

Postgraduate Diploma
in Hotel Operation Management

Postgraduate Diploma
in Hotel & Event Management
&
Master of International Business
in Hotel, Resort & Wellness Management

Programme Guide

Updated January 2021

Welcome

Herewith the Programme Guide for the current semester, a document with relevant information about your academic studies here at the SHMS IHTTI

Studying at SHMS IHTTI means you are 'checking into' the hospitality industry, one of the world's most dynamic industries, which continues to grow year after year, providing a vast array of jobs for suitably qualified professionals. With intensive training and internship experience, graduates of the SHMS IHTTI are perfectly placed for career success and the alumni are a testament to the quality of the programmes.

The SHMS IHTTI is passionate about international hospitality management. Our institute of hospitality is dedicated to teaching the world-famous Swiss traditions to tomorrow's industry leaders. Students follow an exciting curriculum comprising of academic and practical elements, expertise and languages. Each subject provides knowledge and skills critical to students' future career in the hospitality industry.

We look forward to serving as your Academic Directors and make this semester a successful one, for all students and staff, here at the Swiss Hotel Management School IHTTI.



Mark Urech
Assistant Dean
SHMS/IHTTI (Leysin Campus)

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1. Who's who on your programmes?

Your Programme Manager – Mr Andrea Leuenberger

Module Leaders

In most instances, your first point of contact should be your Module Leader who is responsible for ensuring the quality and development of the module. Thus, if you have a problem with the module, or wish to discuss elements such as teaching and assessment, you should initially speak with the Module Leader:

PGD in Hotel Operation Management

Food & Beverage Management	Mr Ludovic Cosandey
Service & Culinary Practice	Mr Paulo Viera / Ms Sophie Rossel
Event & Banquet Management	Mr Ludovic Cosandey
Wine & Bar Management	Mr Roel Brinkman
Front Office & Back Office Systems	Mr Rafael Zulian
Human Resource Management	Ms Laureline Wilain
Professional Career Development	Ms Deborah Martinez
Rooms Division Management	Mr Rafael Zulian
Housekeeping Management	Ms Maria Pina
Business Market Research	Ms Andrea Leuenberger
Academic English Skills	Mr Zorbey Schuster
Languages	Language Team

PGD in Hotel & Event Management

Food & Beverage Management	Mr Ludovic Cosandey
Event Management	Mr Ludovic Cosandey
Wine & Bar Management	Mr Roel Brinkman
Front Office & Back Office Systems	Mr Rafael Zulian
Marketing Management for Hospitality	Ms Kathryn Medico
Human Resource Management	Ms Laureline Wilain
Professional Career Development	Ms Deborah Martinez
Rooms Division Management	Mr Rafael Zulian
Feasibility & Business Planning	Mr Rafael Zulian

Business Market Research	Ms Andrea Leuenberger
Academic English Skills	Mr Zorbey Schuster
Languages	Language Team

MIB in Hotel, Resort & Wellness Management

Resort Management	Mr Radu Botnari
AI and Technology Driven Innovation	Mr Rafael Zulian
Strategies for Leadership	Ms Laureline Wilain
Managing Generational & Cultural Diversity	Ms Vanessa Mendes
Interpersonal & Managerial Sustainability Devl.	Mr Roel Brinkman
Consumer Intelligence & Value Creation	Mr Ludovic Cosandey
Digital Sales & Marketing	Ms Kathryn Medico
Global Hospitality Trends	Dr David Milson
Financial Decision-Making	Ms Andrea Leuenberger
Resort, Restaurant & Spa Ops. (Labs)	Ms Tatiana Gonzaga/Mr Radu Botnari
Business Design for Hotel, Resort & Wellness	Mr Radu Botnari

Every member of the Postgraduate Diploma and Master teaching team has a responsibility for maintaining and improving the quality of the programme. However, Ms Andrea Leuenberger has a particular responsibility in terms of obtaining student feedback, which will be organised through the completion of module evaluation questionnaires and regular Programme Committee meetings with the Postgraduate Diploma and Master course representatives. Having obtained your views, the team will evaluate the results and discuss ways of capitalising on strengths and remedying problems.

In other cases, the leadership team is available to you who is there to give you confidential help and advice on a range of issues, both academic and personal. Please contact your Programme Manager for an appointment in these cases.

2. Communication and Attendance

Communication

Effective communication systems are a vital component of your programme from both the staff and student perspective. The following information is therefore intended to summarise the systems that operate within SHMS IHTTI.

Your Programme Manager is always your first point of contact for advice on personal and individual academic matters. Please make an appointment with your Programme Manager via email. If the Programme Manager is not available you could contact the Executive Academic Assistant.

General queries relating to timetabling of assessments, module codes, submission issues, etc. should be dealt with by the academic office. Any queries you may have regarding teaching and assessment of modules should ideally be addressed by the person responsible for delivering the teaching on that module.

The main form of communication used to inform you of general issues such as room changes, timetable changes etc. is the SHMS IHTTI e-mail system. Make sure you check this on a daily basis.

Members of staff are always happy to talk to students individually; however, it is recommended to make an appointment through email in advance.

Attendance

The SHMS IHTTI Student Policy governs the PGD and MIB regulations on attendance. As such you are expected to attend all timetabled classes, engage in the learning process, submit your work on time, and notify your module leaders if you are experiencing difficulties.

The SHMS IHTTI requires students to attend all classes. To monitor this, lecturers will take attendance at the start of every class. Students not present on time and not properly groomed will be marked absent and the absence introduced into the system.

Should a student arrive for class without being properly prepared, the lecturer may decide to mark that student absent and/or ask the student to leave the class. Preparation for class includes, but is not limited to, homework, pre-reading, cloud activity, research, or any other instruction previously given by the lecturer. Proper grooming is also required.

Students are required to manage their own time and take full ownership of their studies by managing their own schedules, interviews, events and private matters. No excuses will be given for illness, interviews, family circumstances or any other matters that prevent students

from going to class. In the case that a student misses classes the policy below will be applied.

Student may be absent from a module a maximum of 6 hours. Once the student reaches the 7th hour of absence, he/she will be automatically deregistered from the module. With the 7th hour of absence students are deemed to have missed too much from a module to be able to achieve the intended Learning Outcomes of the module. Whether the student absences are due to matters in the students own control is not relevant in this policy.

For students to pass the year once deregistered from a module, they will have to retake the module during Summer Sessions in the same way as if he/she had failed the module. Self Study or Online/Onsite Retake options are not offered to students deregistered from a module.

In the event of prolonged sickness or absence, contact your Programme Manager immediately. If you are absent due to illness for a number of days you will be asked to produce a medical certificate from a doctor. This is particularly important if you are concerned about missing a deadline for assignment work. In order to pass your PGD and MIB your attendance must be good.

3. PGD & MIB Programme

Programme Aim

The program aims to develop in learners a systematic understanding of knowledge related to Hospitality Management and to provide them with the skills and techniques for autonomous, reflective and life long learning. Further, the program aims to produce for society graduates who can undertake critical, evaluative study and who can be creative and innovative in their careers in the Hospitality industry.

As the hospitality industry continues to grow, its structure becomes more complex and corporate driven, and so there is a greater need for qualified graduates in these sectors. The Council for Hospitality Management Education reports that qualifications have a strong impact on the career development of managers and as their roles in hospitality organisations become more complex, the nature of the unit management role will increasingly require the skills and knowledge that graduates bring. Hospitality graduates were preferred for a number of reasons including their deep understanding of the way the industry works, the fact that they are more likely to 'stay the course' and in general for their passion for, and commitment to, the industry.

The PGD and MIB programmes seek to fulfil these aims by providing an intellectual, challenging, postgraduate learning opportunity that enables students to progress in their

chosen career and to enhance their opportunities for advancement in the wide range of international industry organisations.

Programme Philosophy

The programme detailed in this document is guided by the University’s PG regulatory framework. The modules in all of the programmes are designed as Level 6 for Postgraduate Diploma and level 7 for Masters level credits. The PG regulatory framework definitive document describes Level 7 as: “at master’s level the student is expected to critically evaluate subject related problems with confidence and demonstrate a deep knowledge and understanding of the subject gained through independent modes of learning. The student should be able to identify the issues to address and demonstrate an inclination towards research.”

Programme Structure

The following table provides you with a brief overview of the modules for the programme, the codes and credits awarded for those modules and the assessment strategy.

Postgraduate Diploma in Hotel Operations Management			
Code	Module	Credits	Hours
FB604	Food and Beverage Management	8	80
FB613	Service & Culinary Practice	16	160
RD605	Front Office & Back Office Systems	8	80
FB612	Wine & Bar Management	8	80
EV605	Events & Banquet Management	8	80
MG602	Human Resource Management	8	80
CO603	Professional Career Development	8	80
RD611	Rooms Division Management	8	80
RD601	Housekeeping Management	8	80
CO601	Business Market Research	8	80
LG401/2/3	Languages	4	40
AE402	Academic English Skills	4	40
IN601	Internship	24	240
		120	1200

Postgraduate Diploma in Hotel & Events Management			
Code	Module	Credits	Hours
FB604	Food and Beverage Management	8	80
EV610	Event Management	16	160
RD605	Front Office & Back Office Systems	8	80
FB612	Wine & Bar Management	8	80
MG602	Human Resource Management	8	80
CO603	Professional Career Development	8	80
RD611	Rooms Division Management	8	80
HM602	Feasibility & Business Planning	8	80
MK605	Marketing Management for Hospitality	8	80
CO601	Business Market Research	8	80
LG401/2/3	Languages	4	40
AE402	Academic English Skills	4	40
IN602	Internship	24	400
		120	1200

MIB in Hotel, Resort & Wellness Management			
Code	Module	Credits	Hours
MG751	Resort Management	10	100
MG781	AI & Technology Driven Innovation	10	100
MG711	Strategies for Leadership	10	100
MG721	Managing Generational & Cultural Diversity	10	100
MK741	Consumer Intelligence & Value Creation	10	100
MK721	Digital Sales & Marketing	10	100
MG741	Interpersonal & Managerial Sustainability Devl.	10	100
MG771	Global Hospitality Trends	10	100
FM720	Financial Decision Making	10	100
HM790	Business Design for Hotel, Resort and Wellness	20	100
HM780	Resort Restaurant & Spa Operations (Labs)	30	100
IS780	IBP Work Placement	40	400
		180	1800

4. Learning and Assessment

The premise underlying the program is that the hospitality industry needs people who not only understand business disciplines but also have the skills to use this knowledge effectively. Employers want people who already have these skills and many recruit people with a Postgraduate Diploma or MIB in Hotel & Resort Management for this reason. In each module you will be provided with a module handbook that will describe in detail the aims and rationale, learning outcomes and teaching, learning and assessment strategy attached to it.

Teaching and Learning Methods

Attainment of learning outcomes is through a combination of student centred learning and teaching methods facilitating a transformational and situated learning environment within a former Palace Hotel, enhanced through the integration of iPad technology and the introduction of Apple TVs into all teaching areas. Teachers and students are enabled to participate fully as they can share, present, collaborate and communicate through different applications and mediums. Within this flipped and student centred learning environment, students take much more responsibilities for their own learning and are engaged in actively searching and researching content of actuality and relevance, supported through the Moodle platform enabling proactive and self paced learning that complements the collaborative classroom activities. Teachers assume the role as facilitator as they are no longer anchored at the front of the class relying less on traditional lecturing, but using the flipped approach in order to facilitate exercises, competitive group activities, engage students in discussions and debates around case studies and actualities, invite guest speakers and organize practical demonstrations and professional visits.

Students are induced and coached about what is expected from their role within the learning process that implies a different, more proactive and collaborative participation in order to maximize the experience of a positive, engaging and successful educational journey on the programme. Furthermore they will receive initial guidance on how to identify, locate and use material available on the online Moodle platform and the student-learning centre. They will be guided through the recommended reading lists provided in each module handbook, and in extending their source material, by using various online sources, such as the online library.

Teaching and learning strategies will place great emphasis on the contextualisation of the practical, management and theoretical issues facing the contemporary hospitality industry. Intellectual skills are developed through involvement in the teaching and learning methods outlined, and various transferable skills are acquired and assessed throughout the programme.

Students will have many opportunities to undertake professional and academic development by working experientially on events in our commercial facilities (restaurants, events gallery, bar, quick service restaurant, etc.), and internal and external functions/events such as the World of Hospitality, International Day and others.

Industry keynotes, special workshops and bi-yearly International Recruitment Forum allow students to interact and engage with industry professionals, attend special CV and work placement workshops and gain great networking opportunities, placements and jobs. Many SHMS IHTTI graduates who engaged in this way have secured positions with these very employers as they were recruited at these employer days. The dedicated Internship and Career Centre assists students in finding jobs and internships locally as well as internationally depending on the students' preferences.

All students are required to comply with research governance and ethics principles whilst undertaking their programme of study. This is of particular importance when conducting research involving other people e.g. for module assessments or Independent Studies.

Conduct during the Programme

As Postgraduate Diploma and Master of International Business students, you are often seen by those studying on the Bachelor programme as role models in terms of behaviour and attitude. As such PGD and MIB students are expected to adhere to grooming standards between the hours of 07h00 and 19h00, unless you are off campus.

You are expected to contribute actively to tutorials and to uphold professional standards of civility and courtesy at all times.

The Postgraduate Grading Scale

The Postgraduate Grading Scale applies to all coursework assessments and examination answers undertaken by students of modules at Level 6 or 7. The examiner identifies the grade descriptor, which most closely reflects the quality of the work and awards the numerical report grade.

If the module involves two or more assessments, or if the examination requires students to attempt two or more questions, a mathematical weighting may be applied to each grade to reflect the relative importance of the assessment [or question] before computing the overall grade for the module [or the examination].

Assessment of modules at Level 6 or 7

A student who achieves at least the minimum standard of performance in all the assessments contributing to a module at Level 6 or 7, and achieves an overall grade of 40% or above, is awarded the credits for the module at Level 6 or 7.

Where the overall grade for the module is below 40%, or the minimum standard of performance has not been reached in any one of the assessments contributing to the module, no credits are awarded, and the referral regulations apply.

These regulations apply to all modules at Level 6 and 7, including work placement projects.

5. Assessments

All assessments are to be undertaken in English. Although the quality of the written English style is not formally part of the assessment, you should aim to make your work legible and comprehensible to the reader/hearer. We advise that if you are unsure about the quality of your written work in English, you should speak to the Program Manager.

Learning outcomes defined

A learning outcome is a fundamental achievement, which may take the form of the acquisition of knowledge, understanding, an intellectual skill or a practical skill. Learning outcomes are the basis for the learning and assessment strategy in modules.

Learning outcomes in modules

Each module has a formally identified set of learning outcomes. The learning outcomes and the level of the module together define the standard. Credit can be awarded for a module only if at least the minimum standard of performance has been achieved in every learning outcome within the set, and an overall grade for the module is a pass.

Students to demonstrate learning outcomes

Assessments are designed as the means through which students are able to demonstrate achievement of the learning outcomes. The coursework component of a module may comprise several separate assessments, but a formal examination is regarded as a single assessment. Each assessment may carry one or more learning outcomes. The tutor responsible for setting the assessment must inform students as to the assessment criteria, which will be used to assess the quality of the submitted work. These assessment criteria will reflect the designated level of the module.

Assessment philosophy

Within a student centred and transformational learning environment, assessing becomes an important part of learning and is not limited to just testing knowledge, but applying knowledge in its contexts and with critical reflexion. In consultation with the industry SHMS has identified a wide range of assessments in order to challenge and develop students

practical and theoretical skills. A significant part, starting already during the PGD programme and in continuing in the Master of International Business programme, is the inclusion of practical development and assessment, some of which is problem based and reflects the nature of the industry to which they aspire. For instance, students will be involved in the set up, delivery, planning and execution of events in our commercial facilities, parties and international events or managing an entire outlet like it is the case within the MIB programme. This is designed to test their learning and understanding and also to reflect upon their professional development and employability prospects.

As an integral part of teaching and learning, the testing of knowledge, understanding and skills are done through a single or a combination of assessed assignments. The form and nature of the assignments are balanced throughout the program and take into account the particularities of the modules and their learning outcomes. The assessments can vary between written individual or group work, individual or group oral presentations (live or through iMovie) or a combination of both. Furthermore assessments can be established on case studies or based on web-based simulations, using realistic industry applied scenarios with sophisticated algorithm, like HotelSiM, entrepreneur or leadership simulations within a competitive setting.

Assessments are structured and assessed with constructive and formative feedback designed to aid learning as students go along in order to enable them to develop the key graduate skills as defined by the university.

Minimum standard of performance

Since each assessment tests one or more of the learning outcomes, and each outcome is tested only once, at least a minimum standard of performance is required in every assessment. This standard is set at the minimum pass grade of 40%.

Exceptional Extenuating Circumstances Policy (EEC)

Each assignment has to be submitted on time respecting the respective deadline of each course work as determined in the module handbooks of each module.

Work which is submitted after the designated deadline (including any formally approved agreed extension) for a coursework assessment is deemed late. This work will not be marked and NS (Non-Submission) grade will be recorded.

If serious circumstances beyond a student's control affect their ability to complete an assessment they may submit a claim for Exceptional Extenuating Circumstances (EEC). This must be accompanied by evidence and the work done to date, by the original assessment submission deadline. This will be first considered by the Programme Manager, until final approval by school management.

Claims for exceptional extenuating circumstances will not be approved if they arise from matters, which are evidently for them to control:

- A student's failure to organise her/his time appropriately.
- A student's own negligence or carelessness.
- Circumstances for which a student has had ample opportunity to plan.
- Circumstances that a student did not disclose at the appropriate time (unless they were unable to do so due to circumstance e.g. their mental capacity was impaired).
- Any failure of computer related equipment.

A student struggling to meet a deadline due to illness or other exceptional circumstances must contact her/his Programme Manager in advance of the deadline of the course work, and apply for an EEC. A decision, as to whether your claim can be upheld, will be made by your Programme Manager, subject to the final approval of school Management of SHMS IHTTI.

In some cases claims may be made after the deadline date, provided there is good reason why it could not be submitted prior to the deadline. All claims must be made to the appropriate Programme Manager with the required evidence, (e.g. medical certificates).

Exceptions to this will only apply where it would have been impossible to hand in any work by the deadline. Examples may include: student in hospital; unable to return to country through flight disruption/disaster; student's mental capacity is impaired.

Return of Students Marked Work

Students should expect that in normal circumstances, lecturers should return marked work within four working weeks after collection. There may, however, be exceptional circumstances when students will not receive their work within this timeframe. There are many reasons, which may be outside the control of individual lecturers as to why this may happen. Please be patient; we are committed to getting marked work back to you at the earliest opportunity.

Failure & Referral

A module is failed if:

- (i) The work submitted for an assessment component is not of a high enough standard to warrant an overall mark of at least 40% for the module.

(ii) Work has not been submitted for the module assessments. If a student fails to submit an assignment a mark of NS will be recorded.

(iii) The student has committed academic offences and a penalty of failing the module has been imposed.

Failure and Referral, Entitlement to referral:

Students are normally entitled to one referral opportunity in each of the failed assessment components. The deadline for resubmission of work will be at the next assessment point.

In the case of examinations, the student will be directed to take the assessment at the next available examination period.

The mark awarded for an assessment following referral:

(i) The highest mark that can be awarded for a referred assessment component is 40%. If that mark is achieved, it replaces the original fail mark on the student's marks profile.

(ii) A referral mark of less than 40% will also replace the original mark unless it is lower than the mark obtained at the first attempt.

Retaking Modules

If a student has failed a module (mark below 40%) at the first attempt, including any referral opportunity, students need to retake the module within a 2 weeks summer session.

6. Academic Offences

SHMS IHTTI has a public duty to ensure that the highest standards are maintained in the conduct of assessments. Thus, the legitimate interest of the students and the SHMS IHTTI's reputation requires safeguarding. Alleged academic offences which would compromise these standards will be investigated thoroughly. If confirmed, an offence will lead to the imposition of severe consequences, including the possibility of termination of registration and enrolment, i.e. expulsion.

A student may be required to demonstrate ownership of authorship during an investigation into an alleged academic offence. The student may be asked to undertake a viva or other appropriate assessment at any point during the process. This procedure is intended to help students to reach a clear understanding of Academic Regulations and to dissolve any minor misunderstandings before they become serious.

An academic offence could be 'confirmed' where evidence supports misconduct in any of the categories below. Where evidence strongly supports that the offence was committed on the 'balance of probability' (i.e. more likely than not) a student may be confirmed as having committed an academic offence. SHMS IHTTI also reserves the right to review work retrospectively.

Plagiarism

Plagiarism arises when a student is suspected of presenting work undertaken by other people as if it were their own. Copying all or part of another person's work is not permitted. Failure to fully reference all sources could be construed by the marker/tutor as intentional and therefore as plagiarism.

Plagiarism has occurred when the student:

- Does not acknowledge the work of another person or persons, or,
- Has not identified the source or cited quotations in any part of work presented for assessment, or,
- Has copied another student's work with or without their knowledge, or
- Has submitted the same piece of their own work for assessment in two (or more) modules (i.e. self-plagiarism) at any level of study.

If a student's work is found to contain verbatim (or near verbatim) quotation from the work of others without acknowledgement, then plagiarism has been committed. In order to avoid that, all sources should be cited and all quotations from the works of other authors clearly identified as such.

Please do not leave anything to chance. SHMS IHTTI has strict rules regarding plagiarism and has specialised electronic surveillance equipment to determine if the work is plagiarized.

Collusion

Where there is a requirement for the submitted work to be solely that of an individual student, collaboration is not permitted. Students who improperly work together in these circumstances and/or who permit the copying of their work by others are guilty of collusion.

Procurement

If the student has engaged a third party to significantly or partially create a piece of work on their behalf with the intention of submitting this as their own piece of work, then an academic offence has been committed. Third party engagement can take the form of paid or unpaid work.

During the semester, random students will be selected from a module and asked to defend their work to a committee in order to verify originality. Additionally, if there are doubts about the originality of a student's work, students will be asked to defend their work orally before the final grade is awarded. If the student is not able to demonstrate knowledge of their work, it will be considered as an academic offence. This will result in a Z grade being given.

Students are permitted to get their academic work edited by a third party, however the original working document (any notes, the receipt from the editing company and/or any correspondence relating to the involvement of a third party), must be kept on hand until the final grade has been issued following the official publication of grades post Assessment/ Examination Board.

Invention of Data (Fabrication)

Invention of data occurs where a student effectively misrepresents data (through fabrication or falsification) to make it appear that the data has been derived by appropriate measurement in the field, in the laboratory or other setting.

Thus, the reader is deceived with regard to the true information and the researcher may use the invented data to substantiate a favoured hypothesis. This is regarded as deception and is a very serious academic offence

Other forms of misconduct

Any action through which students seek to gain an unfair advantage in assessment constitutes an academic offence. Failure to meet ethical, legal and professional obligations such as breach of confidentiality or abuse of research subjects or materials can be considered as serious offences.

Appeals

Where a student has been found guilty of an academic offence by the Academic Offence Panel, an appeal may be submitted in writing, within 14 days of receiving written notification of the outcome of the meeting.

7. Programme Quality Monitoring

SHMS IHTTI constantly monitor the quality of the programmes, and you as a student have an important role to play in some of the quality assurance procedures, which include the following:

Programme Committee

This committee provides a forum in which staff and students can discuss and recommend on matters related to the overall quality of the learning experience and as such it is a fundamental element of our quality control mechanisms.

The Committee meets once per cohort and is composed of:

- Programme Manager
- Module Leaders
- Student Representatives

Student Representatives

The role of the student representative is an important one and a representative from each subject area will be elected to represent the views of fellow students. This involves actively seeking out the views of fellow students, presenting them to staff and providing feedback to fellow students on the outcome.

The two important feedback mechanisms that we have at SHMS IHTTI Leysin are the programme committee and student representative meetings. It is advisable that Student representative

meetings take place once a fortnight. The objective of these meetings is to identify possible areas of concern and deal with them as quickly as possible. If any issues do arise as a result of these meeting, then contact the Programme Manager immediately. Programme committee meetings take place once a term. The objective of this meeting is to identify academic specific issues. Obviously, if there is a particularly important matter that needs to be discussed then a meeting can be requested with the Programme Manager at any time.

Student Feedback

We welcome feedback at any stage of the programme and informal feedback can be provided to the Programme Manager as appropriate. Whilst the programme committee provides an excellent forum for discussion of general issues concerning the quality of your

experience, from time to time you will be asked to provide more specific feedback, for example through the completion of SHMS IHTTI Module Evaluations. It is by electing, analysing and acting on student feedback that we constantly endeavour to monitor and improve the quality of our provision and, therefore your experience. Your assistance is greatly valued.

8. General Information

Learning and Resource Centre

The degree programme at SHMS IHTTI is delivered on an intensive basis and it is important for you to start your studies as soon as possible. The LRC will play a key role in undertaking the level of research we expect from you and it is important to familiarise yourself with the contents of the library as soon as possible. There are however a number of issues which you need to be aware of in order to make the most of your time here:

Once you have a SHMS IHTTI account you can access a number of electronic resources, including EBSCO and Emerald. Quick Start Guides to accessing these databases can be found in the library. If you are ever unsure about what to do any of the library staff are willing to help.

Appendix I: Module Descriptors

PGD in Hotel Operation Management

Front Office & Back Office Systems

One of the areas that makes a job in hospitality so specific is the systems that are used at the front desk, in restaurant services and outlets, the spa and in retail shops on property to register rooms and spa bookings, check guests in and out, take food orders and process sales transactions. Students learn to utilize a wide range of systems and become familiar with the basic data entry and extraction process on campus so that they are ready for the technology they encounter at the place of internship and later in their career.

Business Market Research

Today's hospitality students with an Academic degree must be able to demonstrate know-how on research methods from within the business discipline of marketing to differentiate themselves and affirm their competitive advantage. Graduates with research skills and the ability to investigate consumer preferences are in great demand and are a must for those who want to open their own business. The module trains students in systematic collection, analysis and reporting of data and the techniques used to draw conclusions.

Human Resource Management

To perform at a high level and little time to prepare and organize, good teamwork is a key to success. From the rich theory of HR, relevant topics related to teamwork and people management are studied deeper and connections to real life situations in the workplace are made, so that students can focus on how to achieve high team performance during their practice hours and their team-based coursework. As future managers, students will be able to draw from their on-campus experiences in HR management.

Wine & Bar Management

Global wine and champagne production and consumption is reaching record levels worldwide. A well-designed wine menu can make contribution to a food outlet's profitability. With this module, students can make informed choices based on the knowledge they have gained on the characteristics of different wines from different parts of the world. Consumer demand is driving innovation in the beverage industry across the globe and students will explore both the classics that belong to a beverage menu as well as the new trends that generate a differentiation from competitors. Theory and tastings complement each other. Many students develop a real passion for wine and champagne culture and join the campus wine club to polish their expertise.

Professional Career Development

In order to apply for internship positions and prepare for IRF, the International Recruitment Fair, for which SEG is famous, students learn how to design the perfect résumé/CV under the guidance of a career coach. This module is complementary to HR Management because it shows students clearly, what hospitality recruiters are looking for and how a candidate can present himself/herself during the interview. Interview skills are practiced one on one in individual sessions with the student's career coach.

Rooms Division Management

This module gives an overview over the tasks and responsibilities of the Rooms Division Manager position and how the work processes at the front office, housekeeping, concierge desk and guest relations desk are interlinked. Students look at the rooms departments both from a managerial and a guest point of view and learn what it takes to deliver flawless service according to the standards of today's luxury hospitality brands.

Event & Banquet Management

Many students ultimately make their career in banquet and events. For ten weeks, students plan and organize the perfect event under the guidance of their Events Management professor, working in different positions and functions. The night of the event is always a highlight of the program and the level of professionalism the students are reaching is impressive, especially taking into consideration that at the start of the program, students have never before worked in banquet and events.

Housekeeping Management

Internships in the housekeeping department are popular options as a first experience in luxury hospitality. With this module, students are instructed in the various housekeeping jobs and learn to manage the main responsibility of a housekeeping supervisor, which is to deliver quality at the highest level. The campus with its rooms and public areas serves as a practicing ground because timing and speed, planning and organizing, are crucial to getting the job done with the resources available in hotels and resorts.

Service & Culinary Practice

Alternately, students work 1 full day in service or kitchen in one of the Food & Beverage outlets, under the guidance of the outlet supervisors and or chefs when assigned in the kitchen. This could be in the buffet-style cafeterias, where breakfast, lunch and dinner is served or prepared, but also in the fine dining restaurant, where the service style is personalized and gastronomic dishes are created and prepared. This module prepares students to do things as they should be done and shine during their internship, for their professionalism, their work speed and their service attitude.

Food & Beverage Management

This module aims to synthesise the key food and beverage management disciplines within one capstone project through the design of a concept incorporating marketing, menu design, facilities design, layout and equipment. The module also introduces the important element of human resources management within the culinary operations. Current trends in food and beverage concepts and systems, as well as basics of effective cost control will also be explored.

Languages (French, German or Spanish)

This module is at students with prior language training corresponding to the European Language Portfolio at level A2/B1 (independent user). The module places strong emphasis on communication skills to enhance students' employability within the international service sector.

This module is aimed at students with a minimum of 120 hours of prior language training, or on successful completion of Level II.

Internship

The professional internship is intended to provide a learning opportunity for students to apply their knowledge and skills acquired in school to a professional context; to understand what skills are transferable to new contexts; to identify and understand the practices and protocols of the particular company in the food & beverage and restaurant industry; to successfully reflect on the quality of the contribution they have made to the organization; and to refine and reassess their own career goals as a result of the experience.

PGD in Hotel & Event Management

Front Office & Back Office Systems

One of the areas that makes a job in hospitality so specific is the systems that are used at the front desk, in restaurant services and outlets, the spa and in retail shops on property to register rooms and spa bookings, check guests in and out, take food orders and process sales transactions. Students learn to utilize a wide range of systems and become familiar with the basic data entry and extraction process on campus so that they are ready for the technology they encounter at the place of internship and later in their career.

Business Market Research

Today's hospitality students with an Academic degree must be able to demonstrate know-how on research methods from within the business discipline of marketing to differentiate themselves and affirm their competitive advantage. Graduates with research skills and the ability to investigate consumer preferences are in great demand and are a must for those

who want to open their own business. The module trains students in systematic collection, analysis and reporting of data and the techniques used to draw conclusions.

Human Resource Management

To perform at a high level and little time to prepare and organize, good teamwork is a key to success. From the rich theory of HR, relevant topics related to teamwork and people management are studied deeper and connections to real life situations in the workplace are made, so that students can focus on how to achieve high team performance during their practice hours and their team-based coursework. As future managers, students will be able to draw from their on-campus experiences in HR management.

Wine & Bar Management

Global wine and champagne production and consumption is reaching record levels worldwide. A well-designed wine menu can make contribution to a food outlet's profitability. With this module, students can make informed choices based on the knowledge they have gained on the characteristics of different wines from different parts of the world. Consumer demand is driving innovation in the beverage industry across the globe and students will explore both the classics that belong to a beverage menu as well as the new trends that generate a differentiation from competitors. Theory and tastings complement each other. Many students develop a real passion for wine and champagne culture and join the campus wine club to polish their expertise.

Professional Career Development

In order to apply for internship positions and prepare for IRF, the International Recruitment Fair, for which SEG is famous, students learn how to design the perfect résumé/CV under the guidance of a career coach. This module is complementary to HR Management because it shows students clearly, what hospitality recruiters are looking for and how a candidate can present himself/herself during the interview. Interview skills are practiced one on one in individual sessions with the student's career coach.

Rooms Division Management

This module gives an overview over the tasks and responsibilities of the Rooms Division Manager position and how the work processes at the front office, housekeeping, concierge desk and guest relations desk are interlinked. Students look at the rooms departments both from a managerial and a guest point of view and learn what it takes to deliver flawless service according to the standards of today's luxury hospitality brands.

Feasibility & Business Planning

To come up with a business idea is relatively easy but it takes determination and systematic thinking to study and research, if it is actually feasible to turn the idea into reality. Conducting feasibility studies is the skill that students acquire in this module, which could lead to a career in business project development and pre-openings.

Marketing Management for Hospitality

This module will explore the phenomenal growth of consumption on a global context and the role of marketing, and specifically promotion, in relation to this. In so doing, the module will identify links between the strategic marketing process and marketing roles within global competitive business environments. This module aims to give students knowledge of the planning process that is specifically related to service industry marketing. The module aims to develop students' market research and analytic skills related to a practical marketing planning issue, through the use of 'real world' case studies and guest lectures. The module aims to deliver a balance of service marketing planning theory, practical problem-solving case assignments and current topical issues in service marketing.

Food & Beverage Management

This module aims to synthesise the key food and beverage management disciplines within one capstone project through the design of a concept incorporating marketing, menu design, facilities design, layout and equipment. The module also introduces the important element of human resources management within the culinary operations. Current trends in food and beverage concepts and systems, as well as basics of effective cost control will also be explored.

Event Management

This module follows the event as it takes shape through the different operational stages. Integration of activity becomes crucial, as the staging of the event is imminent. This is when the production team pulls together the different operational and logistical strands of the event. It is also essential to understand that the process continues after the event, as the shutdown takes place and the monitoring and evaluation are undertaken. Moreover, planning is an essential part of events management and is a process, which needs careful consideration of spatial, temporal, internal and external factors, whilst at the same time allowing flexibility to adapt to changing situations. Key theoretical planning concepts and processes will be applied to different events and different sectors.

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This module is at students with prior language training corresponding to the European Language Portfolio at level A2/B1 (independent user). The module places strong emphasis on communication skills to enhance students' employability within the international service sector.

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MIB in Hotel, Resort & Wellness Management

Interpersonal & Managerial Sustainability Development (10 credits)

This module responds to the hospitality industry needs for better business practices, considering the population growth, climate change, quality of life and industrial revolutions. The module will look how true stewardship can be taken in the hospitality business. The module will challenge current business practices and procedures on- and off site. It will ask you to critically assess processes and standards and will ask you to improve and to re-develop those. This module will support you in achieving this goal through the integration of sustainable processes. The certificate of Integration of Sustainable Processes will unleash your potential in becoming a responsible manager, integrating meaningful processes into your future businesses. Further the module will re-orientate the sustainable issues by focusing on the personal responsibility towards worldwide sustainable challenges. The concepts of sustainability will be debated and sustainability strategies from a variety of hospitality enterprises will be analyzed. You will re-examine your personal environmental values, norms, and behaviors and we will explore the benefits to strategic issues facing the global hospitality industry today. It will assess business ethics, personal responsibility, sustainable behavior and individual moral governance.

Resort Management (10 credits)

The so-called “giants” in the hospitality industry are trailblazers, operating within a multi business unit eco-system. What does it take to streamline the logistics of lodging, food and beverage, entertainment, retail and transportation into a seamless experience for customers of every age and provenance? This pioneering module provides answers and prepares students to become valuable assets for the increasingly adapted business model of tomorrow.

Global Hospitality Trends (10 credits)

A direct link exists between the forces driving change – the trends – and the organizational strategy. Methods of forecasting taught in the module will allow a business to capture market share and gain a competitive advantage. Critical Thinking is applied to adjust the

organizational strategy to the forces and to formulate action plans, which cover both the short term and the medium term. This module will cover how the Hospitality industry use ever-changing trends to add value maximize revenue and increase profit. The purpose of the specialized content of this module is to investigate how to capitalize on emerging trends in the Restaurant, and Food & Beverage market.

Strategies for Leadership (10 credits)

In order to become an effective manager, the one who plans, organizes, checks for results and takes action for continuous improvement, it is important to think consciously about the leadership style that makes high performance happen in a team. Adopting the most appropriate style for every situation makes it possible for managers to establish rapport, trust and respect, engage their team members and build good working relationships. Good leaders display a good portion of emotional intelligence and try to create a psychological safe environment amongst the team. The effects of an inappropriate style need to be equally understood, since they may lead to employees becoming disengaged or demotivated or create missing alignment with an organization's vision and values.

Financial Decision Making (10 credits)

“Do the right thing” is the manager's mantra according to established business theory, especially relevant in the context of financial decision making. Students are presented real life options a manager faces when operating a hotel and through a management simulation, the process of decision-making is practiced over and over. The simulation software utilized in this module clearly shows the positive or negative effect of the decision that has been taken – this allows students to practice in a safe environment, and draw conclusions from their own experience, conclusions they will not forget. The finance professor acts as coach and advisor, guiding students to see the link between decision taking and the effect on the three main financial statements, the P&L, the Cash Flow statement and the Balance Sheet, which students can handle with ease towards the end of the course.

Digital Sales & Marketing Strategy (10 credits)

Sales and Marketing practices have dramatically changed over the past decade and shifted more and more online. Students will explore how the role of marketing has evolved within the digital age and explores the shift from traditional marketing to eMarketing and the strategic role within global competitive business environments. Further, students will assimilate understanding of what it means to formulate value proposition, create promotions and advertise through channels that reach the intended target market. This module aims to build knowledge on how to operate websites and social media to gain insights into customers' needs, generate revenue, save costs and energize customers.

Students will critically assess various digital and social media channels and tools for developing professional profiles, creating professional content, collaborating and engaging with an audience.

Consumer Intelligence and Value Creation (10 credits)

What do consumers and buyers want to purchase and how much are they willing to pay for what we offer? Who is buying and who are our customers? What represents luxury in hospitality? How do we position our brand? These questions are at the core of today's dynamic hospitality environment. With this module, students learn the scientific methods that enable them to find correct answers for themselves and their organization. Classic business theory models are utilized to make sense of the competitive environment and develop strategies to protect, maximise and grow a business in today's complex business environment, impacted by ever growing forces of change. Students will explore the relationships between value creation and brand positioning in order to attract the correct target audience.

AI and Technology Driven Innovation (10 credits)

The artificial intelligence (AI) and technology driven innovation module is an interdisciplinary practice that aims to critically identify innovative key drivers of customer experience with the help of AI, augmented reality (AR) and other technologies, in order to stay ahead of ever emerging new and disruptive business models and microservices. Driven by digital transformation of our daily environment and new understandings through experiencing various technology enhanced services across industries, customer expectations are ever shifting and become more and more demanding within the international hospitality industry. Consequently, it is key to adopt and integrate technologies as well as digital innovation through sophisticated applications like 'mobile check-in' or 'eButler' services among others, in order to support and enhance customer experiences and innovative value propositions within the ecosystem of the customer journey.

Managing Generational & Cultural Diversity (10 credits)

Whilst most Manager are engaging in addressing cultural differences within their workforce, little have payed attention to the emerging challenges in dealing with the diversity of generations, especially the more recent. Hence understanding the dot.com generations, in particular millennials and generation Z, has become one of the priorities of today's leaderships. With the increasing level of globalisation and movement of people and workers, one of the main issues facing the hospitality industry has been how to manage a culturally diverse workforce. Managing a multicultural workforce, either within a business unit or within a global corporation is a demanding task for managers. This module provides the future hospitality leader with theories on cultural differences that enable them to analyse the effect culture has on businesses and encourages them to reflect on how cultural differences affect their own interaction and performance in a learning and working

environment. Students are also given the tools to critique relevant theories and understand and analyse appropriate strategies for managing cultural diversity.

Resort, Restaurant & Spa Operation (30 credits)

What employers most require is managerial experience. During the interview process, recruiters must find out if a candidate can deal with people, the teams, customers, colleagues, managers, owners that present the key stakeholders in hospitality. The campus's very unique learning outlets provide students with the opportunity to declare: "yes, I have done it, I can do it". Students operate both in dynamic Food & Beverage outlets, creating and running their own concept, and in the calm of a Spa environment, where customer relationship is managed entirely differently and for which a wellness week is planned, organized and held as a component of events management. Outlet managers accompany the students along the path of implementation and operating, providing relevant input and rich feedback. The Labs are where students blossom in a real-life environment, bring their strengths to the forefront, practice leadership and a wide range of skills, for which they will be noticed by future employers.

Business Design for Hotels, Resorts & Wellness (20 credits)

Many Master students plan to open their own business and this capstone module enables students to create a comprehensive and detailed business plan. A successful start-up is one that survives within the market environment into which it is introduced. The risk of failure causes serious financial and personal impact on the entrepreneurial endeavours. This module teaches the rigorous fact finding and analysis process, step by step, which serves to evaluate if a business idea is viable or not.

Appendix II: Timetable for Assignment Submissions

Appendix III: Postgraduate Grading Scale

PGD Grading Scale

Grade	Element	Descriptor	Class
90 to 100	Knowledge	Demonstrates exceptional coherence of ideas and a thorough knowledge and understanding of key concepts at an intermediate level. There is a detailed understanding of the subject matter and evidence of extensive wider reading some of which is from primary sources.	Honours
	Criticality	There is an extremely high level critical analysis of issues and/or problems and the work shows an appreciation of competing perspectives.	
	Application	There is an exceptional appreciation of how knowledge is applied to real life contexts and where applied knowledge gaps exist.	
	Evaluation	There is an exceptional ability to evaluate knowledge and to recognise the quality of third party evaluations.	
	Communication	The work is communicated with a very high degree of authority and referencing is extremely accurate.	
80 to 89	Knowledge	Demonstrates excellent coherence of ideas and an excellent knowledge and understanding of key concepts at an intermediate level. There is a detailed understanding of the subject matter and evidence of excellent wider reading some of which is from primary sources.	
	Criticality	There is a very good level of critical analysis of issues and/or problems and the work shows some appreciation of competing perspectives.	
	Application	There is an excellent appreciation of how knowledge is applied to real life contexts and some understanding of where applied knowledge gaps exist.	
	Evaluation	There is an excellent ability to evaluate knowledge and to recognise the quality of third party evaluations.	
	Communication	The work is communicated with a high degree of authority and referencing is generally accurate.	
70 to 79	Knowledge	Demonstrates very good coherence of ideas and a very good knowledge and understanding of key concepts at an intermediate level. There is a good understanding of the subject matter and a fair degree of evidence of extensive wider reading some of which is from primary sources.	
	Criticality	There is a good level of critical analysis of issues and/or problems and the work shows some appreciation of competing perspectives.	
	Application	There is a very good appreciation of how knowledge is applied to real life contexts and a little understanding of where applied knowledge gaps exist.	
	Evaluation	There is a very good ability to evaluate knowledge and to recognise the quality of third party evaluations.	
	Communication	The work is communicated with some authority and referencing is accurate, apart from minor errors.	
60 to 69	Knowledge	Demonstrates good coherence of ideas and a good knowledge and understanding of key concepts at an intermediate level. There is an understanding of the subject matter and a degree of evidence of extensive wider reading.	Merit
	Criticality	There is evidence of critical analysis of issues and/or problems and the work shows some appreciation of competing perspectives.	

	Application	There is a good appreciation of how knowledge is applied to real life contexts and a little understanding of where applied knowledge gaps exist.	
	Evaluation	There is a good ability to evaluate knowledge and to recognise the quality of third party evaluations.	
	Communication	The work is communicated well and referencing is mostly accurate.	
50 to 59	Knowledge	Demonstrates coherence of ideas and a reasonable knowledge and understanding of key concepts at an intermediate level. There is some evidence of wider reading.	Pass
	Criticality	There is a little critical analysis of issues and/or problems and the work acknowledges that there are competing perspectives.	
	Application	There is some appreciation of how knowledge is applied to real life contexts and, perhaps, a little understanding of where applied knowledge gaps exist.	
	Evaluation	There is a fair ability to evaluate knowledge and to recognise that third party evaluations might exist.	
	Communication	The work is communicated reasonably well and referencing is mostly accurate.	
40 to 49	Knowledge	Demonstrates a little coherence of ideas and some knowledge and understanding of key concepts at an intermediate level. There is a little evidence of wider reading.	Pass
	Criticality	There is a little critical analysis of issues and/or problems.	
	Application	There is a little appreciation of how knowledge is applied to real life contexts and, perhaps, a little understanding of where applied knowledge gaps exist.	
	Evaluation	There is a little ability to evaluate knowledge.	
	Communication	The work communicates overall, but with some errors. Some referencing is accurate.	
35 to 39	Knowledge	Demonstrates limited coherence of ideas and little knowledge and understanding of key concepts at an intermediate level. There is inadequate evidence of wider reading.	Marginal Fail
	Criticality	There is very little critical analysis of issues and/or problems.	
	Application	There is very limited, or no, appreciation of how knowledge is applied to real life contexts.	
	Evaluation	There is very little ability to evaluate knowledge.	
	Communication	The work is communicated poorly with a number of misunderstandings. The referencing contains unacceptable errors.	
5 to 34	Knowledge	Demonstrates virtually no coherence of ideas and no knowledge and understanding of key concepts at an intermediate level. There virtually no evidence of wider reading.	Fail
	Criticality	There is no critical analysis of issues and/or problems.	
	Application	There is virtually no appreciation of how knowledge is applied to real life contexts.	
	Evaluation	There is a little or no ability to evaluate knowledge.	
	Communication	The work is communicated extremely poorly and if any referencing is present it is largely inaccurate.	

0 to 4		Nothing of merit in submitted work, or designates work where an academic offence has occurred. Where no work has been submitted the NS notation will apply.	
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MIB Grading Scale

% Mark	Mark Descriptors	Category	
70-100%	<p>Excellent</p> <p>Outstanding; high to very high standard; a high level of critical analysis and evaluation, incisive original thinking; commendable originality; exceptionally well researched; high quality presentation; exceptional clarity of ideas; excellent coherence and logic. Trivial or very minor errors.</p>	Honours	
60-69%	<p>Very good</p> <p>A very good standard; a very good level of critical analysis and evaluation; significant originality; well researched; a very good standard of presentation; pleasing clarity of ideas; thoughtful and effective presentation; very good sense of coherence and logic; Minor errors only.</p>	Merit	
50-59%	<p>Good</p> <p>A good standard; a fairly good level of critical analysis and evaluation; some evidence of original thinking or originality; quite well researched; a good standard of presentation; ideas generally clear and coherent, some evidence of misunderstandings; some deficiencies in presentation.</p>	Pass	
40-49%	<p>Satisfactory</p> <p>A sound standard of work; a fair level of critical analysis and evaluation; little evidence of original thinking or originality; adequately researched; a sound standard of presentation; ideas fairly clear and coherent, some significant misunderstandings and errors; some weakness in style or presentation but satisfactory overall.</p>		
35-39%	<p>Unsatisfactory</p> <p>Overall marginally unsatisfactory; some sound aspects but some of the following weaknesses are evident; inadequate critical analysis and evaluation; little evidence of originality; not well researched; standard of presentation unacceptable; ideas unclear and incoherent; some significant errors and misunderstandings. Marginal fail.</p>	Marginal Fail	

5-34%	<p>Very poor Well below the pass standard; a poor critical analysis and evaluation; no evidence of originality; poorly researched; standard of presentation totally unacceptable; ideas confused and incoherent, some serious misunderstandings and errors. A clear fail well short of the pass standard.</p>	Fail	
1-4%	<p>Nothing of merit Nothing of value is contained in the submitted work.</p>		
NS	<p>Non-submission No work has been submitted.</p>		
Z	<p>Academic offence notation Applies to proven instances of academic offence.</p>		