



This review method
is ESG-compliant

Annual Monitoring for Educational Oversight

GIHE UK Limited

June 2025

Annual Monitoring: desk-based analysis of GIHE UK Ltd, June 2025

Outcome of the desk-based analysis

1 From the annual return and documentary evidence, the monitoring team concludes that GIHE UK Ltd (GIHE) is making acceptable progress with the implementation of their action plan.

Monitoring summary

2 Given the structure of the programmes delivered by GIHE, reporting on student numbers is by semester. In October 2024, GIHE had 192 students enrolled on its courses: 129 on its undergraduate programme (BBA International Hospitality Business) and 63 across its postgraduate programmes (MSc International Hospitality Business; MSc Hospitality Business Leadership and MSc Real Estate, Finance and Hotel Development). In March 2025, GIHE had 121 students on its courses (88 on the BBA and 33 across two postgraduate programmes). The number of students registered on GIHE programmes in London has gone down, explained in part by the pause in recruitment on the BBA for a semester, the suspension of one of the master's programmes and reduced retention at the end of year 2 on the BBA programme. Progression, retention and completion rates are consistently high and do not raise any significant concerns during this period of monitoring.

3 GIHE reported some changes to governance in their annual return. The London Campus Director stepped down in May 2025. An interim leadership structure has been established with the Acting Managing Director for the parent organisation taking responsibility for a temporary leadership structure. The Acting Managing Director will be replaced by the new Managing Director in June 2025. GIHE commenced the application process for Swiss federal accreditation and recognition as a University of Applied Sciences in 2023 and progressed its application during 2024. The process has continued with some consequent changes to programme titles and structures to meet Swiss HE law, and as a result the BBA has changed title to become a BSc in International Hospitality Business. The accreditation outcome is expected in June 2025. Further changes to the programme structure are expected if the outcome is successful.

4 The documentation provided evidence of progress on the three recommendations from the previous full report from 2023. The first and second recommendations are now complete. The third remains in progress.

5 The first recommendation 'to introduce a more systematic approach to peer observation of teaching,' was reported as complete in the last [annual monitoring report](#) (June 2024). The approval of a new peer observation form is noted in the July 2024 minutes of the Academic and Research Board. It is evident that peer observation of teaching is a core expectation which GIHE systematically approaches.

6 The second recommendation, to 'review the role of students in academic governance of the institute and include them in the quality cycle,' has now been completed. GIHE's Governance Policy has been updated to include student representation of London campus students within the terms of reference of the Academic and Research Board and Program Committee. In this way, students have a voice in institutional governance. Students now form part of the membership of the Quality Oversight Committee. They are also involved in the cycle of quality assurance via student feedback mechanisms. GIHE have

made progress in incorporating the student voice and through the Student Government Association (SGA), students are formally represented in course reviews. GIHE have introduced Feedback Central, a new student portal for providing feedback. Minutes of Undergraduate Student Academic Councils in London show that students can initiate discussions regarding quality issues, though no issues have been raised in the last year. The impact of this series of measures taken to integrate the student voice into the governance and quality review can be evaluated at the next review.

7 The third recommendation was to review the complaints procedure in order 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 and include an external reference point for the escalation of complaints which are not resolved by the Institute's internal complaints committee. GIHE acknowledges that this action has yet to be completed. Significant progress has been made, including a draft Non-Academic Complaints Procedure. The steps needed to complete this action have been outlined in GIHE's Action Plan for 2025-26 and progress will be reviewed during the next QAA annual monitoring visit.

8 GIHE is working with external reference points to meet UK expectations for higher education. Its programme documentation references the [UK Quality Code for Higher Education](#) and GIHE have made significant progress since the last review in demonstrating the alignment of their programmes with relevant QAA Subject Benchmark Statements. A comprehensive analysis has been presented of the coverage of the QAA's Subject Benchmark Statement for Events, Hospitality, Leisure, Sport and Tourism against the programme learning outcomes of the curriculum. As well as applying for Swiss accreditation, GIHE has maintained its accreditation with the US accrediting body, the New English Commission of Higher Education (NECHE).

9 GIHE's Action Plan shows that they have identified ways in which to continue to enhance the good practice identified in the QAA's 2024 [Annual Monitoring Report](#). This involves the support for international students who have a delayed start who will receive a dedicated and structured onboarding package. Preparing students for the real world via practical work experience and learning opportunities will be developed further by establishing more collaborative partnerships with industry, along with feedback from professionals, and recruitment days have been re-introduced in London to increase student employability. Good practice leading to high levels of student satisfaction with support and feedback, as well as with placement opportunities, are to be shared across the faculty and collated in a repository of exemplary practices. It will be possible to review the impact of these developments next year once further progress has been made against these plans.

10 Consequently, the annual report and supporting evidence indicates that GIHE continues to effectively maintain academic standards and the quality of learning opportunities.

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