Higher Education Review (Foreign Providers) of GIHE UK Limited

June 2023

Contents

About this review

This is a report of a Higher Education Review (Foreign Providers) conducted by the Quality Assurance Agency for Higher Education (QAA) at GIHE UK Limited. The review took place from 13 to 14 March 2023 and was conducted by a team of three reviewers, as follows:

- Dr Barbara Howell (Reviewer)
- Brenda Eade (Reviewer)
- Mishal Saeed (Student reviewer).

The main purpose of the review was to investigate the higher education provision and to make judgements as to whether or not academic standards and quality meet UK expectations. These expectations (and the associated Core and Common practices) are the statements in the [UK Quality Code for Higher Education](#) (the Quality Code)[1] setting out what all UK higher education providers expect of themselves and of each other, and what the general public can therefore expect of them.

In Higher Education Review (Foreign Providers) the QAA review team:

- makes judgements on
  - the quality of student learning opportunities
- provides a commentary on academic standards
- makes recommendations
- identifies features of good practice
- affirms action that the provider is taking or plans to take.

The QAA website gives more information [about QAA](#)[2] and explains the method for [Higher Education Review (Foreign Providers)](#).[3] For an explanation of terms see the glossary at the end of this report.

---

[1] UK Quality Code for Higher Education is published at: www.qaa.ac.uk/quality-code
[2] QAA website: www.qaa.ac.uk.
[3] Higher Education Review (Foreign Providers) handbook:
  www.qaa.ac.uk/reviewing-higher-education/types-of-review/higher-education-review

Key findings

Judgements

The QAA review team formed the following judgements about the higher education provision.

- The quality of student learning opportunities meets UK expectations.

The QAA review team also provided a commentary on academic standards.

- The provider satisfactorily manages its responsibilities for academic standards, as set out in contractual arrangements with its academic partners.

Good practice

The QAA review team identified the following features of **good practice**.

- The support and guidance for international students who have a delayed start including recording of lectures for the first four weeks (Core practice Q1).

- The preparing of students for the real world, providing practical work experience in placements and internships and learning opportunities with Switzerland (Core practice Q9).

- The Institute's approach to providing comprehensive feedback on assessment through a variety of mechanisms (Core practice Q9).

Recommendations

The QAA review team makes the following **recommendations**.

By September 2023:

1   Reintroduce a more systematic approach to teaching observations (Core practice Q3).

2   Review the role of students in the academic governance of the Institute and include them in the quality cycle (Core practice Q5).

3   Review the complaints procedure to:

- differentiate between appeals relating to mitigating circumstances and complaints

- provide guidance on where a student can obtain impartial advice on how to make a complaint

- include an external reference point for the escalation of complaints which are not resolved by the provider's complaints committee (Core practice Q6).

Affirmation of action being taken

The QAA review team **affirms** the following actions already being taken to make academic standards secure and/or improve the educational provision offered to students:

- Continue the process of aligning provision to the relevant QAA Subject Benchmark Statement (Core practice Q2).

About the provider

The 'Institut International de Glion' opened in 1962, in Glion, Switzerland, to 15 French speaking students from five different countries. Originally offering a practically based curriculum, the school gradually expanded its academic provision in French and English, building a second campus in Bulle, Switzerland in 1989 and offering its first bachelor's degree in partnership with the University of Wales in 1995.

By 2001, Glion's success and expansion plans led to accreditation by NEASC's Commission on Technical and Career Institutions (CTCI). In 2002, it was purchased by Laureate Inc. and the name was changed to Glion Institute of Higher Education (GIHE). GIHE gained NEASC institutional accreditation in 2005 as an 'Institute of Higher Education' and the London campus opened in 2013; programmes diversified to include graduate degrees on campus (2009), and an online MBA in 2015. Ownership moved to Sommet Education in June 2016, leading to extensive changes to the GIHE Glion campus Practical Arts offering, the phase-out of less popular programmes, and the development of a more streamlined undergraduate (BA) degree in International Hospitality Business. This degree has specialisations available in luxury brand management, in international hotel development and finance, and in international event management. All undergraduate students commence their studies in Switzerland on the Glion campus to complete their first semester in Practical Arts. In 2019 GIHE expanded its portfolio with master's degrees: MSc in International Hospitality Business (MSc IHB) delivered in Switzerland and in London; MSc in Luxury Management and Guest Experience (MSc LMGE) delivered in Switzerland; MSc in Hospitality Entrepreneurship and Innovation (MSc HEI) delivered in Switzerland; and an MSc in Real Estate Finance and Hotel Development (MSc REFHD) delivered in London. In 2018, under the QAA Recognition Scheme for Educational Oversight, GIHE UK was identified as having made 'commendable' progress in the monitoring visit report. Changes in QAA by the following year meant GIHE UK was assessed by the Higher Education Review (Foreign Providers) QAA report in 2019. This identified several areas of good practice, and commended both the quality of student learning opportunities and the enhancement of student opportunities.

Since the QAA annual monitoring review of June 2022 and post pandemic, GIHE UK has returned to fully on-campus and face-to-face teaching for all students. This has enabled GIHE to enhance the student learning experience. In response to feedback collected from students in the end-of-semester survey of spring 2022, changes were implemented from the beginning of the autumn semester. These included the implementation of a Student Concierge to support and guide all student enquiries. Student email addresses for GIHE UK students were moved to the glion.com domain in line with their peers in Switzerland. This permits the students that transfer to the London campus to keep the same email address throughout their entire studies. Generic email addresses have been established for all key areas including: undergraduate programmes, Student Registry Services (formerly the Academic Office), Visa Compliance, Student Affairs and postgraduate programmes. Multiple team members have access to the generic email addresses to ensure that student enquiries are responded to rapidly. A student portal has been created through a SharePoint site to enhance the student's experience. The student portal enables students to access all academic and non-academic information they require about their studies. The portal has newsfeeds and calls to action for students and can be accessed through mobile devices and smart phones.

Explanation of findings

This section explains the review findings in greater detail.

1   Commentary: The provider satisfactorily manages its responsibilities for academic standards, as set out in contractual arrangements with its academic partners

Findings

1.1   The processes for managing responsibilities for academic standards at the GIHE London campus are established by the parent institution - Glion in Switzerland - with policies and processes common to all centres. Oversight of academic standards is caried out by the senior management of Glion. This is achieved by the Director of the London campus also being Director to both Swiss campuses until March 2023, prior to the appointment of a Managing Director based in Switzerland to whom the Director of the London campus reports. There is regular communication and collaboration between academic staff in London and Switzerland.

1.2   There is an Academic Strategy which outlines the approach for programme design, development and delivery. The Academic Board is responsible for overseeing programme approval, accreditation or reaccreditation and makes decisions on the recommendations.

1.3   The approach to monitoring and review includes annual, periodic, external and regular reviews. These aim to review academic standards and to proactively review and enhance the quality of programmes. Course description changes clearly indicate that the programmes go through regular refresh and enhancement to reflect industry-relevant content.

1.4   There is clear evidence of involvement of external expertise in ensuring academic standards. Programmes are subject to scrutiny by external examiners with reports considered by Academic Board with any issues addressed. Academic standards meet the requirements of the awarding body, the New England Commission of Higher Education (NECHE) Standards for Accreditation, and Swiss National Standards for higher education institutions, which incorporate the European Standards and Guidelines (ESG).

The provider satisfactorily manages its responsibilities for academic standards, as set out in contractual arrangements with its academic partners: Summary of findings

1.5   The review team concludes that the Institute satisfactorily manages its responsibilities for academic standards, as set out in contractual arrangements with its academic partners. The review team found that the Institute, as a partner of Glion, is stringent in managing its responsibilities for maintaining academic standards. It adheres to their requirements, the requirements of its awarding body and those of the ESG. The review team concludes that the Institute satisfactorily manages its responsibilities for academic standards.

2   Judgement: The quality of student learning opportunities

Core practice (Q1): The provider has a reliable, fair and inclusive admissions system.

Findings

2.1   GIHE sets out its admissions procedures in its Academic Catalogue and on its [website](). This includes English language requirements and procedures for admission with prior learning. Specific criteria for admission to each programme are included in the Programme Specifications. The GIHE Admissions Commission (consisting of the Managing Director, the Academic Dean, the Dean of Students, and Director of Global Enrolment), implemented in 2019, is responsible for overseeing the admissions process. Changes to the admissions criteria for a programme are proposed to the Academic Board for approval. Open days (both virtual and on campus) are held to provide further information to potential students. Applicants are required to attend a compatibility interview and to submit a study plan and post-study plan with their application. Global Education Counsellors provide guidance and support for students during the admissions process. Procedures are in place for students to appeal against an admissions decision. This approach supports a reliable, fair and inclusive admissions system, and would allow the Core practice to be met.

2.2   The review team examined the documentation relating to admissions, including the admissions policy, and the Programme Specifications, reviewed the admissions details on the website, and met with the Head of Admissions and other senior staff, academic and support staff and with students.

2.3   The review team confirms that GIHE has a rigorous selection process which enables applicants to be evaluated on their individual merits, regardless of their background or personal circumstances. Applicants are required to attend a compatibility interview (which may be online) to determine their suitability for the programmes. Students confirmed that they had been required to submit a study plan explaining why they wish to study their selected programme at GIHE, and a post-study plan to indicate how they intend to use the GIHE qualification in their future careers. Students and admission staff confirmed that the selection criteria are applied consistently and Educational Counsellors globally support potential applicants throughout the enrolment process.

2.4   GIHE has procedures in place to be inclusive and welcome applicants from diverse backgrounds and experiences. Additional support and guidance is provided to those who may face additional barriers to entry, such as international students or those with disabilities. International students are offered a staggered start to allow them to gather the necessary documentation for admission. The application process enables students with specific learning needs and those with physical disabilities to be identified. Students confirmed that they are given the necessary support during their programme of study which may include additional time for assessments and the timetabling of classes on the ground floor for those with mobility difficulties.

2.5   The students with whom the review team met confirmed that they were well supported during the admissions and enrolment process by Education Counsellors, and that the information available to them was clear and fit-for-purpose. All students are invited to attend a Welcome Induction, and the students confirmed that this was helpful and provided the necessary information about GIHE and their programme of study.

2.6   International students were able to commence their courses up to four weeks after the start of the term to enable them to gather the necessary documentation. To support new

students and those joining late, lectures are recorded and uploaded to the virtual learning platform during the first four weeks of each programme. Students indicated that this had enabled them to effectively participate in their classes, even when their start date had been delayed. **The review team considers that the support and guidance for international students who have a delayed start including recording of lectures for the first four weeks (Q1) is an area of good practice.**

2.7   Online learning courses to prepare students for their studies are available to students who have been enrolled on the MSc programmes. GIHE also offers the Hospitality Immersion Programme (HIP) which is delivered in Switzerland and is designed for students who need to gain some experience of the hospitality industry before commencing the MSc International Hospitality Business (IHB) programme.

2.8   Students indicated that they are asked to provide feedback on the application and admissions process during induction and through surveys. GIHE uses the outcomes of the surveys to continually improve the admissions process. Changes to entry criteria are considered by the Academic Board, and the November 2022 meeting of the Board approved changes to the entry criteria for the preparation year of the Bachelor's in Business Administration (BBA) to ensure they aligned with the criteria for the first year of the BBA programme.

2.9   The review team confirms that GIHE UK's admissions system is inclusive, reliable and consistent, with effective procedures in place for assessing applications and making decisions. The Institute takes steps to ensure that all applications are processed efficiently and fairly, and that decisions are communicated to applicants in a timely manner. Transparency in the admissions process is affected by providing clear information about entry requirements and selection criteria on the website, enabling potential applicants to make informed decisions.

2.10   The review team concludes that the Core practice (Q1) is met and the associated risk is low.

Core practice   Met
Level of risk: Low

Core practice (Q2): The provider designs and/or delivers high-quality courses.

Findings

2.11 GIHE UK offers the following higher education courses pertaining to the hospitality and luxury industries:

- BBA International Hospitality Business (BBA)
- MSc in International Hospitality Business (MSc IHB)
- MSc in Real Estate, Finance and Hotel Development (MSc REFHD)

2.12 There are two intakes for the BBA and MSc IHB in spring and autumn, and one intake for MSc REFHD in autumn; details of student numbers are provided with optimal class sizes of approximately 30 students. The entry points have staggered starts to enable students to gather admission documents and qualifications from previous institutions of study. The Academic Strategy outlines the provider's approach for programme design, development and delivery. Although there is no single policy highlighting the process for programme approval, amendment, enhancement and review - these processes are evidenced in a number of different documents, such as those considered by the team. The Academic Board is responsible for overseeing programme approval, accreditation or reaccreditation and makes decisions on the recommendations submitted by the programme committees. There is particular emphasis in programme content on developing employability skills and providing students with real-world industry experience. It was noted that the Academic Board does not have student representation, and a recommendation has been set in relation to this in Q5.

2.13 The Programme Committee reviews and updates programme content, monitors and reports on student outcomes, supports continuous improvement, and oversees operational issues regarding programme delivery. This committee includes a student representative from each programme, representing each semester. The review team interviewed students who spoke positively about their involvement in programme committees. They also commented that there is an open-door policy which enables them to raise any issues related to their programmes as and when they arise, rather than waiting for the formal meetings to take place.

2.14 The programme specifications provide students with the comprehensive information regarding each course which would enable them to make the most of their studies. These specifications include information regarding the programme structure and overview, learning outcomes, assessment methods, entry requirements, study hours and contact time. They also include practical information about internships, student support services, learning resources and careers support. The staff and students that the review team interviewed spoke positively about the opportunities they have had in feeding in the development and enhancement of programme activities, particularly through course review and evaluation processes, student surveys and programme committees.

2.15 GIHE UK's approach to monitoring and review is described in the Glion Academic Framework and includes annual, periodic, external and regular reviews. These aim to review academic standards and to proactively review and enhance the quality of programmes. Evidence of course description changes being implemented is provided through which it shows that the programmes go through regular refresh and enhancement to reflect industry relevant content. The Industry Board, including external experts from industry, feeds into the development of programmes. During the visit, staff demonstrated that they fully understood what it means to design and deliver high-quality courses. Furthermore, it was acknowledged that the collaboration between Swiss and London academics resulted in a consistent framework for programme course descriptors, including institutional rubrics, standardised Moodle pages and updated common documents for each course.

2.16 GIHE UK's approach to managing quality takes account of external expertise, as evidenced by the External Examiner Policy which provides a summary of the role of external examiners, highlighting that they will 'evaluate the effectiveness and efficiency of the quality assurance system, and review academic standards'. An external examiner report submitted in February 2022 provided positive feedback regarding the BBA and the MSc IHB, noting that assessments were found to be rigorous and challenging, and suggesting more diversification of assessment methods, noting that there was too much focus on examination. The teaching staff confirmed that the external examiner feedback was being taken on board. The senior staff also acknowledged that the assessment strategy was being reviewed to introduce a range of assessment methods.

2.17 GIHE UK has the following arrangements in place to ensure that the threshold standards for its qualifications are consistent with national qualifications frameworks. The following external reference points are used:

• New England Commission of Higher Education (NECHE) Standards for Accreditation
• QAA Subject Benchmark Statements
• Swiss National Standards for higher education institutions, which incorporate the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015).

2.18 The review team noted that the GIHE was undertaking an exercise to map their provision with the QAA Subject Benchmark Statement and it was confirmed to the team that this exercise would be completed by the end of 2023. Therefore, the review team made the following affirmation for the Institute to **continue the process of aligning provision to the relevant QAA Subject Benchmark Statement.**

2.19 GIHE UK has an accreditation from NECHE which highlighted a number of areas of strengths, including the wealth of learning and developmental opportunities for students, as well as acknowledging the opportunities for them to provide feedback on their learning experience.

2.20 The Student Feedback Policy and Procedure highlights GIHE UK's approach to gathering, processing and reporting on student feedback. Minutes for meetings with student representatives evidence the feedback gathered and the actions taken in response. These are provided for the intakes for the MSc and the BBA but not for the MSc REFHD. The report by the Lead Student Representative highlights the various opportunities for students to provide feedback and acknowledges that this is acted upon. The teaching staff who were interviewed by the review team, provided several examples which evidenced positive outcomes resulting from student feedback. These include: additional engagement activities with industry; embedding more experiential learning; delivering more sessions on developing students' study skills; and providing flexibility on the timings of assessments so there is an appropriate balance of group and individual assessment. Students, who the review team interviewed, confirmed that their feedback was acted upon, providing evidence that the provider has mechanisms in place to close the feedback loop.

2.21 The staff profile and qualifications highlighted in Staff Qualification shows that high calibre staff with relevant academic qualifications and professional experience are teaching on the programmes. Students benefit from the industry experience and networking opportunities that staff bring with them and this was confirmed in the student interviews.

2.22 The review team noted that there were innovative teaching practices and practical elements embedded in the curriculum learning outcomes and assessments, which aimed to develop students' understanding of the hospitality and luxury businesses. For example, the inclusion of practical work experience, case studies, simulations, industry guest speakers

and social events - providing students with an enriched learning experience.

2.23 During the visit, staff showed they fully understood what it means to design and deliver high-quality courses. Furthermore, it was acknowledged that the collaboration between Swiss and London academics resulted in a consistent framework for programme course descriptors, including institutional rubrics, standardised Moodle pages, and updated common documents for each course. The review team, based on the evidence considered, determined that the provider has the resources, policies and procedures in place to enable them to design and deliver high-quality courses. The review team consider the provider's plans for designing and delivering high-quality courses are detailed and appropriate, and therefore, the review team concludes, based on the evidence described above, that this Core practice is met and the risk is low.

Core practice: Met
Level of risk: Low

Core practice (Q3): The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.

Findings

2.24   GIHE recognises that a commitment to providing a high-quality experience can only be achieved by having a team of highly qualified and skilled staff members. To achieve this, the first stage is to have a rigorous recruitment process that ensures that all staff members meet the required qualifications and experience for their roles. Following appointment, GIHE provides continuing professional development opportunities to enable faculty to stay current. Although the budget is seen to be small due to the level of student enrolment, both HR and the Faculty Development Department hold sufficient budgets for staff and faculty development. The HR Training and Development budget covers requests from both faculty and staff (full-time and part-time). The Faculty Development Team, within the Faculty Development Department, use their funding to move across campuses to ensure the integration of academic quality processes and highlights new areas of teaching and learning. Recent faculty development sessions have included connected learning, digital tools for teaching and learning, constructive alignment, learning outcomes-based course design, learning space design, using the Sage Research Methods database, and the Jisc discovery tool to develop faculty's digital capabilities.

2.25   Joining professional associations and networking is also encouraged, to share best practices among similarly qualified professionals, with examples given of the Head of Academic Administration holding membership of the Association of University Administrators. To share expertise and good practice, full faculty and staff meeting are held at the beginning of each semester in conjunction with weekly recorded meetings during the semester to provide updates. Topics covered in recent faculty meetings include digital library resources from the Head Librarian from Switzerland, new virtual tools for learning from the Online and Learning Technology Manager in Switzerland, Visa Compliance, and the on-campus team's roles and responsibilities. GIHE has regular staff appraisal and monitoring processes in place to ensure that staff members continue to meet the required standards throughout their employment. Within the appraisal process, the faculty reports on the outcomes of their course review and evaluations and create action plans for the coming semester. Lessons are observed by peers and line managers annually for all faculty to support the ongoing development of teaching and learning. The design allows the Core practice to be met.

2.26   The review team tested the Core practice through a review of the Quality Assurance for Institutions Effectiveness Department Handbook, GIHE Strategic Plan 2022-2027, Teaching Learning and Assessment Handbook, Faculty and Visiting Lecturer Handbooks, Glion Academic Quality Framework, Student Written Submission, Staff Qualification Listing, examples of HR funding projects, scholarly activities and development events, recordings of Weekly Faculty Meetings, Annual Faculty Review Forms, Staff Development Request Forms, Staff CV's, Peer Review Form and meetings with staff and students.

2.27   The Faculty Handbook clearly sets out the qualification requirements and minimum years of experience for the lecturer, senior lecturer, clinical professors, faculty structure and ranking process. Visiting lecturers are regulated by individual contracts. Staff are interviewed by colleagues in both London and Switzerland to ensure those requirements are met. From meetings with staff and students and a review of qualification listings and CV's, the review team was satisfied that the staff teaching on the programmes demonstrated a good level of practical knowledge and held the required qualifications.

2.28   The GIHE Strategic Plan clearly sets out the ambition to provide ongoing staff and faculty development to deliver excellence in teaching and learning. The Institutional

Effectiveness (IE) department makes a further commitment to providing timely and accurate training sessions and support for all staff to ensure they have the necessary knowledge and skills to perform their duties. This ambition is articulated in the Teaching and Learning and Assessment Handbook 2022 which describes the continuous development of faculty and staff as learning facilitators in executing a student-centred approach. The Faculty Handbook for teaching staff then goes into more detail about the range of those scholarly and development activities that could be undertaken. Those include attendance at conferences, professional and teaching practice development, active membership in associations, engagement with industry, lesson observations and involvement in various internal and external quality assurance processes and procedures. Visiting lecturers are provided with a separate comprehensive handbook which covers such things as classroom management, effective course design, how technology supports learning and virtual learning environment (VLE) checklist.

2.29 Development days provided an opportunity for faculty and staff to evaluate the student survey results and action plan, the use of the VLE, mental health and wellbeing of staff, updates on attendance monitoring, assessment scheduling and e-resources, and so on. Regular weekly meetings provide examples of how internships operate, the career service, and the support that students might expect in finding internship roles. From speaking to the staff, examining the sharing of good practice, and oversight of the extensive examples of both, documented scholarly activity. The team was satisfied that faculty staff are being supported and are engaging in both scholarly activity and professional development to provide excellence in teaching and learning.

2.30 GIHE places significant emphasis on the constant review of its teaching staff. The Annual Performance Review process includes an assessment for the design of courses, preparation of teaching materials, course delivery, assessment of student learning and the development of knowledge and skill. The Faculty Handbook described the various assessment techniques they employ to support those reviews, such as end-of-course evaluations, informal student feedback, student representative feedback, faculty development classroom observations and the annual performance review process.

2.31 The staff met confirmed that appraisals take place, and, from a review of the appraisal forms, the process was generally viewed as comprehensive. However, classroom observations as an element of that process as set out in the Faculty Handbook, which had taken place regularly pre-pandemic had only taken place once post-pandemic. **The team, therefore, recommends GIHE reintroduces a more systematic approach to teaching observations**.

2.32 Appropriate processes are in place for the appointment, ongoing scholarly and course development, and appraisal of the teaching staff. However, the systematic use of class observations would bolster the annual performance review cycle and support the continuous development of staff. The team, therefore, concluded that the provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience; therefore, the Core practice has been met and the level of risk is low.

Core practice: Met
Level of risk: Low

Core practice (Q4): The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.

Findings

2.33 GIHE is committed to delivering a high-quality academic experience for its students by providing sufficient and appropriate facilities, learning resources, and student support services. This commitment is demonstrated through the GIHE strategy to develop and invest in world-class facilities to support the learning of their students, and to review and implement facilities to support the growth of the Institute.

2.34 In terms of physical resources, GIHE consists of three campuses: GIHE Glion, GIHE Bulle, and GIHE London campus. The London campus is located on the University of Roehampton's campus in a dedicated building, comprising six classrooms with state-of-the-art multimedia equipment, study areas, bookable meeting and private study rooms, a student lounge and a student concierge. The campus is equipped with the latest technology, including high-speed internet, video conferencing facilities, and the Moodle online learning platform, enabling students to access a wealth of information and communicate effectively with their peers and faculty members. The wider campus of the University of Roehampton has dedicated spaces for student life activities, including student recreational facilities, fitness and sport, and a library with academic resources.

2.35 Since the pandemic, GIHE UK has moved to a digital Learning Resource Centre that provides students with access to a wide range of academic resources, including books, journals and online databases. The Learning Resource Centre also has a team of trained professionals, based in Switzerland who can offer guidance and support to students in using these resources effectively through both organised sessions and one-to-one sessions on demand. In addition, the GIHE UK students can use the University of Roehampton's physical Library and librarians for guidance.

2.36 To support students in their academic journey, GIHE adopts a holistic, multi-disciplinary approach to managing student wellbeing and improved student outcomes. The student affairs office based on the London campus offers pastoral care and support, including accommodation services, counselling services, and drop-in support. The academic and support staff, including the programme coordinator and programme manager, also work closely with students to help them define and achieve their academic and career goals and provide guidance and support throughout their studies.

2.37 GIHE UK also provides a dedicated Careers Service from the team in Switzerland to include classroom sessions delivered live through Microsoft Teams, one-to-one sessions on demand, and the Recruitment and Careers Event each semester. Internship and career opportunities are presented to the students through a dedicated portal, comprising some 4,500 offers in November 2022, accessible 24/7, so students can apply as soon as employers post their internship and career vacancies. The design allows the Core practice to be met.

2.38 The team tested the Core practice through a review of the Governance Policy, NECHE Evaluation 2019, Academic Catalogue and Programme Specifications, undergraduate Student Council roles and responsibilities, student representative meeting minutes, RAG (Red Amber Green) meeting guidelines and example report with action plans, GIHE Code of Conduct, Student Representative Report, Learning Support Policy and Procedures, Licence and Service Agreement and Annexes, and meeting with staff and students.

2.39 GIHE is based in a listed building on the campus of the University of Roehampton with

a contractual agreement in place for the use of their facilities. The University provides access to a dedicated section of its library, cafeteria, and sports and recreational facilities. Both staff and students met by the team, described the level of access to the wider campus and the resources as meeting their needs.

2.40   The review and advice on teaching and learning facilities take place at programme committee-level, with the Academic Board voting on recommendations from Programme Committee for the resources required for new programmes. The Leadership Group monitors the allocation of resources for the effective delivery of GIHE's educational programmes. Ultimate responsibility for the review of the facilities for current and future growth rests with the Governing Board and Leadership Group.

2.41   Student support is managed through one-to-one meetings, class representative meetings and RAG meetings. Class representative meetings were found to be typically attended by the Campus Director, Undergraduate Programme Manager, Academic Office Manager, Student Affairs Manager, Career and Internship Advisor, IT Support Officer and Academic Office and Programme Coordinator, where discussions on support issues have taken place. The RAG meetings provided an additional mechanism for flagging students who may need academic, attendance or internship support, and discussing support strategies.

2.42   GIHE students also benefit from access to university student support facilities - for example, counselling and support, healthcare services and activities, medication and insurance help, visa support, and student information and drop-in sessions. The students met confirmed that they had a good level of support available both in the UK and through the dedicated team in Switzerland.

2.43   GIHE launched the Glion App for on-campus students; this was intended to try and bring together services and facilities collectively to all students and could provide benefits from the prearrival stage. However, due to some IT and time zone limitations, the project is currently under review and not fully available to London-based students.

2.44   The team was also satisfied that those students who may have learning difficulties are also met, with a comprehensive Learning Support Policy and Procedures which sets out the support required for those students identified with certain learning differences during the admissions process. Faculty meetings further consider students' progress and need on a weekly basis. In summary, the team was confident that the appropriate facilities, learning resources, and student support services which extend across the GIHE, the University and Switzerland were in place to enable the Core practice to be met and the level of risk to be low.

Core practice: Met
Level of risk: Low

Core practice (Q5): The provider actively engages students, individually and collectively, in the quality of their educational experience.

Findings

2.45 GIHE has processes in place to engage students in the quality of their education experience. Student feedback mechanisms are set out in the Student Feedback Policy and Procedure, and include the student app, through student ambassadors, via email, in one-to-one meetings, and through surveys and focus groups. Monthly meetings are held with class representatives and members of the Undergraduate Academic Student Council (UASC). Action taken as a result of student feedback is reported to students through the 'You said and we listened campaign' Student representatives are elected by their peers and GIHE has a 'Student-Led Initiative' policy. The processes in place are designed to provide an effective system for student engagement.

2.46 The review team scrutinised the policies and procedures relating to student engagement, including the roles and responsibilities of student representatives and student ambassadors, the outcomes of surveys, and minutes of meetings of USAC and postgraduate student representatives. The team considered the quality cycle, studied the report from the Lead Student Representative (LSR), held meetings with the LSR and with students from a range of programmes, and met with senior management and academic and support staff. From the evidence provided and discussions with staff and students, the review team confirms that GIHE has effective processes in place to encourage and support student engagement in the quality of the education experience.

2.47 GIHE provides a range of opportunities for students to engage in the management of the quality of their learning experience and the academic governance of the Institute. This includes formal monthly meetings between the Senior Leadership Team and representatives from the master's programmes and the USAC. Student representatives are elected by their peers and are members of the programme committees. Students indicated that they also had informal one-to-one meetings with their lecturers, programme leaders and programme coordinators. As a result of student feedback, an 'open door' policy has been established, post-Covid, enabling students to give immediate feedback to their lecturers and programme leaders.

2.48 Student ambassadors, selected through an interview process, represent GIHE at open days and in the press. The Senior Leadership Team meets with them monthly to help to ensure openness and effective representation of the Institute.

2.49 The Student Governance Association (SGA) represents students on all non-academic matters and is facilitated by the Student Affairs Department. It hosts social activities and sporting events which are open to all students who are invited to suggest ideas for future activities. SGA members are elected by their fellow students at the start of each academic year. A number of initiatives have been implemented through the SGA including founding the Glion Television Network and bringing students together online during the Covid pandemic.

2.50 The students with whom the review team met, confirmed their membership of the various student committees and programme committees; however, they were not aware of how they could be represented on academic governance committees such as Academic Board. The review team also noted that the role of students is not included in the 'quality cycle' document.

2.51 GIHE provides opportunities for students to be actively engaged in the quality of their learning experience through the completion of a number of surveys. These relate to the admissions process, learning and teaching, and the placement. The outcomes of the various

surveys are analysed by the Institutional Effectiveness Department through a software tool known as B1. This enables comparisons to be made across semesters and different modules. The results of the surveys are generally positive, although students did give lower scores to the feedback they receive on their assessed work. GIHE has responded to this by providing feedback in a variety of media, including voice recordings. In his latest report, the external examiner commended the variety and depth of feedback provided.

2.52 Students indicated that they had not always been made aware of actions taken in response to their feedback. To address this, GIHE has developed the 'You said and we listened' process and now provides focused feedback on action taken which is specific to each student group, following the analysis of surveys and other forms of student feedback.

2.53 GIHE has a range of methods for actively engaging students, individually and collectively, in the quality of their educational experience. These are effective and provide opportunities for all students to be involved in the enhancement of the quality of their educational experience. However, students are not actively involved in the academic governance of the Institute through membership and attendance of management committees such as Academic Board, and they do not currently feature in the documented quality cycle. **The review team, therefore, recommends that GIHE reviews the role of students in the academic governance of the Institute and includes them in the quality cycle.**

2.54 From the documentary evidence and discussions with students, senior and academic staff, the review team concludes that the Core practice (Q5) is met and the associated risk is low.

Core practice: Met
Level of risk: Low

Core practice (Q6): The provider has fair and transparent procedures for handling complaints and appeals which are accessible to all students.

Findings

2.55   GIHE's procedures for handling complaints and appeals are set out in the Academic Rules and Regulations for the BBA programmes and the MSc programmes. The procedures are publicised to students through various channels which include: during induction, via the student portal, and in meetings with the Programme Coordinator. From the documentation provided, the review team noted that the procedures do not differentiate between complaints and appeals, and do not include an external reference point for the escalation of complaints; consequently, they do not enable the Core practice to be met. The review team scrutinised the complaints and appeals procedures, met with senior and academic staff, and questioned students about their use of the complaints and appeals procedures. The team also requested a redacted copy of the complaints log.

2.56   GIHE aims to resolve complaints in a timely manner, and has set timeframes for each stage of the complaints process; students are informed of the progress of their complaint. The review team learned that complaints can be resolved informally as well as through the formal investigation and decision-making channels set out in the procedures. The informal resolution of complaints is supported by GIHE's open door policy which enables students to contact their tutors and progamme coordinators to give immediate feedback.

2.57   The appeals procedure is designed to provide a process for students who are dissatisfied with the outcome of their complaint, or want to make an appeal on the grounds of a decision about extenuating circumstances. The process is overseen by an appeals panel which considers the evidence provided and makes a decision based on the merits of the case. All appeals are logged.

2.58   The review team was told that GIHE provides support to students throughout the appeals process. This includes access to advice and guidance from the Programme Coordinator, Programme Manager and the Student Registry Services teams who are trained to handle complaints and appeals. Students can also access support from the student affairs team, including counselling and mental health support if needed. However, they are not directed to any external source of support such as the University's students' union.

2.59   Although the procedure for making an appeal is set out in the rules and regulations, and GIHE has a process and a panel to consider appeals, the procedure does not differentiate between complaints and appeals against extenuating circumstances decisions, and does not include an independent external reference point (such as the Office of the Independent Adjudicator for Higher Education) for the escalation of an unsuccessful appeal. Furthermore, the guidance and support given to students lacks impartiality as students are directed to members of the GIHE team. **It is therefore recommended that the provider reviews the complaints procedure to:**

- differentiate between appeals relating to mitigating circumstances and complaints
- provide guidance on where a student can obtain impartial advice on how to make a complaint
- include an external reference point for the escalation of complaints which are not resolved by the provider's Appeals Committee.

2.60 The review team finds that the Core practice (Q6) is not met due to the shortcomings of the complaints procedure which does not provide an external point for the escalation of an appeal and lacks guidance on where a student can access impartial advice. However, the risk is moderate, as there is a system in place, and evidence that it is being used appropriately.

Core practice: Not met
Level of risk: Moderate

Core practice (Q7): Where the provider offers research degrees, it delivers these in appropriate and supportive research environments.

Findings

2.61 The Institute does not offer research degrees.

Core practice (Q8): Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them.

Findings

2.62 The Institute does not work in partnership with other organisations.

Core practice (Q9): The provider supports all students to achieve successful academic and professional outcomes.

Findings

2.63 The Academic Strategy highlights the provider's aim to develop graduates who are highly competent and exhibit integrity, leadership and entrepreneurial skills. This is demonstrated through the range of academic support mechanisms available to students to enable them to achieve successful outcomes, including one-to-one tutoring, study groups, academic coaching, and workshops aimed to develop students' study skills - such as time management, academic integrity and research skills - as well as focused support from the Library and IT services covering general support as well as specialist support such as Excel. The programme specifications evidence the support available to students. There is acknowledgement in students' feedback that there is a positive learning environment. This was confirmed by the students who were interviewed by the review team.

2.64 The provider has a student support team that aims to provide advice and guidance on personal and academic matters. The team is available to students throughout their studies and can help with issues such as homesickness, stress or financial difficulties.

2.65 The UG and PG Assessment Guides are a useful tool to inform students what to expect regarding their assessments, how to plan and prepare, as well as the assessment regulations and process for assessment results. There is an emphasis on developing students' graduate attributes as evidenced in the Graduate Assessment Guide. The assessment strategy highlighted in programme specifications and in the Teaching, Learning and Assessment Handbook aims to progress student learning through the scaffolding of learning outcomes, and assessment designed to challenge students to develop their learning. The teaching staff who were interviewed by the review team, demonstrated a passion to enable students to succeed academically and professionally.

2.66 The provider has robust mechanisms to consider student feedback and student voice, as highlighted in the Lead Student Representative Report. There are opportunities for students to become student ambassadors, class representatives, flat representatives, and be involved in the Student Government Association. These roles will enable students' personal and professional development. A calendar of events is produced for students to engage in social activities outside their academic schedules, which will provide enrichment and foster a sense of community and belonging among students.

2.67 The provider has a dedicated career counselling team that provides students with advice and guidance regarding career planning. There are networking events with industry professionals on the Events Calendar, as well as guest speakers delivering sessions on programmes, providing students with opportunities to engage with industry experts and develop their employability skills.

2.68 The review team noted a range of employability resources and training events offered by the Careers Service for which students had provided positive feedback. It was highlighted that sessions were bespoke to the needs to students - for example, the 122j MSC Career preparation module was specifically designed to meet the needs and expectations of MSc students. Students have access to a job portal and utilise a number of resources providing information on placements - both of these they found to be relevant and useful.

2.69 Students who were interviewed by the review team, spoke positively about their experience on placements and particularly valued the opportunity to commence their studies in Switzerland. **Therefore, the review team recognised as good practice, the preparing of students for the real world, providing practical work experience in placements and**

internships and learning opportunities with Switzerland.

2.70 The review team noted that the assessment strategy highlighted in the Teaching, Learning and Assessment Handbook and further referenced in Programme Specifications, provide students with clear guidance on assessment methods, how they connect and address the unit and programme's learning outcomes and how students can expect to receive feedback. Staff who were interviewed by the review team, explained that students are provided with comprehensive feedback in a number of ways, through assessed work, one-to-ones, academic coaching and study groups. The Institute's robust feedback mechanisms, including the formal and informal ways of providing students with constructive feedback to enable them to succeed, was acknowledged by students. **Therefore, the review team commended the Institute's approach to providing comprehensive feedback on assessment through a variety of mechanisms**.

2.71 The review team, based on the evidence considered, determined that the provider has the mechanisms in place to support all students to achieve successful academic and professional outcomes. Therefore, the review team concludes, based on the evidence described above, that this Core practice is met. The assessment team has a high degree of confidence in this judgement.

Core practice: Met
Level of risk: Low

Common practice (1): The provider reviews its Core practices for quality regularly and uses the outcomes to drive improvement and enhancement.

Findings

2.72 The overarching strategic aims for GIHE align with the Governing Board and the Strategic Plan for 2022-2027. GIHE UK reviews the needs of the London campus and provides specific actions for the campus for the strategic aims. GIHE has robust internal quality assurance processes in place in addition to external reference points. These processes include regular reviews of the admissions process, programmes and courses, student feedback mechanisms, and continuous professional development for staff. These reviews ensure its process is fair, transparent and accessible to students.

2.73 Regular reviews of its academic programmes ensure that they are up-to-date and relevant to industry needs. These reviews involve input from academic staff, industry professionals and students. The Institute also solicits feedback from students, which is used to continuously improve its practices, with students encouraged to provide feedback on their academic experience, support services and facilities. These include surveys and class representative meetings which are scheduled monthly with the master's students, and regular monthly meetings with the BBA USAC members.

2.74 GIHE also undergoes external scrutiny, using external examiners, with External Examiner Reports shared through GIHE Academic Board - the processes and procedures for the regular review of Common practice to drive improvement and enhancement work effectively in practice.

2.75 The team tested the Common practice through a review of the Strategic Plan, Governance Policy, Faculty Handbooks, Academic Quality Framework, Academic Catalogue, Student Feedback Mechanisms, Course Design and Review Documentation, External Examiner Policy and their reports, External Accreditation Reports and Academic Board Minutes. The team also met senior, academic and support staff, and students.

2.76 The Strategic Plan sets out the strategic pillar and initiatives, and the annual planning cycle for effective monitoring and review of programmes and people, while the Governance Policy contains the regulatory and delegated responsibilities for the governance of GIHE through the Managing Director, with decision making taking place at Academic Board.

2.77 The admissions policy information is set out in the Academic Catalogue. This process has recently been reviewed to ensure fairness and transparency. The changes in response to this review informed by student feedback, included the introduction of a new admission portal to both examine the applicants' minimum requirements for the course and their suitability for the programme.

2.78 The effective guidance on monitoring review is clearly set out in the Academic Quality Framework and the Faculty Handbook. The Academic Quality Framework document provides a detailed overview of GIHE quality processes and their inter-relationships to achieve effective review. GIHE's approach to Quality Enhancement and Assurance is guided by the four principles: completeness of quality processes; coherence with components of the Quality framework interrelated: objectivity with processes informed by external experts: and efficiency and enhancements. The Quality Assurance Framework then further describes four key components of review: regular, annual, periodic and external reviews. The Faculty Handbooks demonstrates GIHE's commitment to providing a high-quality learning experience through a cycle of review. The Faculty Handbook further specifies processes of quality enhancement through the process of annual monitoring, student feedback, faculty voice, and the faculty talent management process and portfolio.

2.79 The team confirmed those regular reviews to include course and programme design, and student feedback and representation. Course and programme design was found to look at the coherence and academic standards of programmes, end-of-semester feedback, an examination of current industry practices and the needs of industry in conjunction with liaising with counterparts in Switzerland. Student feedback is gained through course evaluations, student surveys and Academic Student Representation Meetings. Changes in response to student feedback are communicated back to the students through 'You said and we listened' campaigns, programme managers, and an exchange of emails. Student feedback then informs the annual Course Review and Evaluation Programme Based Statistics.

2.80 The annual cycle also includes external examiners who provide a crucial element of objectivity and externality in helping GIHE maintain academic standards. This is achieved through comments on the course descriptions, learning outcomes, assessment schemes and delivery mechanisms, through attendance at relevant Awards Boards and final reports. Responses to External Examiner Reports are fed to the Academic Board, with the team given an example of recommendation around the balance of exams and other forms of assessment. Periodic Programme Reviews take place on a cycle of not more than six years and cover aspects of teaching, learning and assessment, student experience, quality assurance and enhancement procedures, academic management, research and resources. GIHE addresses the expectations of external reviews as set out by NECHE, QAA's UK Quality Code, European expectations derived through the Bologna Process, and the development of the European Higher Education Area.

2.81 The Student Course Review and Evaluations (CRE), and the course internal verification (IV) process are also part of both full-time and part-time faculty members' performance reviews in monitoring quality enhancement of student learning and development. CREs provide faculty with valuable feedback from students on how to improve courses, whereas the IV focuses extensively on the relationship between assessment and learning outcomes and the grading of work.

2.82 The review team concluded that its Core practices for quality are regularly reviewed and used to drive improvement and enhancements. Therefore, the Common practice is met and the associated level of risk is low.

Common practice: Met
Level of risk: Low

Common practice (2): The provider's approach to managing quality takes account of external expertise.

Findings

2.83   GIHE has a range of external reference points which it uses in the management of the quality. The Institute is accredited by the New England Commission of Higher Education (NECHE). Its programme specifications make reference to the QAA Subject Benchmark Statement for Events, Hospitality, Leisure, Sport and Tourism. The Quality Code forms the basis for its Academic Quality Framework. GIHE is currently applying for recognition by the Swiss National Standards for Higher Education Institutions which incorporate the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015). The Institute responds to recommendations from its external examiners and works closely with employers to identify emerging trends and skill requirements. This approach would enable the Common practice (2) to be met.

2.84   The review team examined the documentary evidence including reports and responses to the last NECHE visit in October 2019, scrutinised the programme specifications, studied the Institute's Academic Quality Framework and the mapping process for the Quality Code, reviewed the role of the Industry Advisory Board, read through the external examiner's report and GIHE's responses, and met with students, alumni, and senior and academic staff. The outcome of the NECHE accreditation in 2019 was positive and GIHE was commended for its 'student-centred approach to learning', and its detailed response to recommendations made by previous reviews. The next NECHE evaluation is scheduled for 2029. GIHE is currently preparing for recognition by the Swiss National Standards for Higher Education Institutions and is mapping its policies to the standards. The final phase of this exercise will be completed in autumn 2023.

2.85   GIHE's programmes were accredited by a professional body for the hospitality industry - the International Centre of Excellence for the Tourism and Hospitality Industry (THE-ICE). However, GIHE has chosen to discontinue this accreditation as it effectively benchmarks its standards and procedures against other institutions in the sector which enables it to confirm the quality of its provision and forge new partnerships.

2.86   GIHE effectively uses the Quality Code to provide a framework for the Institute's internal quality assurance processes. The Institute is in the process of updating and mapping all its policies to the Quality Code and to the requirements of Swiss National Standards for Higher Education Institutions. This includes a review of the format of the policies across the organisation to ensure consistency and the inclusion of the date of validating the policy, as well as the identification of any gaps in the policies in relation to the Quality Code and the Swiss National Standards.

2.87   Programme specifications take account of Subject Benchmark Statements. At undergraduate level, the Hospitality and Events Management course, and the Managing Hospitality and Luxury Operations course at postgraduate level are specifically based on the Subject Benchmarks.

2.88   The external examiner provides a further external reference point. A report is prepared after each visit and is considered by the programme committees and Academic Board. The most recent report, which was made available to the review team, is positive and GIHE has responded to recommendations made in the report by reviewing the weighting of examinations in the assessment process.

2.89   GIHE's close relationships with employers through its partnerships with major brands, its Industry Advisory Board, and the internship scheme are all effective external reference

points which enable GIHE to identify emerging trends and skill requirements for future employees. This was confirmed by a meeting with members of the Alumni who indicated they had been well-prepared for their roles in industry.

2.90 From the evidence provided and discussions with stakeholders, the review team confirms that the provider's approach to managing quality effectively takes account of external expertise. Common practice (2) is met and the risk is low.

Common practice: **Met**
Level of risk: **Low**

Common practice (3): The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.

Findings

2.91 GIHE has a range of activities to engage students individually and collectively in the development, assurance and enhancement of the quality of their educational experience. Students are represented on the Undergraduate Student Academic Council (USAC) and on the MSc Student Representative Committees. The Student Government Association (SGA), chaired by the Student President, runs various events and societies which are organised and managed by students. Student ambassadors represent GIHE at open days, meetings with employers and at other events. Class representatives are appointed by their peers. Placements provide an opportunity for students to be practically engaged with their programme. The processes and procedures in place for student engagement would enable the Common practice to be met.

2.92 The review team scrutinised the evidence provided which included the Governance Policy, the Quality Cycle, the Code of Conduct student feedback mechanisms, USAC roles and responsibilities, and minutes of meetings of the Council, minutes of meetings of MSc Student Representatives, the Glion Ambassador job descriptions, and documentation relating to interaction with employers and placements. The team met with students and alumni, senior staff, and academic and support staff.

2.93 The review team found that there are numerous opportunities for students to be engaged in the development, assurance and enhancement of the quality of their educational experience. The interactive and practical nature of the programmes actively engages students in the learning process. This is demonstrated through their engagement with employers during the internship and the opportunities provided by Glion for exchanges with students from other campuses. Students with whom the review team met, spoke positively about their learning experience and the opportunities provided for career development and study abroad.

2.94 Students are encouraged and supported to provide feedback on their learning experience through surveys. GIHE uses the outcomes of these surveys for enhancement of the learning experience. This has included the rearrangement of the academic and administrative offices to support an open-door policy where students can interact with their tutors and support staff, and provide immediate feedback. GIHE reports specific action taken to each student group and also communicates responses to feedback through the 'You said and we listened' campaign and by going into each class after a feedback session to give specific feedback on issues raised by that group.

2.95 Student representatives are appointed by their peers and provide feedback through USAC and postgraduate student representative committees. The Student Governance Association (SGA) provides over 13 different student activities, and has been responsible for a number of student-led enhancements, including the purchase of a snooker table, additional outside recreational space and improved food facilities. Student ambassadors are proactive in the promotion of the Institute and provide a line of communication between the senior management team and students.

2.96 The Lead Student Representative is actively involved in the enhancement of the quality of the learning experience and was responsible for the student submission to QAA. This includes a survey of students' opinions about their learning experience which provides suggestions for further enhancements for consideration by the Senior Leadership Team. These enhancements relate to timetabling, visa information and increasing the number of

recruiters for placements and careers.

2.97 Although the systems in place for student engagement are wide and varied and do support enhancement of the learning experience, the review team found that students are not involved in the governance of the Institute through membership of its deliberative committees. This is reflected in the absence of students in the quality cycle. As stated in Q5 above, it is, therefore, **recommended that GIHE reviews the role of students in the academic governance of the Institute and includes them in the quality cycle.**

2.98 The review team concludes from the evidence of enhancement and student engagement provided, and from meetings with students and staff, that, although students are not directly involved in the deliberative committees, they are listened to, have an active role in enhancement and their feedback is acted upon; the Common practice (3) is therefore met and the risk is low.

Common practice: **Met**
Level of risk: **Low**

The quality of student learning opportunities: Summary of findings

2.99 GIHE UK's admissions system is inclusive, reliable, transparent and consistent, with effective procedures in place for assessing applications which are processed efficiently and fairly, and that decisions are communicated to applicants in a timely manner.

2.100 High-quality courses are designed by the parent institution, informed by current industry requirements and overseen by external bodies.

2.101 GIHE employs highly qualified academic staff with relevant industry experience and fully qualified and experienced support staff. Students commented favourably on effective communication and engagement with staff and good staff-student ratios. There is strong input from academic, technical and support staff at the Swiss campuses. However, there needs to be a more systematic approach to teaching observations.

2.102 The GIHE strategy to develop and invest in appropriate facilities to support the learning of their students, and to review and implement facilities to support the growth ensures that teaching and technical resources are available to all students. Teaching is accommodated in a dedicated building within the University of Roehampton campus with access to some of the university resources.

2.103 GIHE has several mechanisms in place to engage students in the quality of their education experience, including regular feedback from surveys and programme meetings. There is an effective system of student representatives and ambassadors elected by their peers. However, students are not involved in some aspects of governance and in the GIHE Quality Cycle process.

2.104 There are procedures in place to allow students to make complaints and appeals which GIHE attempts to resolve in a timely manner. Students confirmed that most are considered and resolved informally. However, the procedure does not differentiate between complaints and appeals against extenuating circumstances decisions and does not include an independent external reference point (such as the OIA) for the escalation of an unsuccessful appeal. The guidance and support given to students, lacks impartiality as students are directed to members of the GIHE team for this.

2.105 GIHE's quality assurance processes ensure that academic standards are maintained and enhanced, and that the Institute's programmes meet the needs of students, employers, and other stakeholders. These are informed and overseen externally.

2.106 External expertise from relevant bodies is engaged in the management of the quality of its programmes.

2.107 Students are engaged in the development, assurance and enhancement of the quality of their educational experience. This is ensured through the interactive and practical nature of the programmes which actively engages students in the learning process, through their engagement with employers during internships, and the opportunities for exchanges with students from other campuses.

2.108 The review team concludes that the quality of student learning opportunities at the provider **meets** UK expectations.

Glossary

User-friendly explanations of a wide range of terms can be found in the longer Glossary on the QAA website: www.qaa.ac.uk/glossary

Academic standards
The standards set by **degree-awarding bodies** for their courses (programmes and modules) and expected for their awards. See also **threshold academic standard**.

Award
A qualification, or academic credit, conferred in formal recognition that a student has achieved the intended **learning outcomes** and passed the assessments required to meet the academic standards set for a **programme** or unit of study.

Awarding organisation
An organisation authorised to award a particular qualification; an organisation recognised by Ofqual to award Ofqual-regulated qualifications.

Blended learning
Learning delivered by a number of different methods, usually including face-to-face and e-learning (see **technology enhanced or enabled learning**).

Common practices
Practices included in the UK Quality Code that will be applied by providers in line with their missions, their regulatory context and the needs of their students. These are practices common to the underpinning of quality in all UK providers but are not regulatory requirements for providers in England (registered with the Office for Students).

Core practices
Practices included in the UK Quality Code that must be demonstrated by all UK higher education providers as part of assuring their standards and quality.

Credit(s)
A means of quantifying and recognising learning, used by most institutions that provide higher education **programmes of study**, expressed as numbers of credits at a specific level.

Degree-awarding body
A UK higher education provider (typically a university) with the power to award degrees, conferred by Royal Charter, or under Section 76 of the Further and Higher Education Act 1992, or under Section 48 of the Further and Higher Education (Scotland) Act 1992, or by Papal Bull, or, since 1999, granted by the Privy Council on advice from QAA (in response to applications for taught degree awarding powers, research degree awarding powers or university title).

Distance learning
A course of study that does not involve face-to-face contact between students and tutors but instead uses technology such as the internet, intranets, broadcast media, CD-ROM and video, or traditional methods of correspondence - learning 'at a distance'. See also **blended learning**.

Dual award or double award
The granting of separate awards (and certificates) for the same **programme** by two **degree-awarding bodies** who have jointly delivered the programme of study leading to them. See also **multiple award**.

e-learning
See technology enhanced or enabled learning.

Expectations
Statements in the **Quality Code** which clearly and succinctly express the outcomes providers should achieve in setting and maintaining the standards of their awards, and for managing the quality of their provision.

Flexible and distributed learning
A programme or module that does not require the student to attend classes or events at particular times and locations. See also **distance learning**.

Framework
A published formal structure. See also **framework for higher education qualifications**.

Framework for higher education qualifications
A published formal structure that identifies a hierarchy of national qualification levels and describes the general achievement expected of holders of the main qualification types at each level, thus assisting higher education providers in maintaining academic standards. QAA publishes the following frameworks: *The Framework for Higher Education Qualifications in England, Wales and Northern Ireland* (FHEQ) and *The Framework for Qualifications of Higher Education Institutions in Scotland* (FQHEIS).

Good practice
A process or way of working that, in the view of a QAA review team, makes a particularly positive contribution to a higher education provider's management of academic standards and the quality of its educational provision. It is used as a technical term in QAA's audit and review processes.

Learning opportunities
The provision made for students' learning, including planned study, teaching, assessment, academic and personal support, and resources (such as libraries and information systems, laboratories or studios).

Learning outcomes
What a learner is expected to know, understand and/or be able to demonstrate after completing a process of learning.

Multiple awards
An arrangement where three or more **degree-awarding bodies** together provide a single jointly delivered **programme** (or programmes) leading to a separate **award** (and separate certification) of each awarding body. The arrangement is the same as for **dual/double awards**, but with three or more awarding bodies being involved.

Operational definition
A formal definition of a term, establishing exactly what QAA means when using it in reviews and reports.

Programme (of study)
An approved course of study that provides a coherent learning experience and normally leads to a qualification.

Programme specifications
Published statements about the intended **learning outcomes** of programmes of study, containing information about teaching and learning methods, support and assessment methods, and how individual units relate to levels of achievement.

Quality Code
Short term for the UK Quality Code for Higher Education, which is the UK-wide set of **reference points** for higher education providers (agreed through consultation with the higher education community, and published by QAA), which states the **Expectations** (and associated, applicable, Core and Common practices) that providers are required to meet.

Reference points
Statements and other publications that establish criteria against which performance can be measured.

Self-evaluation document
A report submitted by a higher education provider, assessing its own performance, to be used as evidence in a QAA review.

Subject Benchmark Statement
A published statement that sets out what knowledge, understanding, abilities and skills are expected of those graduating in each of the main subject areas (mostly applying to bachelor's degrees), and explains what gives that particular discipline its coherence and identity.

Technology enhanced or enabled learning (or **e-learning**)
Learning that is delivered or supported through the use of technology.

Threshold academic standard
The minimum acceptable level of achievement that a student has to demonstrate to be eligible for an academic **award**. Threshold academic standards are set out in the national **frameworks** and **Subject Benchmark Statements**.

Virtual learning environment (VLE)
An intranet or password-only interactive website (also referred to as a platform or user interface) giving access to **learning opportunities** electronically. These might include such resources as course handbooks, information and reading lists; blogs, message boards and forums; recorded lectures; and/or facilities for online seminars (webinars).

Widening participation
Increasing the involvement in higher education of people from a wider range of backgrounds.