or print, sign and scan form

Date

Chairman of ARPB

Chairman ARPB Signature

Date

****

## Appendix 11 : Declaration of Ethical Use of AI Tools

I, Insert student name and surname, hereby certify that every artificial-intelligence (AI) tool listed below was employed ethically and in accordance with the ITS policy on academic integrity. For each tool I have retained contemporaneous evidence of its use (e-g., drafts, screenshots, chat transcripts, usage logs). These records will be supplied to examiners on request.

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **AI tool** **(name and version)** | **Purpose and manner of use in the research/writing process** | **Type of evidence retained\*** |
| **1** |  |  |  |
| **2** |  |  |  |
| **3** |  |  |  |
| **…** |  |  |  |

\* Evidence (e-g., drafts, screenshots, chat transcripts, usage logs) is held securely by the author until grading is complete and may be requested at any time by tutors or examiners.

Student’s Name

Student’s Signature

Date

**How to use this template**

1. Include the above completed sheet (without this later section) in the appendices section of your dissertation. This should be the first Appendix attached to your dissertation.
2. For each AI tool:
	* Give its exact name (e.g., “OpenAI ChatGPT-4o; Grammarly; QuillBot”).
	* Summarise briefly and specifically how it contributed (e.g., “Drafted initial code comments; suggestions were reviewed; paraphrasing and editing”).
	* State the kind of evidence kept (e.g., “PDF of chat).
3. Sign and date once the table is complete.
4. Do not attach the evidence itself here; simply confirm it is in your possession.