The Diploma Paper Writing Guide

Diplom Hôtelier/ère-Restaurateur/rice HF Programme

Contents

Table of Appendices:

1   Introduction to the Diploma Project

The Diploma project is an accumulation of student training and is written during the fifth semester of the programme.

Year 1, Semester 1 At IMI in classes		Year 1, Semester 2 Internship
Year 2, Semester 3 At IMI in classes		Year 2, Semester 4 Internship
Year 3, Semester 5 This is the semester when students do the Diploma Project		Year 3, Semester 6 Final Internship

Successful graduation work is essential for graduation from IMI International Management Institute's Swiss Degree.

In the SERI Ordinance, it is specified that this project concerns the minimum requirements for the recognition of the Diplom Hôtelier/ère-Restaurateur/rice HF Programme.

2   The Students' Task

Students must identify, analyse and address a business-related issue, with reference to substantial and verifiable sources. They need to propose a potentially viable solution, based on substantial research, in the form of an 8,000-word report (approximately 30 pages) of text.

3   Project Learning Objectives and Outcomes

Upon successful completion of this Diploma Project, students will be able to

- Plan, design, execute and communicate a sustained piece of independent intellectual work which fulfils the formal criteria for the Diplom Hôtelier/ère-Restaurateur/rice HF Programme
- Develop critical thinking, analysis and relevant argumentation techniques and skills
- Acquire a greater understanding of the role academic has on international business with specific application to the hospitality and tourism industries
- Identify and assess a problem and formulate and present a possible solution

4   Diploma and Title Examination

Admission to the Diploma Exam
Only those who have attended the course in its entirety, unless exempted from certain parts, are admitted to the diploma examination.

Content of diploma work
The diploma exam consists of the following:
- a diploma report
- oral viva voce for the diploma project
- and written examinations from different assessments throughout the programme.

Diploma work refers to a key area of training and is performed over an uninterrupted period of time, under the control of the school.

The requirements for the diploma work are significant. Through graduation work, the student demonstrates that he / she is able to write a detailed written work independently and professionally; according to certain methodical guidelines, within a defined period of time, and by choosing theme relevant to hospitality or restaurant management.

A successful diploma project can be very important when applying for a job as a hospitality or restaurant manager.

5 The Purpose of the Diploma Paper

5.1 The Purpose

Within the framework of the Diplom Hôtelier/ère-Restaurateur/rice HF Programme, obtaining the officially recognized diploma of "Advanced Federal Diploma of Higher Education in Hospitality Management" is subject to successful graduation work. This must reach at least the grade 4 (pass) during the evaluation.

The use of acquired academic knowledge is not the sole purpose of the diploma work; it is also an integral part of the learning and working process. The work is supposed to reveal the student's intellectual abilities and represent a source of personal enrichment, notably through in-depth research on the chosen theme. As part of the diploma work, themes related to hospitality news must be dealt with, and the contact with the hospitality sector must be established and reinforced by the student's own initiative, with a view to integrating it in professional life at the end of training.

With the help of the diploma work, the students are led to prove that they are able to autonomously handle the following:
- a subject related to the branch of hospitality
- oriented towards practice
- in a given period of time
- with appropriate word-count and editorial depth
- whose veracity can be documented through relevant resources

6 Subject and Timing of the Diploma Work

The subject of diploma work must be related to hospitality or restaurant management and must be related to practice.

The subject must be filed with the management according to the deadline communicated through the **Diploma Project Subject Approval Form** (see Appendix 2).

The management can enter the diploma report in a competition in collaboration with organizations or companies of the branch. The attached form is used to submit the subject. It must be completed with signatures student and expert signatures.

6.1   Time limits

The following deadlines are fixed beforehand by the Programme Manager:
- Date of submission of the overall concept with the school management
- Date of submission of diploma work
- Response date if work accepted (sufficient) or refused (insufficient)
- Date of presentation and defence of diploma work
- Date of publication (if entered)

The deadlines set by the management must be scrupulously respected. No excuses for delays are allowed.

The work must be submitted in Turnitin, by the final deadline date.

Work submitted late or not in compliance to the regulations will not be evaluated or accepted.

If work is refused and in need of revision at a later date, that copy also needs to be submitted in Turnitin.

In case of certified mitigating circumstances, the deadline may be extended.

6.1.1   Procedure in case of non-respect of the deadlines:

Penalties for Late Submission of Coursework:
The work cannot be done during the planned semester. The management will define a new schedule including all deadlines and date of oral defence. The diploma will only be issued once the work has been evaluated and accepted. For the assessment procedures, IMI receives a fee of CHF 500.-

Non-submission of Diploma Work:
The work cannot be evaluated before the diploma exams. The management will define a new schedule including all deadlines, and date of oral defence, which in principle will take place with the next class. The diploma will only be issued once the work has been evaluated and accepted. For individual assessment procedures, IMI receives a fee of CHF 500.-

Any work assessed after the deadline will receive a capped score of 40%.

7   Word Count and Language

The Diploma project must have approximately 8,000 words. If the students' work differs by more than 1,500 words, the report will be returned to the author for correction.

The title page, the table of contents, other tables, acknowledgements, personal declaration and appendices are not taken into account for the word count of the book. The maximum number of pages for the Appendices is 15.

The diploma work must be written in the language of instruction (English).

8   The Proposed Outline and Approval

Topics and Practical Tips

Topics need to be considered carefully. Students ought to look at articles in academic journals or trade magazines. Look at what issues are currently being researched or raised in the media but be careful that they are not so current that there will be insufficient literature or data.

For the first brainstorming of a topic, creative methods like brainstorming and mind mapping are ideal, as well as interviews and discussions with trainers, management, professionals or friends. The subjects in question must then be delimited and verified in relation to their feasibility. Students ought to ask themselves the following questions:

- What surprised me lately?
- What have I read, heard, seen or experienced within the field of hospitality that is of interest?
- What aspects would I want to observe when working?
- How can the future change things?
- In what way can my work contribute to hospitality development?

It is important that students:
1. Establish a priority list containing at least three different topics
2. Identify any difficulties in obtaining information
3. Define the best subject in an even more concrete way
4. Discuss the subject with colleagues and faculty

Students are strongly encouraged to speak with their internship providers for their topics.

8.1   The Proposal Outline: What to submit

Submit two potential concepts, then the overall concept, signed by yourself and your supervisor for expertise and validation

The more concrete a subject is and the precise title, the more direct the research can be: the conclusions will be easier to draw and the measures to be taken easier to formulate.

Any subject previously explored by another student cannot be the subject of work.

The Diploma Project Outline helps students understand and plan their project and encourages students to get started straight away. It is intended to make students think about what they want to achieve in the project.

The checklist entitled Personal Checklist Project Scope will guide you to define the scope of the diploma project (see Appendix 1).

The proposal outline must include the following:

1. Title Page
2. First proposed project concept
3. List of keywords, or even better, a mind-map with all the points to be treated for each subdomain
4. Brief background of the project ideas and their relevance (recent statistics, trends, media, problem area, under researched, new applications etc).
5. Literature to be reviewed (theories to explore)
6. Project Timeline (Gantt Chart)
7. Second proposed project concept
8. List of keywords, or even better, a mind- map with all the points to be treated for each subdomain
9. Brief background of the project ideas and their relevance (recent statistics, trends, media, problem area, under researched, new applications etc).
10. Literature to be reviewed (theories to explore)
11. Project Timeline (Gantt Chart)

The deadline for submission is week 2 in year 3.

Subject proposals are validated by management. The final validation of the subject is confirmed to the students according to the deadline communicated.

When choosing the subject, carefully check the indications mentioned above. Difficult access to the necessary information or materials is very likely to disrupt your schedule and cannot be used as a reason for submitting the subject after the deadline.

As mentioned above, it goes without saying that the theme must relate to a hospitality field for which you can at least partly rely on the skills acquired at IMI or during your professional internships/work experience.

The diploma work written for an organization or a company is particularly exciting and useful: it is most useful when a large number of readers can benefit from it. Thus, the work is not only for the purpose of obtaining a degree, but also for a wider circle of interested persons who are close to the subject in one way or another. For example, places of training or professional practice can be valuable partners.

8.2   Timeline and Supervisor Meetings

Each diploma project has its own momentum and the research plan and timetable should be agreed with individual supervisors. However, there is a basic logic to the process and students should be working towards the following milestones and submission dates for drafts of work. These drafts form the basis of supervision meetings and feedback from supervisors.

Supervisors only meet with their students THREE TIMES. Each meeting will be subject to minutes created by the student. It is important that supervisor meetings are seen as practice for the written work, but also for the Oral Defence.

Semester 5	Diploma Project WRITING STAGE
Week 1	Initial introduction and issue of work schedule
Week 2	Finalize Topic & Project Proposal Due
Week 3	Allocation of supervisors is announced
Week 5	Introduction submission to supervisor: Supervisors must exercise restraint when guiding students in order to not interfere. The student arrives with his overall concept (first version of the form, his back-planning and his questions) • clarification of open points • questions • missing points • In depth, literature • contact persons • Perimeter, central problem • hypothesis (s) • methodology
Week 10	The supervisor: • checks the possible questionnaire • consults on the script • recommends corrections • clarifies open points, questions, & missing points • advises on a logical structure • reviews any statistics or formulas
Week 15	The third meeting takes place at the request of the student only and cannot take place after week 5 (week 15). The supervisor: • verifies whether anything essential is missing • provides the latest advice
Week 16	Diploma paper submission is due and submitted to Turnitin.com. If the final draft is not delivered to supervisor on this date, it will be very difficult for supervisors to provide students with meaningful comments / advise on work.
Week 19	Oral Defense dates are fixed.

9   Learning Resources

9.1   Essential Reading

Cottrell, S. (2017) *Critical Thinking Skills: Developing Effective Analysis and Argument.* Basingstoke: Palgrave Macmillan
ISBN-13: 9781137550507

Jacob, D.T. (2017) *Write it Better: A Study of Relevant Residential Report Writing.* Louisiana: Ladder Up publishing.
ISBN-10: 1548248991
ISBN-13: 978-1548248994

9.1.1   Electronic Sources

The Moodle provides links for FREE electronic resources to which IMI has subscription.

http://moodle.imi-luzern.com/course/view.php?id=5

Analyse This – free online tutorial to help develop data analysis skills
http://www.learnhigher.ac.uk/analysethis

10 Diploma Dissertation Project Structure

The written diploma dissertation is a printed and bound product made up of different parts with the following structure:

- Cover (created by IMI)
- Title Page
- Second Title Page
- Second title page with abstract
- Acknowledgements
- Management Summary
- Table of Contents
- Table of Tables
- Table of Figures
- List of Abbreviations
- OVERVIEW OF PROBLEM
- AREA OF PROBLEM (F&B/Rooms Division)
- MARKETING IMPLICATIONS (Target Market (Supply or Demand), Distribution Channels, Exemplars)
- OPERATION ORGANISATION CONSIDERATIONS (Swiss Laws, Regulations to be respected, additional implications for the operation of the business)
- HUMAN RESOURCE (More or less staff, other staffing considerations e.g. a new position is equivalent to 4.6 new members of staff to cover all shifts).
- FINANCES (Optimistic/Expected/Pessimistic – **Breakeven Point** is important. Swiss Bench marks for percentages relating to costs.)
- CONCLUSION & RECOMMENDATIONS

- Index
- References (in alphabetical order)
- Index of Images
- Appendices
- Personal Statement
- Curriculum Vitae of Author
- Blank Page

Other structure variations are possible as long as it is approved by the supervisor.

A template of the cover page is attached in Appendix 3 and must include

- Diploma Paper with year
- The full title (main title and subtitle delimiting)
- CNC Level 6 vocational training according to the supplement to the SEFRI diploma
- Name of the supervisor
- Name of Unit Leader
- Name of the student
- IMI Address
- Place and Date of delivery
- Copyright © «year»
- "Degree work filed with IMI International Management Institute Switzerland"
- Advanced Federal Diploma of Higher Education in Hospitality Management
- Diplom Hôtelier/ère-Restaurateur/rice HF

10.1.1 Table of Contents and Chapter Numbering

The table of contents serves as a quick overview for the reader. It must be designed in a simple way and clearly refer to the content. Concise titles and clear design are very important. Only the decimal system must be used for classification: mixed classification systems are not allowed.

Example of a classification:

1. Destination Hotel Sonnenberg MICE Feasibility Titled 1

1.1 Geographical description Heading 2

1.2 ... Title 3

1.2.1 ... Heading 4

1.2.2 ... Heading 4

The subclassification must not contain more than 4 decimals. Only a very complex subject can be an exception to this rule. For additional structuring, the text can be divided into paragraphs.

10.1.2 Student Declaration Statement

A written statement duly signed by the student must be attached to the diploma work. This certifies that the work was developed independently and using only the means mentioned. A sample declaration or personal statement can be found in Appendix 5.

11 Layout and Style

11.1 Layout

The layout matters for many in the ease of reading a text. Margins, paragraphs, font and line spacing are particularly important things to consider when formatting.

Instructions for Diploma Work:

- Font: Arial, size 11
- Margins: Left margin approx. 3 cm (for binding), Right margin approx. 1.5 cm
- Line spacing: 1.5 line spacing
- Pages should be numbered starting with the first page after the title page. Pages should be numbered sequentially at the bottom of the page. Contents, abstract and declaration pages numbered in small Roman numerals   i, ii, iii, iv, other pages 1,2,3,4,
- Text: Clear division into chapters, paragraphs and sub-paragraphs
- Commas and other punctuation marks are to be followed by a space
- Paragraphs should not be indented
- There should be one-line space between paragraphs.

Additional Typing and Printing:

- Chapter headings in size 16 font in bold capital letters; section headings in 14 font bold underlined either upper or lower case; subheading in 12 font bold lower case
- References and appendices single spaced.
- Block paragraph format as per this handbook leaving a space between paragraphs. Do not indent the first word of the paragraph as in hand written format.
- Start each chapter, the reference list and appendices on a new page.
- All tables, figures and diagrams should be titled and numbered.

11.2 Style

Follow the general conventions of academic writing.

- Do not write in the first person singular (I). Maintain a consistent formal academic style of writing throughout, namely, third person neutral. For example… The researcher distributed a questionnaire…The literature argues… It was established that….

- Source and reference all texts using the MMU referencing style from the Moodle / library
- Pay attention to correct use of italics, commas and full stops in the reference list.
- Direct quotations should be inside double inverted commas " ....." When using a direct quotation, students must give the page number in the reference citation, e.g. Use single inverted commas to 'emphasize' a word or phrase.
- Each chapter should have an introduction to give a brief indication of the purpose and structure of the chapter.
- Chapters should be broken down into sections and sub sections with appropriate headings.

The division into chapters is supposed to be logical.

- Sections should be numbered in sequence according to the chapter e.g. in the literature review chapter the sections and sub sections could be: 2.1 Introduction   2.2 ....

- Further subsections may also be numbered e.g. 2.2.1........ 2.2.2..... Alternatively, these need not be numbered if there are too many subsections. You could just use a heading in lower case but in bold. Make sure the reader can easily understand the structure and flow of the chapter.

- Do not number each paragraph.

- Each chapter should end with a short summary of the main points and link forward to the next chapter. This summary could be in bullet point format.

- All tables should be numbered in sequence and start with the number of the chapter e.g. Table 3.1   Table 3.2 (for tables in chapter 3 Methodology) Table 4.1   Table 4.2 (tables in chapter 4 Results)   NOT Table 1 Table 2 Table 3 ....Table 14 ....Table 27 etc.,

- All tables must have a title which reflects their content. Do not use the actual wording of the question as a title. Titles should be above the table and should be underlined. For example,   Table 4.6: Relationship between gender and number of hours worked.

- Any other pictorial representations such as graphs, bar and pie charts etc., are figures and must be numbered, titled and underlined similar to tables e.g. Figure 3.1 Figure.3.2   Figure 4.2   Figure 4.5: Hours worked in an average week. Do not use titles such as....A graph to show......   or A bar chart to show....

- In the text of the chapter, draw the reader's attention to the tables or figures e.g. ...... (See Table 4.3 below) or Figure 4.2 above illustrates the ....

- Do not just cut and paste SPSS or Excel data output into any chapter and use that as a table.

- Figures and tables of results should be presented in the body of the dissertation and will NOT be included in the word count. Raw data and spreadsheets used to generate tables and charts could be included in appendices. Content presented in appendices will not be counted in the final word count.

- When writing about percentages you can either use the term percent or the % symbol. Be consistent. Do not use both.

- Do not start a sentence with a numerical number e.g. 36% of volunteers said…….   Use words instead, no matter how large the number is e.g. Thirty six percent of volunteers said that they typically watched sport on TV once or twice a week, and 45% on a more frequent basis.   Alternatively, rephrase the sentence so that the number is not at the beginning.

- Use appendices sparingly and wisely.   In the text make sure you draw the reader's attention to the appendices e.g. ……….. (See Appendix 1).

12 Academic Integrity

Students are advised to be sure that they know what constitutes plagiarism and attempting to gain an unfair advantage. Both of these are TOTALLY UNACCEPTABLE and will incur a severe penalty in accordance with the Student Disciplinary Procedure contained within the Student Handbook. This will have very serious implications for the final award.

The Diploma Project is not a scientific university thesis, but is inspired by a scientific approach, which means at all times the observation of the following points:

- Honesty and transparency of content
- No affirmations without justifications
- Differentiation between analysis and opinion
- Clarity in the structure of the content, its presentation and the language chosen
- Neutral and scientific writing style
- Application of the Harvard system for references

13 Collecting and Analysing Data

Caution should be exercised when collecting information. One of the pillars of diploma work: Students must give themselves the means, if they cannot check the reliability, to exclude data that cannot be validated by specialists in the field. The author of what one is about to use or to quote (work, article or website), must be identified. Is she/he known as a specialist in the field? Where does she/he work? Did she/he have other publications? Does the source appear in the directory of databases of institutions and training sites reputed to be reliable by the IMI or the participants of the study?

13.1 Secondary Research involved

Secondary research should emphasise a practical orientation of the paper. Students need to demonstrate sound knowledge about operational knowledge and laws.

13.2 Record the Research

To avoid losing the benefit of hours spent in front of a PC, including finding the date of consultation of a web page and data to be cited in the bibliography, it is vital to record its search path in writing through a journal or learning log.

The learning log could be useful during the study phase of the Oral Defence. This way, students can varify how formula were drafted, how ideas were sprouted, what page or thought caught attention, which formula helped to delimit an interesting corpus, etc.

13.3 Surveys, Market Studies and Survey Analysis

In surveys or interviews involving people outside the IMI, it is essential that the questionnaire meets the requirements of the professional world. This for the image of IMI as well as the student. It is therefore imposed on the students to put a possible questionnaire at the disposal of the supervisor. A questionnaire cannot be distributed until the validation of the expert or school management. The original signed questionnaire needs to be attached to the diploma work.

13.4 Amount of data to collect

There is no absolute rule about how much data to collect or by which method. You should discuss this with your supervisor in relation to your particular objectives.   The amount of data to collect will vary according to whether you are only using one method or a mixed method approach. You do not have to use more than one method of data collection. It is more important to have an appropriate method and sampling strategy designed to meet your research objectives.
You will probably need to undertake less of each method for a mixed approach.

13.5 Ethics, informed consent and protocol

The main parts of the Academic Ethics Framework that relate to the data collection stage of the diploma project are the policies on informed consent; confidentiality; anonymity; right to withdraw and safety. These policies will affect where and how data is collected and what to do with that data afterwards. They will affect the design and wording of the questionnaire, interviews and any related letters to organisations.

Students must take several factors into consideration when making contact with persons outside the School and collecting, analysing and presenting data. It is important that this is discussed these fully with supervisors.

Students need to remember that they are acting as a student representative of IMI International Management Institute (often, students will be the only contact a member of the public or an organisation has with the school) and students should therefore endeavour to act with the utmost professionalism in order to maintain and enhance our reputation

Students need to ensure that they have the 'informed consent' of the people they are surveying, interviewing or observing. This means:

- they must be able to understand what the research is about and what the implications of their co-operation are
- they must be capable of giving consent
- they must give their consent

To understand the research, the nature and purpose of it and the implications of their co-operation needs to be included in a covering letter, a statement at the beginning of the questionnaire or written on a prompt card which can be shown to respondents before they answer questions.

School pupils, anyone under the age of 16 or other vulnerable groups such as the elderly or infirm may be deemed incapable of giving informed consent. Therefore, students would need to get consent from their teachers, parents or other responsible persons in writing.

Consent should usually be obtained in writing. With questionnaires and interviews, it may be a case of asking respondents and informants to sign an appropriate section of the questionnaire or sign a separate 'consent form'. This may not be possible (or even desirable) in all instances, such as some research with an ethnographic focus. If research is covert (e.g. some forms of observation), then obtaining consent is not appropriate. In such cases, approval must be sought beforehand from IMI - lecturer or relevant ethics committee.

Participants have a right to withdraw or to not answer certain questions. Let them know that they can stop co-operating at any stage including withdrawing information already supplied. This needs to be clarified and stated explicitly in your covering letter and at the beginning of your questionnaire or interview.

There are other issues relating to how you negotiate access and collect data. These include:

- All outgoing letters should be shown to the supervisor before they are sent.
- Use an appropriate professional sounding email address otherwise your email may be filtered as junk mail and deleted by the recipient.
- Any questionnaires should be shown to the supervisor before being sent out in order that they are of the standard expected of an institution of higher education and comply with the ethical framework.
- All requests for information over the telephone should be conducted politely (as should `telephone surveys').  Do not `badger' people for information if they are reluctant to talk to you.
- Once students have established contacts in organisations, they should maintain these contacts and send a letter thanking them for their co-operation at the end of the project.
- Give people enough time to reply to any correspondence before you make contact again.
- Do not be late for appointments.
- Dress tidily and in keeping with the expectations of the organisation you are visiting.

- Take any material you need with you (do not ask if you can borrow a pen!!).
- Turn your mobile phone off or onto silence during interviews.
- Respondents' assistance should be recognised in the acknowledgements section of the dissertation.

13.6 Personal safety

Students should not take any steps which might compromise their personal safety. In particular:
- Do not give your home address on correspondence or by telephone. Use the `c/o name and address' of your supervisor at the university.
- Do not give your telephone number unless you are absolutely sure that it is safe to do so.
- Do not `cold call' visit at any place where your safety might be compromised (knocking on doors, street interviews in potentially dangerous places etc.).
- Do not arrange to meet any person from an organisation other than on the organisation's premises unless this has been discussed with your supervisor.
- Do not go out to collect data without telling someone where you are going, who you are going to meet and when you are expected back.
- Carry your mobile phone with you.

14 Evaluation

14.1 The Evaluation Procedure

After the final submission in Turnitin.com, the students' supervisors download a copy and provide another copy to the co-expert appointed by management.

The supervisor and co-expert independently evaluate the work using the diploma work evaluation form. Both assessments (the diploma report and the oral defence) form the basis for the final grade. Management can, when there are significant differences between the two assessments, order a third evaluation.

The work must correspond to the prescribed requirements in form and content. If the work submitted exceeds the instructions by 10 pages or more or if 10 pages or more are missing, the work will be refused and must be reworked for a date to be communicated by the management. Marks will be penalized accordingly.

The provisions as to the number of points to be reached are contained in the form devaluation.

If the diploma dissertation is accepted, it must be presented at the oral defence before the supervisor and the co-expert. At the defence of the diploma work, the student's knowledge is evaluated in
relation to the content and the field of his/her work.

14.2 Evaluation Points

The Diploma Dissertation Project is composed of
1. The written report
2. The oral defence

The written assessment is weighted by two experts (the supervisor and the co-expert) and the oral defence by one.

All evaluated points (form and content) are rated through the use of a grading matrix, indicated on the evaluation form.

The evaluation gives rise to the awarding of points. Experts can annotate comments for different criteria.

Both experts evaluate the work independently of each other. They compare their evaluation after the correction. The final grade is determined by the leading expert, or supervisor of the project.

14.3 Minor and Major Modifications to the Project

If students fail elements of the written project, he or she will need to follow procedures for either Major or Minor Modifications.

Minor Modifications: If work needs to be modified in terms of content, the candidate has one month to do the work again. The candidate is entitled to the evaluation form of his file and can then work independently. In this case, the oral defence is postponed and fixed at a later date. The student would then finish his/her semester, attend the graduation ceremony, but in the envelope he/she is only given the ballot without the diploma and diploma of course. The maximum score for the written file may not exceed 40%.

Major Modifications: If the student needs to completely modify the project with a new subject, he/she is entitled to three months from the end of the exams. The procedure starts at the beginning. In other words, the candidate has to validate his subject by the management and can have the three coaching sessions by the supervisor. The student would then need to wait until the project is completely finished and assessed prior to graduating.

Costs of Major and Minor Modifications: CHF 500 per file, including the oral defence.

- The maximum period after the end of studies (6th semester) to submit a diploma is 2 years (24 months).
- After presenting the modifications to the student, the chosen arrangements and the agreed deadlines will be confirmed in writing to the candidate.

14.4 Oral Defence Details

Each diploma project is accompanied by an oral defence. The students have the task of presenting their diploma work to the examination experts (in principle the expert and the trainer of the Diploma Writing course). The sessions are public. The two experts

together assess the knowledge of the subject as well as the rhetorical faculties of the diploma candidates.

The date and time of Oral Defence are announced in due time.

The language for oral defence is in all cases English.

Part 1: During the first 15 minutes, the author presents his/her diploma work (central question, objectives, methods, main points and important results).

The presentation is evaluated with the attached form. The use of technical means (laptop, beamer, projector, video, documentation etc.) is recommended. Students are responsible for their installation and handling. Presentations must be prepared so that they can be given even without technical means, if they prove to be defective on the day of the presentation. Ten minutes are available between every other defence to install and prepare presentations.

Part 2: Following the presentation, the main expert alone interviews the author for 10 minutes about the diploma work and its presentation. The dialogue is facilitated by the supervisor of the diploma work.

Overview of the Oral Defence Process:

5-minute Installation
15-minute presentation
10 minutes questions from the experts
10 minutes evaluation of the experts
40 minutes total

14.5 Feedback from the Diploma Paper

The diploma work grade is communicated to the students in writing, after the oral defence, accompanied by a brief evaluation of the work. The notes of the work and the oral defence are presented separately.

14.6 Diploma Paper Scoring and Grading Matrix

5%	INTRODUCTION: Topic choice, abstract and objectives
10%	BACKGROUND AND CONTEXT: Context (background) and rationale for the project is clear, identifying key issues and concepts
15%	APPLICATION OF SOURCES: Identification and critical understanding of relevant quality and quantity of background materials. A clear range of accurate, reliable and valid data is assessed. Sources demonstrate relevance to hospitality, tourism, events and/or culinary sectors.
15%	DEVELOPMENT OF THOUGHT Developed a systematic, logical and differentiated thought process
20%	PRACTICAL AND OPERATIONAL APPLICATION AND ANALYSIS
15%	RECOMMENDATIONS: The recommendations and solutions presented can be implemented through the partnerships and channels identified by the author, and within an established timeline. Budget and other relevant factors are considered.
10%	CONCLUSION: Conclusion demonstrates a clear understanding of the role academia has on international business with specific application to the hospitality and tourism industries
5%	REFERENCING: Original sources were predominant with outstanding paraphrasing interpretations. Citations and reference list were immaculately displayed according to the appropriate Harvard Reference Guide. The presentation of the reference list was consistent. No evidence of relying on referencing software.
5%	PRESENTATION AND STRUCTURE: The diploma report is well written, reflects accurate proof reading with no grammatical, syntactic, spelling or typographical errors. The work is clearly structured according to the Diploma Guide

THE GRADE SYSTEM
Notensystem 1-6 (6=Höchstnote or Highest grade / 4= Mindesbestehensnote or minimum grade)

Note	English	German
6	Excellent	hervorragend
5.5	Very Good	Sehr gut
5	Good	Gut
4.5	Satisfactory	Befriedigende
4	Pass	Ausrichend
3.5	Insufficient	Ungenügend
3	Unacceptable Fail	Inakzeptabel Ungenügend

Grading Rubric

Criterion	Excellent - 6	Very Good - 5.5	Good - 5	Satisfactory - 4.5	Bare-Pass - 4	Insufficient Fail - 3.5	Unacceptable Fail - 3
5% INTRODUCTION: Topic choice, abstract and objectives	Excellent topic choice with focus on relevant elements of the subject with clearly defined parameters.	Excellent topic choice with focus on relevant elements of the subject with clearly defined parameters.	Good topic choice with focus on relevant elements of the subject with clearly defined parameters.	Satisfactory topic choice with focus on relevant elements of the subject with defined parameters.	Bare-pass topic choice with focus on elements; some parameters defined with defects.	Unsatisfactory focus with few if any parameters.	Unacceptable fail, full of defects.
10% BACKGROUND AND CONTEXT: Context (background) and rationale for the project is clear, identifying key issues and concepts	Excellent and complete background context and comprehension of the subject and key issues without any defects.	Excellent and complete background context and comprehension of the subject and key issues without any defects.	Good comprehension of background context, and key details with few defects.	In part, satisfactory background and comprehension of the issues within the subject.	Comprehension of the subject was at a bare-pass standard.	Comprehension of the subject was unsatisfactory with many defects.	Unacceptable fail, full of defects.
15% APPLICATION OF SOURCES: Identification and critical understanding of relevant quality and quantity of background materials. A clear range of accurate, reliable and valid data is assessed. Sources demonstrate relevance to hospitality, tourism, events and/or culinary sectors.	Excellent identification and critical understanding of relevant quality and quantity of background materials. An outstanding range of accurate, reliable and valid data is assessed.	Very good identification and critical understanding of relevant quality and quantity of background materials. An excellent range of accurate, reliable and valid data is assessed.	Good identification and critical understanding of relevant quality and quantity of background materials. A good range of accurate, reliable and valid data is assessed.	Satisfactory identification and understanding of relevant quality and quantity of background materials. Some reliable sources were assessed.	Bare-pass identification and understanding of background materials. Minimal reliable sources were assessed.	The identification and understanding of background materials was unsatisfactory and has many defects.	Unacceptable fail, full of defects.
15% DEVELOPMENT OF THOUGHT Developed a systematic, logical and differentiated thought process	Excellent development of a systematic, logical and differentiated thought process.	Very good development of a systematic, logical and differentiated thought process.	Good development of a systematic, logical and differentiated thought process.	Satisfactory development of thought process.	The thought process demonstrated is of a bare-pass quality.	The thought process demonstrated is unsatisfactory.	Unacceptable fail, full of defects.
20% PRACTICAL AND OPERATIONAL APPLICATION AND ANALYSIS:	Excellent analysis and evaluation appropriately integrated with an emphasis on practical and operational applications.	Very good analysis and evaluation appropriately integrated with an emphasis on practical and operational applications.	Good analysis and evaluation appropriately integrated with practical and operational applications.	Satisfactory analysis and evaluation with practical and operational applications.	Bare-pass analysis and evaluation considering practical and operational applications.	Insufficient analysis and insufficient operational and practical applications.	Unacceptable fail, full of defects.
15% RECOMMENDATIONS: The recommendations and solutions presented can be implemented through the partnerships and channels identified by the author, and within an established timeline. Budget and other relevant factors are considered.	Excellent recommendations and solutions presented that can be implemented through partnerships and channels within an established timeline. Budget and other relevant factors are considered.	Very good recommendations and solutions presented that can be implemented through partnerships and channels within an established timeline. Budget and other relevant factors are considered.	Good recommendations and solutions presented that can be implemented through partnerships and channels within an established timeline. Budget and other relevant factors are considered.	The solutions include some tools and mechanisms that can be implemented; however, it lacks the evidence and support to ensure that it will have the identified impact.	The solutions presented are not feasible, as it lacks the evidence supporting its implementation.	The solutions presented are not feasible, as it lacks the evidence supporting its implementation.	Unacceptable fail, full of defects.
10% CONCLUSION: Conclusion demonstrates a clear understanding of the role academia has on international business with specific application to the hospitality and tourism industries	Excellent conclusion that demonstrates a clear understanding of the role academia has on international business with specific application to the hospitality and tourism industries	Very good conclusion that demonstrates a clear understanding of the role academia has on international business with specific application to the hospitality and tourism industries	Good conclusion that demonstrates a clear understanding of the role academia has on international business with specific application to the hospitality and tourism industries	Satisfactory conclusion that demonstrates some understanding of the role academia has on international business with application to the hospitality and tourism industries	Adequate conclusion but lacks an understanding of the role academia has on international business with application to the hospitality and tourism industries	The conclusion lacks an understanding of the role academia has on international business with application to the hospitality and tourism industries	Unacceptable fail, full of defects.
5% REFERENCING: Original sources were predominant with outstanding paraphrasing interpretations. Citations and reference list were immaculately displayed according to the appropriate Harvard Reference Guide. The presentation of the reference list was consistent. No evidence of relying on referencing software.	Excellent Referencing. Original sources were predominant with outstanding paraphrasing interpretations. Citations and reference list were immaculately displayed according to the Harvard Reference Guide. The presentation of the reference list was consistent. No evidence of relying on referencing software.	Very good referencing. Citations and reference list were displayed according to the Harvard Reference Guide. The presentation of the reference list was consistent. No evidence of relying on referencing software.	Very good referencing. Citations and reference list were displayed according to the Harvard Reference Guide with good levels of consistency.	Acceptable referencing. Citations were consistent and the reference list adhered to a Harvard Referencing system; although not always in line with the MMU Harvard Referencing Guide.	A minimalistic attempt to reference. The reference list has errors and needs to adhere to the Reference Guide.	Insufficient citing and referencing with poor presentation, structure, grammar and spelling. No evidence of using the Harvard Referencing Guide.	Inadequate citing and referencing with unacceptable referencing presentation
5% PRESENTATION AND STRUCTURE: The diploma report is well written, reflects accurate proof reading with no grammatical, syntactic, spelling or typographical errors. The work is clearly structured according to the Diploma Guide	Excellent presentation, logically and coherently structured, using correct grammar and spelling. An outstanding, clear, cogent, succinct mode of presentation which is interesting to read and not overly complex. Any appendices support main text in a useful and informative manner. The work is clearly structured according to the Diploma Guide	Very good presentation, logically structured, using correct grammar and spelling. An excellent, clear, cogent, succinct mode of presentation which is interesting to read and not overly complex. Any appendices support main text in a useful and informative manner. The work is clearly structured according to the Diploma Guide	Good quality presentation, well structured, using correct grammar and spelling. Easy to read and argument flows logically. Appendices used appropriately. The work is clearly structured according to the Diploma Guide	Acceptable presentation and structure with acceptable grammar and spelling. The flow of the arguments are not always apparent. Appendices are satisfactory. The work is somewhat structured according to the Diploma Guide	Acceptable presentation and structure with acceptable grammar and spelling. The flow of the arguments are not always apparent. Appendices are satisfactory.	Poor presentation, structure, grammar and spelling. Poor appendices.	Inadequate presentation, structure, grammar and spelling. No appendices.

14.7 Oral Defence Scoring and Grading Matrix

15% Content
10% Description of Issues
20% Critical Analysis and Evaluation
20% Recommendations for Improvements
5% Theory and use of Key References
20% Handling of Q&A
10% Structure of Presentation and Delivery

		Excellent - 6	Very Good - 5.5	Good - 5	Satisfactory - 4.5	Bare-Pass - 4	Insufficient Fail - 3.5	Unacceptable Fail - 3
15%	Content	Excellent content; exceptional demonstration of substance and depth; is comprehensive; shows mastery of material.	Very good demonstration of substance and depth; is comprehensive; shows expertness of material.	Good content and demonstration of substance and depth; good scope; The student shows adeptness of material	Satisfactory; covers topic; uses appropriate sources; is objective	Bare-pass content with minimal topic coverage; minimal sources used	Insufficient; does not give adequate coverage of topic	Unacceptable content; fail, full of defects.
10%	Description of Issues	Excellent description of issues. This includes an original approach whereby the student demonstrated a high level of expertise in the sector and sector implications.	Very good description of issues. This includes an original approach whereby the student demonstrated a high level of expertise in the sector and sector implications.	Good description of issues. This includes some synthesis of concepts. The student demonstrated a good level of expertise in the sector and sector implications.	Satisfactory description of issues. Some knowledge of the sector and its implications.	Pass - Adequate description of issues. More depth could be considered with concepts.	Insufficient description of issues.	Unacceptable description of issues.
20%	Critical Analysis and evaluation	Excellent critical analysis and evaluation of the issues demonstrating the interactions of particular elements that contribute to the central focus.	Very good critical analysis and evaluation of the issues demonstrating the interactions of particular elements that contribute to the central focus.	Good critical analysis and evaluation of the issues highlighting some interactions of particular elements.	Satisfactory critical analysis and evaluation of the issues demonstrating the interactions.	Bare-pass analysis and evaluation of the issues.	Insufficient critical analysis and evaluation.	Unacceptable critical analysis and evaluation.
20%	Recommendations for Improvements	Excellent recommendations for improvement with excellent levels of feasibility.	Very good recommendations for improvement with very good levels of feasibility.	Good recommendations for improvement with good levels of feasibility.	Satisfactory recommendations for improvement.	Bare-pass recommendations for improvement.	Insufficient recommendations for improvement.	Unacceptable recommendations for improvement
5%	Use of theory and key references	Excellent evidence of relevant and perceptive application of theory, &/or empirical results, where applicable. Excellent referencing & bibliography.	Very good evidence of relevant application of theory, &/or empirical results, where applicable. Very good referencing & bibliography.	Good application of theory &/or empirical results, where applicable. Good referencing & bibliography.	Satisfactory relevant application of theory, &/or empirical results where applicable. Satisfactory referencing & bibliography.	Bare pass evidence of relevant application of theory &/or empirical results. Limited referencing & bibliography.	Insufficient application of theory &/or empirical results. Inadequate referencing & bibliography.	No evidence of application of theory &/or empirical results. Little or no referencing & bibliography.
20%	Handling of Q&A	Excellent handling of questions with explanations and elaboration. Meets and/or exceeds expectations on all questions and answers.	Very good handling of questions with explanations and elaboration. Meets and/or exceeds expectations on all questions and answers.	Good handling of questions with explanations and elaboration. Meets expectations on all questions and answers.	Satisfactory handling of questions with explanations and elaboration. Meets expectations on all questions and answers.	Bare-pass handling of questions. Meets some expectations on some questions and answers.	Insufficient handling of questions.	Unacceptable handling of questions.
10%	Structure of presentation and delivery	Excellent: clear enunciation, steady pace, and confidence. Logically & coherently structured, using correct grammar & spelling.	Very good: clear enunciation, steady pace, and confidence. Logically & coherently structured, using correct grammar & spelling.	Good quality: clear enunciation, steady pace, and confidence. Logically & coherently structured, using mostly correct grammar & spelling.	Satisfactory enunciation, pace and confidence. Presentation & structure had satisfactory grammar & spelling.	Bare-pass enunciation, pace and confidence. Bare pass presentation & structure.	Insufficient enunciation, pace and confidence. Insufficient presentation & structure.	Unacceptable enunciation, pace and confidence. Unacceptable presentation & structure.

Appendix 1: Personal Checklist for Project Scope and Proposal Contents

Checklist	Tick if Completed
Scope of the subject	
Extent of circle of persons and groups concerned	
Time investment	
Number of references, sources, occurrences	
Geographical delimitation	
Knowledge about the subject	
Existing knowledge, research	
Existing controversies	
Rationale of the subject for the hospitality sector	
The importance for the subject	
Objectives of the subject	
Assessment of own aptitudes and talents	
Skills in subjects (statistics, marketing, politics, service, etc.)	
Resources	
Time	
Finance (travel, surveys, questionnaires, sending)	
Technology	
Other	
Title Page	
First proposed project concept	
List of keywords, or even better, a mind-map with all the points to be treated for each subdomain	
Brief background of the project ideas and their relevance (recent statistics, trends, media, problem area, under researched, new applications etc).	
Literature to be reviewed (theories to explore)	
Project Timeline (Gantt Chart)	
Second proposed project concept	
List of keywords, or even better, a mind- map with all the points to be treated for each subdomain	
Brief background of the project ideas and their relevance (recent statistics, trends, media, problem area, under researched, new applications etc).	
Literature to be reviewed (theories to explore)	
Project Timeline (Gantt Chart)	

Appendix 2: Diploma Project Approval Form

IMI International Management Institute Diploma Project Approval Form

in partial fulfilment of the requirements for the degree of Dipl. Hôtelier/ère-Restaurateur/rice HF Programme

Student ID Number:		
Student Given Name:		
Student Family Name:		
Diploma Project Dissertation Title:		
Project Location:		
Supervisor Approval: Y or N	Supervisor Name	Supervisor Signature
Programme Manager Approval:	Programme Manager Name	Programme Manager Signature
If proposal is not approved, list steps student needs to take to proceed		
Student Signature		Date:

Appendix 3: Sample Cover Page

Diploma Paper
Year

PROJECT TITLE

Author
Student ID
IMI International Managent Institute
Switzerland

Supervisor Seeacherweg 1 CH-6047 Kastanienbaum	Unit Leader Seeacherweg 1 CH-6047 Kastanienbaum

Kastanienbaum, Date of Submission

Copyright © «year»

Appendix 4: Sample Declaration

Declaration

Date:

I declare hereby that I wrote the present work independently, without help from others or use of auxiliary means other than those indicated. I have not used other sources than those indicated and referenced.

I have not or will not deliver copies of this work to third parties without the written consent of IMI management, except for the persons who have provided information essential for the diploma work, who will receive a copy after the correction procedure.

Location:
the (name of hotel or restaurant):

Name

Handwritten signature