



## **Undergraduate Dissertation Guidelines**

**For proposals submitted in Academic Year 2020-2021**

**Version 1 - November 2020**

Queries regarding these guidelines should be addressed to the Programme Coordinator and the Academic Research and Publications Board on

[arpb@its.edu.mt](mailto:arpb@its.edu.mt)

## Introduction

As part of the degree programme, students are required to present a dissertation on a specific research/project. This document provides guidelines to students and tutors on the expected practice of the Institute of Tourism Studies for the completion of the B.A. Honours Degree Dissertation.

It is important that every user is familiar with the content of the guidebook. Reference to the guidelines provided should address most of the queries that emerge during the research and writing process.

All queries regarding this guidebook are to be addressed to the ITS Academic Research and Publication Board (ARPB) on [arpb@its.edu.mt](mailto:arpb@its.edu.mt).

Good luck on this journey.

*“If I have seen further it is by standing on the  
shoulders of giants”*  
– Isaac Newton

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## 1. Learning outcomes

The Knowledge, Skills and Understandings include:

- a) Demonstrate knowledge and understanding of various research methods and their appropriate application to the chosen circumstance identified.
- b) Demonstrate the ability to identify other areas ancillary to one's research which merit further investigation.
- c) Identify circumstances within the industry and determine when to recommend an investigation through a research project.
- d) Select a sample as a representation from an identified population.
- e) Compare data collected to other data sought through the preliminary research.
- f) Analyse findings.
- g) Assess which scope of research project is appropriate to dissertation period of the BA in International Hospitality Management, Culinary Arts or Gastronomy.

## 2. Teaching and Learning Strategy

To prepare the student for the dissertation, the academic programme offers three modules namely 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 dissertation.

At the end of the Fourth Semester, the ITS' Academic Research and Publications Board confirms the title of the dissertation and assigns a tutor/supervisor to each student.

It is advisable that the subject of the dissertation 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.

## 3. Planning your work

The dissertation 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 dissertation. 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 & Writing Plan (suggested):

<u>Timeline</u>	<u>Plan</u>
November 2020 (2 <sup>nd</sup> Year of programme)	Research Proposal submission and approval
January – April 2021	Literature Review Research and Identify Research methodology
May – August 2021	Write up literature review and Research methodology – Prepare field work
September – October 2021 (3 <sup>rd</sup> Year of programme)	Field Research - Data Collection - Survey Work
November 2021 – February 2022	Data Analysis and Write up of results
March – April 2022	Prepare Final Draft for Tutor's review
May 2022	Final submission

## 4. Meetings with tutor/supervisor

Students are expected to meet their tutor on a regular basis. The frequency of meetings depends on the specific circumstances of the research carried out by the student and the level of guidance required. As an indication, a meeting with the tutor on average once every four weeks should suffice but more frequent meetings may be required.

It is the student's responsibility to request a meeting with the tutor (normally by means of e-mail). The tutor will propose a date and time convenient for both. Students are reminded to check their ITS email address regularly.

For every meeting, students are required to present their progress report for the tutor to fill in after every meeting.

The student should take notes of the discussion with the tutor. The advice and guidance given by the tutor is essential for the student's learning process and failure to take notes may mean that an important piece of advice is lost. Taking proper notes enables the student to make the best of the time spent discussing with the tutor. The student may have to update the notes after the meeting and ensure that they are complete.

Tutors are to immediately report to the ARPB students who never contact them as their official supervisor. Students will be not allowed to present a dissertation if they have never held regular meetings with the tutor.

## **5. The role of the tutor/supervisor**

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 ARPB of any issues or setbacks.

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 also mandatory for the student to meet the tutor before final submission.

The tutor has the responsibility to see the work of the student on a regular basis and provide adequate feedback in a timely manner. However, a student cannot pressure or expect immediate feedback from the tutor if they send their work very close to a deadline.

The tutor should encourage the student to take notes during meeting sessions. Moreover, the tutor and the student should keep a log of meetings (and emails if any) and include date and brief note of the advice given. (See Appendix G)

Students have the right to ask for a change in tutor by sending a letter to the ARPB. This letter should explain the reasons for such a request and provide proof if necessary. The ARPB will consider the request and its decision can only be appealed through the Board of Governors.

Likewise a tutor may request the ARPB to be relieved from supervising a student for serious ethical and professional reasons. The ARPB will consider such a request.

However it is not advisable to have a change in supervisor if the half-way point of the research journey has already been passed. A request at such a time will only be entertained in exceptional circumstances.

## **6. General Information on the dissertation**

### **1. Word count**

The length of the dissertation cannot exceed **15,000 words**. Minimum word count is **12,000 words**. Failing to meet the expected word count will be penalised.

### **2. Assessment Criteria**

The assessment of the dissertation will be based upon a clear expression and articulation by the student of an analytical approach, research focus, clear methodology and stated results of a research project. Appendix E provides additional detailed information on assessment criteria.

The dissertation will be assessed by a member of the ITS academic staff who will also consult with the student's tutor. Dissertations will be made available to External Examiner/s. In cases where marking requires further clarification, a third examiner will be appointed and the external examiner consulted. Students may also be requested to attend a *viva-voce* examination. This would take place

within four (4) weeks of the final submission deadline.

### **3. Academic honesty**

ITS has very clear policies about plagiarism and collusion.

Students are required to be submitted their dissertation for Turnitin evaluation. 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. The student can submit a draft version of the work and view the Turnitin originality report before submitting the final version for Turnitin assessment. Failure to validate the dissertation through Turnitin will result in a significant reduction of marks in the examination of the dissertation.

### **4. Research ethics**

The ARPB Research Ethics Committee (REC) follows a set of guidelines intended to safeguard ethical standards and ensuring proper accountability during the research process.

The research project requires the endorsement of the ARPB Research Ethics Committee if:

- (1) The research involves vulnerable persons, for example children (under the age of 18), mentally disabled persons or economically or educationally disadvantaged persons.
- (2) The research includes questions that some people may consider to be sensitive (race or ethnic origin, political opinions, religious or philosophical beliefs, trade union memberships, health, sex life, genetic information).

If endorsement is required, the student is expected to fill and submit the proposal form 'Request for Approval of Human Subjects Research' to the Examinations & Dissertations Board.

The Research ethics form should be submitted at an early stage of the research journey but generally not later eight (8) weeks after the acceptance of the proposals.

The process from application to approval can take up to 6 weeks. Ensure that the Research Ethics application is submitted in time to proceed with the research process as without the approval no primary data collection (e.g. questionnaires, interviews, focus groups etc.) is permitted.

### **5. Submission**

A date will be set for final submission. A student requesting an extension must do so in writing to the dissertation tutor justifying the request and explaining the mitigating circumstances. The request is to be made in advance of the submission date. A request for extension will only be granted by the ARPB.

The student is required to submit the final version of the dissertation in digital format on the ITS VLE and through the Turnitin anti-plagiarism check. A student may only be requested to provide a

printed copy of the dissertation if the tutor or the external examiner requires it.

Following the publishing of the dissertation result, the student is required to deposit one (1) hardbound copy to the ITS Librarian and one copy to the supervisor. The hardbound copy should have a dark cover with silver lettering. The hardbound copy to the Librarian is compulsory and is needed for the student to be able to graduate.

Upon completion of the examination/grading process the student needs to provide the Librarian with an electronic PDF copy of the dissertation.

The ARPB reserves the right to publish research from the students' dissertations through its official publications and media channels, with the student retaining full copyright of the work.

## **6. Extensions**

A student requesting an extension must do so in writing to the ARPB (with the supervisor in copy) justifying the request and explaining the mitigating circumstances. The request is to be made in advance of the submission date. The need for extra time must also be explained and failing to meet the tutor and/or the academic targets are not justifiable reasons.

The ARPB will grant or deny an extension on a case-by-case basis.

Students should be aware that extensions may delay the completion of course and therefore graduation.

## **7. Late submissions**

Late submissions not covered by an official extension will be penalised with one percentage point (1%) per calendar day. Penalties that exceed 50% of the total grade will automatically consider a dissertation as a failure.

Students with a submission considered as a failure may be entitled for a re-sit as per ITS Rules and Regulations and standard operating procedures of the ITS Registrars Office.



## **7. List of Appendices**

Appendix A: Format and Structure of the Dissertation  
Appendix B: Do's and Don'ts in the Literature Review  
Appendix C: Writing and Grammatical Conventions  
Appendix D: Referencing and Citations  
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Appendix F: Further Reading  
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## **Appendix A: Format and Structure of the Dissertation**

What follows are guidelines and some helpful advice on acceptable practice. Since the nature of dissertations may vary, students are advised to consult the assigned tutor for more specific advice in relation to the dissertation.

### **A. Title Page**

This should include:

- 1-Dissertation Title;
- 2-Course;
- 3-Year;
- 4-Name of student.

### **B. Authenticity Form**

The dissertation should include an Authenticity Form. The Authenticity Form must be printed, signed and inserted in the introductory pages of the electronic and hard copy of the dissertation.

### **C. The Abstract**

An abstract should provide an overview of the research study in all its aspects. It should be around 250-300 words and should answer the following questions.

- What does this research set out to do and why?
- How did it seek to do it?
- What are the general findings?
- What do these suggest?
- What conclusions are reached?
- What are the implications of these?

### **D. Acknowledgements**

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

### **E. Table of Contents**

### **F. Introduction**

This section 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 aim and objectives should be stated clearly in this chapter.

### **G. Literature Review**

In a dissertation, 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 dissertation 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 question.

#### H. Methodology

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. The following is an outline of the Methodology Section:

- Review of Data Collection Methods (an in-depth discussion on the chosen methodology relevant to the area of research and a discussion why other methodologies were refuted /not applicable to your research).
- Secondary Data (analysis of the supporting data to be used in research such as published studies etc.)
- 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 (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).

#### I. Analysis and Discussion of the Results

The findings are analysed and the results are presented and discussed with reference to theories and ideas outlined in the literature review.

A common mistake of student research is to include all the information that has been gleaned from during the research process, regardless of its applicability to the research question. The aim of the results chapter is to create an argument to accept or reject the hypothesis or to answer positively or negatively the research aims objectives and/or question/s set. Therefore, 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, demonstrates a consistency of approach throughout the chapter. 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.

#### J. Conclusions and Recommendations

This chapter should draw together all the issues of the research and link back to 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.

#### K. References

This section includes full details of all the books and journal articles cited or referenced throughout the dissertation. Anything included in the dissertation that is not referenced will be assumed to be the student's own work. It is therefore essential for the student to reference work well and correctly. The reader should be able to identify the exact source and refer to it directly. **The Harvard method of referencing is the only accepted referencing method.** (Refer to Appendix D on how to reference correctly.)

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 dissertation.

#### L. Appendices

The Appendices should include supplementary material which is unnecessary in the main body of text. Such supplementary material could include important forms, questionnaires, tables and lists of data supportive of the study. It may also be useful to include a sample of the primary data collected for example interview transcripts.

NOTE: All primary data collected, such as completed questionnaires, transcripts or notes of interviews, should be saved as the examiners may ask to see such evidence.

### **Appendix B: Do's and Don'ts in the Literature Review**

- 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 summarize 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 organize their research work.
- As you will soon discover, if you try to be fully comprehensive you will never be able to finish the reading! The literature review should not provide a summary of all the published work that relates to your research, but 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 dissertation 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.
- The moment will come when the student will have to write the references page and then realize to have forgotten to keep the information need. Students are encouraged to always keep this information in their notes.

### **Appendix C: Writing and grammatical conventions**

The typescript should be clear and consistent and typed in Font 12. The typing should be at least 1½ line spacing on A4 paper. The left-hand margin should be sufficiently wide for binding purposes. 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...".

**Sentence Length:** 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, e.g. 25 per cent.

**Non-sexist writing** Use neutral terms, unless a specific male or female is meant.

**Page numbering:** The entire work, including references and appendices, should be numbered consecutively from the first page of the first chapter. Page numbers should be located centrally at the bottom of the page.

To note:

- Very good grammar and syntax is expected. It is recommended that the dissertation is proof-read. Tutors will NOT act as proof readers. It is the student's responsibility to ensure that a good piece of work is presented to the Examiners' Board.
- Special attention should be given to the final version of the dissertation.
- Students need to be prepared for the unexpected, such as loss or corruption of files. Ensure regular back-ups of any work.
- An electronic version of the student's dissertation will be kept online. The Library makes available e-dissertations to other ITS students. It is advisable therefore that the electronic version is user-friendly.

## Appendix D: Referencing and Citations

Referencing is compiled at the end of the dissertation where the student presents a list of the sources used to complete the research work. 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 the purpose of this dissertation, you are expected to include a Reference list.

**Citations** indicate the source used to quote or refer to concepts or ideas. The three most common sources of reference are books, journal articles, and internet documents.

Below are just a few examples based on the Harvard method of referencing:

### Books:

The basic pattern for a reference to a book is: Author, initials, (year), *Title of book* (Edition if later than first e.g. 3rd ed.). Place of publication: Publisher.

Doganis, R. (2001). *The airline business in the 21st century*. London: Routledge.

In the case of an Edited book use following format:

Beech, J. & Chadwick, S. (Eds.). (2006). *The Business of Tourism Management*. Harlow, England: Prentice Hall.

In the case of a Chapter in an edited book use following format:

Zammit, J. (2008). From a National Airline to an EU Leisure-based Carrier. In A. Graham, A. Papatheodorou, & P. Forsyth (Eds.), *Aviation and Tourism: Implications for Leisure Travel* (pp. 119- 135). Aldershot: Ashgate.

### Journal Article:

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

Buhalis, D. (2000), Marketing the competitive destination of the future. *Tourism Management, Vol.21(1)*, pp.97-116. 28.

Ideally, 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

### 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.

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

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.



## **Appendix E: Assessment Criteria**

The assessment and weighting of each dissertation will be based on the following criteria:

### *Introduction- Rationale (5%)*

*Grades will be awarded for:*

- *Purpose of dissertation*
- *Underlying themes*
- *Justification - Why?*
- *Key aims and objectives / hypothesis – proposed.*

### *Literature Review (20%)*

*Grades will be awarded for:*

- *Evaluation and review of both theoretical and secondary research data*
- *Thorough knowledge and comprehension of topic*
- *Understanding of relevant concepts and 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.*

### *Research Methodology (20%)*

*Grades will be awarded for:*

- *Selection of clear research aim and objectives and/or testable hypotheses (where applicable)*
- *Selection of appropriate research methodology*
- *Critical evaluation of such methodology*
- *Clear understanding of research limitations / ethical issues.*

### *Analysis of Results / Research (40%)*

*Grades will be awarded for:*

- *Clear presentation of results*
- *Appropriate analytical interpretation of results*
- *Application and synthesis of results to research objectives, hypotheses and literature*
- *Appropriate use of statistical methods (where applicable)*
- *A synthesis and evaluation of research results, inferences and implications.*

### *Conclusions / Recommendations (10%)*

- *Grades 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.*

### *Presentation (5%)*

*Grades 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*

## Appendix F: Further Reading

- Alvesson, M. (2002) Postmodernism and Social Research, OUP, Buckingham
- Alvesson, M. & Deetz, S. (2001) Doing Critical management Research, Sage, London
- Anderson, A. (1994) Interpreting Data: A First Course in Statistics, Chapman and Hall, London
- Babbie, E. (1983) The Practice of Social Research, Wadsworth, Belmont, Ca,
- Bell, J. & Opie, C. (2002) Learning from Research, OU Press, Buckingham
- Berry, R. (2000) The Research Project, How to Write It, Routledge, London
- Bouma, G. D. & Atkinson, G.B.J. (1995) A Handbook of Social Science Research, OUP, Oxford
- Brydon-Miller, M., Greenwood, D. & Maguire, P. (2003) Why Action Research? Action Research, Vol 1, No 1, pp9-28
- Collis, J. & Hussey, R. (2003) Business Research, A Practical Guide for undergraduate and post-graduate students, Palgrave, London
- Crouch, S. (1984) Marketing Research for Managers, Pan, London
- Curran, J. & Blackburn, R. (2001) Researching the Small Enterprise, Sage, London
- Denscombe, M. (2002) Ground Rules for Good Research, OU Press, Buckingham
- Diamantopoulos, A. & Schlegelmilch, B.B. (1997) Taking the Fear Out of Data Analysis, Dryden, London
- Easterby-Smith, M., Thorpe, R. & Lowe, A. (2002) Management Research, Sage, London
- Field, A. (2000) Discovering Statistics using SPSS for Windows, Sage, London
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- Hart, C. (2001) Doing A Literature Search, Sage, London
- Howard, K. & Sharp, J.A. (1992) The Management of a Student Research Project, Gower, Aldershot
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- Jankowicz, A.D. (2000) Business Research Projects, Thompson Learning, London

- Kerr, A.W., Hall, H.K. & Kozub, S.A. (2002) Doing Statistics with SPSS, Sage London
- Kranzler, J. H. (2003) Statistics for the Terrified, Prentice Hall, New Jersey
- Krippendorff, K. (1980) Content Analysis, An Introduction to its Methodology, Sage, London
- Locke, K. (2001) Grounded Theory in Management Research, Sage, London
- McCormack, B. & Hill, E. (1999) Conducting A Survey, The SPSS Workbook, Thomson Business Press, London
- McGivern, Y. (2003) The Practice of Market and Social Research, An Introduction, FT/Prentice Hall, Harlow
- Malhotra, N.K. (1999) Marketing Research An Applied Orientation, Prentice Hall, New Jersey
- McDaniel, C. & Gates, R. (1991) Contemporary Marketing Research, West, St Paul
- McQueen, R. & Knussen, C. (2002) Research Methods for Social Science, An Introduction, Prentice Hall, Harlow
- O'Donnell, A., & Cummins, D. (1999) The Use of Qualitative Methods to Research Networking in SMEs, Qualitative Market Research: An International Journal, Vol. 2, No 2, pp 82-91
- O'Leary, Z. (2004) Guide to Doing Research, Sage, London
- Pallant, J. (2001) SPSS Survival Manual, OUP, Buckingham
- Phillips, E.M. & Pugh, D.S. (2001) How to get a PhD, OU Press, Buckingham
- Pole, C. & Lampard, R. (2002) Practical Social Investigation, Prentice Hall, Harlow
- Raimind, P. (1994) Management Projects, Chapman & Hall, London
- Riley, M., Wood, R.C., Clark, M.A., Wilkie, E. & Szivas, E. (2000) Researching and Writing Dissertations in Business and Management, Thomson Learning, London
- Saunders, M., Lewis, P. & Thornhill, A. (2003) Research Methods for Business Students, FT/Prentice Hall, Harlow
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- Sparrow, J. (1999) Using Qualitative Research to establish SME support needs, Qualitative Research: An International Journal, Vol 2, No 2, pp 121-
- Wright, L.T. & Crimp, M. (2000) The Marketing Research Process, FT/Prentice Hall, London
- White, B. (2000) Dissertation Skills for Business and Management Students, Continuum, London
- Yin, R.K. (2003) Case Study Research, Design and Methods, Sage, London
- Zikmund, W. (2000) Business Research Methods, Dryden, Orlando

**Appendix G: Dissertation Meeting Record**

**Dissertation Meeting Record**

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Student Name

Student Email

Tutor

Dissertation Title

\_\_\_\_\_  
Tutor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Signature

Tutor's Comments

## Dissertation Meeting Record Report

Date

Time

Tutor's Signature

Student's Signature

Subjects Discussed / Changes required

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Agenda / Changes for Next Meeting

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### Appendix H: Dissertaton Grading Report Sheet

<b>ITS</b> <b>Dissertation Grading Report Sheet</b>
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<b>Name of Student:</b>
<b>Title of Dissertation:</b>
<b>Date:</b>
<b>Tutor:</b>
<b>Examiner:</b>

Guideline Criteria for Assessment		Possible %	Actual %
i)	Introduction	5%	
ii)	Literature review	15%	
iii)	Research Methodology	15%	
iv)	Analysis of results	55%	
v)	Conclusions / recommendations	5%	
vi)	Presentation	5%	
		100%	

<p><u>INTRODUCTION/ RATIONALE</u> (5%)</p> <p>Marks will be awarded for:</p> <p>Propose of Dissertation Underlying Themes Justification – Why? Key Aims and Objectives / Hypothesis –Proposed</p>	<p>COMMENTS</p> <p>Final Grade: /</p>
<p><u>LITERATURE REVIEW</u> (15%)</p> <p>Marks will be awarded for:</p> <p>Evaluation &amp;Review or Both Theoretical and Secondary research data Thorough Knowledge &amp;Comprehension of Topic Understanding of Relevant concepts &amp; 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</p>	<p>COMMENTS</p> <p>Final Grade: /</p>
<p><u>RESEARCH METHODS</u> (15%)</p> <p>Marks will be awarded for:</p> <p>Selection of Clear Research aim &amp; Objectives, and / or testable hypothesis (where applicable) Selection of Appropriate research Methodology Critical Evaluation of Such Methodology Clean understanding of research limitations / ethical issues</p>	<p>COMMENTS</p> <p>Final Grade: /</p>
<p><u>ANALYSIS OF RESULTS/ Research</u> (55%)</p> <p>Marks will be awarded for:</p> <p>Clear presentation of Results Appropriate analytical interpretation of Results Application and synthesis of results to research objectives, hypothesis &amp; Literature Appropriate use of statistical methods (where applicable) A synthesis and evaluation of research results, references and implications</p>	<p>COMMENTS</p> <p>Final Grade: /</p>



<p><u>CONCLUSIONS / RECOMMENDATIONS</u> (5%)</p> <p><i>Marks will be awarded for:</i></p> <p><i>Logical and clearly structured conclusions</i>  <i>Appropriate synthesis between research and literature</i>  <i>Evaluation and summary of key research outcomes/ main concepts and issues</i>  <i>Potential applications of findings to future research</i></p>	<p>COMMENTS</p> <div data-bbox="1316 667 1524 734"> <p>Final Grade: /</p> </div>
<p><u>PRESENTATION</u> (5%)</p> <p><i>Marks will be awarded for:</i></p> <p><i>Ability to organise and represent ideas and data in a clear, logical and appropriate form</i>  <i>Grammatical correctness, structure and readability</i>  <i>Appropriate use of references and referencing systems</i>  <i>Appropriate use of visual material where applicable</i></p>	<p>COMMENTS</p> <div data-bbox="1316 1055 1524 1122"> <p>Final Grade: /</p> </div>
<p>OVERALL COMMENTS</p> <div data-bbox="1262 1854 1524 1924"> <p>Overall Grade: / 100</p> </div>	

## Appendix I: Research Ethics Proposal Form

### Academic Research and Publication Board – Ethics Committee

#### **Check list to be included with REC Proposal Form**

Please make sure to tick **ALL** the items. Incomplete forms will not be accepted

		YES	NOT APP.
1a.	Recruitment letter/ information sheet for subjects, in English	<input type="checkbox"/>	<input type="checkbox"/>
1b.	Recruitment letter/ information sheet for subjects, in Maltese	<input type="checkbox"/>	<input type="checkbox"/>
2a.	Consent form, in English, signed by supervisor, and including your contact details	<input type="checkbox"/>	<input type="checkbox"/>
2b.	Consent form, in Maltese, signed by supervisor and including your contact details	<input type="checkbox"/>	<input type="checkbox"/>
3a.	In the case of children or other vulnerable groups, consent forms for parents/ guardians, in English	<input type="checkbox"/>	<input type="checkbox"/>
3b.	In the case of children or other vulnerable groups, consent forms for parents/ guardians, in Maltese	<input type="checkbox"/>	<input type="checkbox"/>
4a.	Tests, questionnaires, interview or focus group questions, etc in English	<input type="checkbox"/>	<input type="checkbox"/>
4b.	Tests, questionnaires, interview or focus group questions, etc in Maltese	<input type="checkbox"/>	<input type="checkbox"/>
5a.	Other institutional approval for access to subjects: Health Division, Directorate for Quality and Standards in Education, Department of Public Health, Curia...	<input type="checkbox"/>	<input type="checkbox"/>
5d.	Other institutional approval for access of data: Registrar, Data Protection Officer Health Division/ Hospital, Directorate for Quality and Standards in Education, Department of Public Health...	<input type="checkbox"/>	<input type="checkbox"/>
5c.	Approval from Person Directly responsible for subjects: Medical Consultants, Nursing Officers, Head of School	<input type="checkbox"/>	<input type="checkbox"/>

Received by Examinations & Dissertations Board	
Discussed by Research Ethics Committee on	
Approved by Research Ethics Committee on	

## Request for Approval of Human Subjects Research

Please type. Handwritten forms will not be accepted.

<b>FROM:</b> <i>(name, address for correspondence)</i> Click here to enter text.	<b>PROJECT TITLE:</b> Click here to enter text.
<b>TELEPHONE:</b> Click here to enter text.	
<b>EMAIL:</b> Click here to enter text.	
<b>COURSE AND YEAR:</b> Click here to enter text.	
<b>DURATION OF ENTIRE PROJECT:</b> From Click here to enter text. To Click here to enter text.	<b>TUTOR'S NAME AND EMAIL:</b> Click here to enter text.

**ANTICIPATED FUNDING SOURCE:**  
*(Include grant or contact number if known)*  
 Click here to enter text.

1. Please give a brief summary of the purpose of the research, in non-technical language.  
 Click here to enter text.

2. Give details of procedures that relate to subjects' participation  
 (a) How are subjects recruited? What inducement is offered? *(Append copy of letter or advertisement or poster, if any.)*  
 Click here to enter text.

(b) Salient characteristics of subjects – number who will participate, age range, sex, institutional affiliation, other special criteria:  
 Click here to enter text.

(c) Describe how permission has been obtained from cooperating institution(s) – school, hospital, organization, prison, or other relevant organization *(append letters)*. Is the approval of another

Research Ethics Committee required?

[Click here to enter text.](#)

(d) What do subjects do, or what is done to them, or what information is gathered? (*Append copies of instructions or tests or questionnaires*) How many times will observations, test, etc., be conducted? How long will their participation take?

[Click here to enter text.](#)

(e) Which of the following data categories are collected? Please tick where appropriate.

Data that reveals:

Race and ethnic origin	<input type="checkbox"/>
Political opinions	<input type="checkbox"/>
Religious and philosophical beliefs	<input type="checkbox"/>
Trade union memberships	<input type="checkbox"/>
Health	<input type="checkbox"/>
Sex life	<input type="checkbox"/>
Genetic information	<input type="checkbox"/>

3. How do you explain the research to subjects and obtain their informed consent to participate? *(If in writing, append a copy of consent form.)* If subjects are minors, mentally infirm, or otherwise not legally competent to consent to participation, how is their assent obtained and from whom is proxy consent obtained? How is it made clear to subjects that they can quit the study at any time?

[Click here to enter text.](#)

4. Do subjects risk *any* harm – physical/ psychological/ legal/ social – by participating in the research? Are the risks necessary? What safeguards do you take to minimize the risks?

[Click here to enter text.](#)

5. Are subjects deliberately deceived in *any* way? If so, what is the nature of the deception? Is it likely to be significant to subjects? Is there any other way to conduct the research that would not involve deception, and, if so, why have you not chosen that alternative? What explanation for the deception do you give to subjects following their participation?

[Click here to enter text.](#)

6. How will participation in this research benefit subjects? If subjects will be 'debriefed' or receive information about the research project following its conclusion, how do you ensure the educational value of the process? *(Include copies of any debriefing or educational materials)*

[Click here to enter text.](#)

TERMS AND CONDITIONS FOR APPROVAL IN TERMS OF THE DATA PROTECTION ACT

- Personal data shall only be collected and processed for the specific research purpose.
- The data shall be adequate, relevant and not excessive in relation to the processing purpose.
- All reasonable measures shall be taken to ensure the correctness of personal data
- Personal data shall not be disclosed to third parties and may only be required by the University or the Supervisor for verification purposes. All necessary measures shall be implemented to ensure confidentiality and where possible, data shall be anonymized.
- Unless otherwise authorized by the ITS ARPB Research Ethics Committee, the researcher shall obtain the consent from the data subject (respondent) and provide him with the following information: The researcher's identity and habitual residence, the purpose of processing and the recipients to whom personal data may be disclosed. The data subject shall also be informed about his rights to access, rectify, and where applicable erase the data concerning him.

I, the undersigned hereby undertake to abide by the terms and conditions for approval as attached to this application.

I, the undersigned, also give my consent to the ITS ARPB Research Ethics Committee to process my personal data for the purpose of evaluating my request and other matters related to this application. I also understand that I can request in writing a copy of my personal information. I shall also request rectification, blocking or erasure of such personal data that has not been processed in accordance with the Act.

Signature:

APPLICANT'S SIGNATURE:

*I hereby declare that I will not start my research on human subjects before REC approval*

DATE

TUTOR'S SIGNATURE

*I have reviewed this completed application and I am satisfied with the adequacy of the proposed research design and the measures proposed for the protection of human subjects.*

DATE

***To be completed by the ARPB Research Ethics Committee***

We have examined the above proposal and advise

**Acceptance**

**Refusal**

**Conditional Acceptance**

For the following reason/s:

Signature:

Date:

***To be completed by the ARPB Research Ethics Committee***

We have examined the above proposal and advise

**Acceptance**

**Refusal**

**Conditional Acceptance**

For the following reason/s:

Signature:

Date:

### **Appendix J: Declaration of authenticity for Undergraduate students**

The researcher is to fill-in this form, sign it and include it in the final copy of the thesis as submitted for grading

Researcher's I.D. /Code \_\_\_\_\_

Researcher's Name & Surname

\_\_\_\_\_

Course

\_\_\_\_\_

Title of Dissertation

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

I hereby declare that I am the legitimate author of this dissertation and that it is my original work.

No portion of this work has been submitted in support of an application for another qualification of this or any other higher education institution.

I hold the Institute of Tourism Studies (Malta) harmless against any third-party claims with regard to copyright violation, breach of confidentiality, defamation and any other third-party right infringement.

\_\_\_\_\_  
Researcher's signature

\_\_\_\_\_  
Date (DD/MM/YY)



### **Appendix K: Dissertation Proposal Form**

The proposal form is available as a separate PDF document