

LONG ESSAY

CODE: P028

Section: Academia
Procedure Owner: ARPB

PROCEDURE

1.0 Dissertation Proposal

Student at HND, Degree and Masters level have to be introduced to the dissertation process at an appropriate time during the first semester. The modules introduced during the first semesters at the Institute should also enable the student to grasp an idea of what constitutes a long essay/dissertation; what it really entails.

Students should be challenged to think and to produce something of their own. Within this context students must draw up a long-essay/dissertation proposal and upon a particular date passed over to the lead tutor in charge of the dissertation process.

At this stance the proposal would be reviewed by the Academic Research and Publications Board (ARPB). Within their review, the board would either accept the proposal, or refuse or recommend a number of changes or amendments.

The institute makes available a list of supervisors who would be available to act as supervisors for the students reading their dissertation. In this manner students will be able to discuss at premature time their thoughts and concerns of the dissertation they intend to embark upon.

2.0 Selecting and endorsing a Supervisor

Within the proposal filled by the student, the student may already select their respective supervisor. The review committee will usually accept unless the acceptable number of students is exceeded in which case the tutor would be changed or the student will be asked to select someone else. In cases where the student did not propose any supervisor the committee will look into the dissertation title and select a tutor who would be helpful on that particular area the student had selected.

3.0 Supervisor

The supervisor must abide with guidelines stipulated by the institute. These guidelines are within the remit of the ARPB. In any case the supervisor must always be ready to assist the student in one's endeavors to complete their studies.

4.0 Working on the Dissertation

Once the ARPB has approved the dissertation proposal the student may commence with their tasks in completing their dissertation. It is highly recommended that the student keeps in the loop their supervisor. The student should conduct frequent meetings such as weekly meetings in the period towards the conclusion of the whole work. They should also endorse any go ahead especially in areas that might sound dubious.

5.0 Make-up of the Dissertation

The dissertation must correspond to the established layout of having five chapters which should correspond to the following:

- Chapter 1: Introduction;
- Chapter 2: Literature Review;
- Chapter 3: Methodology;
- Chapter 4: Analysis /Findings
- Chapter 5: Conclusion and recommendations;

The word count should for HND should be within 4,500 – 5,000 for these five chapters.

The word count should for degree level should be within 12,000 – 15,000 for these five chapters.

The word count should for Masters level should be within 25,000 – 30,000 for these five chapters.

Chapters may vary depending on the type of research being carried out.

Appendices, bibliography and other references do not count in the word count for marking purposes. Students should refrain from exceeding the above parameters, otherwise they would be penalised. In cases of doubt they should seek clearance from their tutor or person in charge of the dissertations.

6.0 Submission

Deadlines must be observed. If the student has worked in perfect harmony with their tutor, they should reach the deadline with ease and comfort.

Tutors are being advised that they have to give consent whether the work is complete or not. If the supervisor feels that the main areas have been reached then the work can be marked. Students are not allowed to list down names of tutors or other personnel who are not aware and should seek consent from these individuals.

The supervisor has to mark the dissertation and draft the assessment criteria form.

7.0 Moderator

The moderator would be an individual from the institute or otherwise who had nothing to do with the work conducted. Once the dissertation is passed over to the moderator, this individual has to conduct a review and either affirm the mark assessed by the tutor or else the whole dissertation has to be discussed in front of individual in charge of dissertations appointed by the institute.

8.0 Final Result

Once the dissertation results is confirmed between the tutor and the moderator this mark will be forward to the registrar to issue to the student at the stipulated time.

9.0 Upload on the ITS Dissertation Library

The dissertations that achieve a certain level (A-C) would be uploaded onto the ITS Dissertation Library and a hard bound copy would be held at the Institute library.

10.0 Submission dates Extensions.

Those students due to certain unforeseen events would request an extension, this will be allowed only for either the following submission in September or else the following June. In case the student fails to submit, then the student will have only one reset for the dissertation which whatever performance level is achieved, then it will be marked as a D+.

11.0 Types of dissertations:

Students following particular courses will have the dissertation project construed accordingly to their skills being taken from the institute.

Hence tour guides will have to conduct a dissertation together with a proposed tour; whilst students on the FPP have a specific designed project as attached to this policy document.

Marking Scheme:

The marking scheme on the assessment criteria has been altered to reflect a wider allocation of marks according to merit attained.

Appendices

1. Dissertation Proposal
2. Dissertation Guidelines

DISSERTATION GUIDELINES

Table of Contents

Introduction	3
Learning Outcomes	4
Teaching and Learning Strategy	4
Planning your Work	5
1. Research & Writing Plan	5
Meetings with Tutor	6
The Role of the Tutor	6
The Dissertation: General Information	6
1. Word Count	6
2. Assessment Criteria	6
3. Academic Honesty	8
4. Research Ethics	8
5. Submission	8
Appendix A: Format and Structure of the Dissertation	10
1. Title Page	10
2. Authenticity Form	10
3. The Abstract	10
4. Acknowledgements	11
5. Table of Contents	11
6. Introduction	11
7. Literature Review	11
8. Methodology	11
9. Analysis and Discussion of the Results	12
10. Conclusions and Recommendations	12
11. References	12
12. Appendices	13
Appendix B: Do's and Don'ts in the Literature Review	14
Appendix C: Writing and Grammatical Conventions	15
Appendix D: Referencing and Citations	16
Referencing	16
Citations	16
Books	16
Journal Article	16
Electronic Sources (Internet)	16
Appendix E: Assessment Criteria	18
1. Introduction - Rationale (5%)	18
2. Literature Review (15%)	18
3. Research Methodology (15%)	18
4. Analysis of Results / Research (55%)	19
5. Conclusions / Recommendations (5%)	19
6. Presentation (5%)	19
Appendix F: Further Reading	20
Research Methods Bibliography	20
Background Reading	20

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 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.

Good luck on this journey!

Research is what I'm doing without knowing what I'm doing.

Werhner von Braun

Learning Outcomes

The Knowledge, Skills and Understandings include:

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

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, in December, the ITS' Examination and Dissertation Board confirms the title of the dissertation and assigns a tutor 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.

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

Timeline	Plan
November (Year 2 Semester 1)	Research Proposal submission
January - April	Literature Review Research and Identify Research methodology
May - August	Write up literature review and Research methodology - Prepare field work
September - October (Year 3 Semester 1)	Field Research - Data Collection - Survey Work
November - February	Data Analysis and Write up of results
March - April	Prepare Final Draft for Tutor’s review
May (Year 3 Semester 2)	Final submission

Meetings with Tutor

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 three 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 email). 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.

The Role of the 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 Examinations & Dissertations Board of any student 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 is advised to see the work of the student and provide adequate feedback.

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)

The Dissertation: General Information

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 be in the first or second week of June.

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 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 Research Ethics Committee if:

- The research involves vulnerable persons, for example children (under the age of 18), mentally disabled persons or economically or educationally disadvantaged persons.
- 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 than February Semester 5 Year 2.

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.

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 Examinations and Dissertations Board.

The student is required to submit **two spiral bound copies and one electronic copy** of the dissertation to the ITS Registrar's Office.

Following the publishing of the dissertation result, the student is required to deposit **one hardbound copy** to the Librarian. The hardbound copy should have a black cover with silver lettering.

Upon completion of the examination process the student needs to provide the Librarian with an electronic copy of the dissertation on a CD to be placed online.

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.

1. Title Page

This should include:

1. Dissertation Title
2. Course
3. Year
4. Name of Student

2. 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.

3. 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?

4. Acknowledgements

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

5. Table of Contents

6. 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.

7. 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.

8. 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).

9. 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.

10. 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.

11. 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.

12. 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 1 1/2 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

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

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.

For example:

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

1. Introduction - Rationale (5%)

Grades will be awarded for:

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

Literature Review (15%)

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 (15%)

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

5. Analysis of Results / Research (55%)

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.

5. Conclusions / Recommendations (5%)

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

6. 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

Research Methods Bibliography

Background Reading

Collis, J. & Hussey, R. (2003) Business Research, A Practical Guide for undergraduate and post-graduate students, Palgrave, London.

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.

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.

Fink, A. (1998) Conducting Research Literature Reviews, Sage, London.

Foster, J.J. (2001) Data Analysis, Using SPSS for Windows, Sage, London.

Gill, J. & Johnson, P. (1997) Research Methods for Managers, Paul Chapman Publishing, London.

Hart, C. (2001) Doing A Literature Search, Sage, London.

Howard, K. & Sharp, J.A. (1992) The Management of a Student Research Project, Gower, Aldershot.

Howitt, D. & Cramer, D. (2003) An Introduction to Statistics in Psychology, Prentice Hall, Harlow.

Hurd, S. & Mangan, J. eds (2001) Essential Data Skills for Business and Management, Statistics for Education/ONS, London.

Hussey, J. & Hussey, R. (1997) Business Research: A Practical Guide for Undergraduate and Post-Graduate Students, Palgrave, Basingstoke.

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.
- Raimond, 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.
- Sharp, J. A. & Howard, K. (2000) *The Management of a Student Research Project*, Gower, Aldershot.

INSTITUTE OF TOURISM STUDIES

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.