



**GIHE UK Ltd**

Recognition Scheme for Educational  
Oversight Review by the Quality Assurance  
Agency for Higher Education

March 2015

## About this report

This is a report of a review under the Recognition Scheme for Educational Oversight conducted by the Quality Assurance Agency for Higher Education (QAA) at GIHE UK Ltd. The review took place on 17 March 2015 and was conducted by a panel, as follows:

- Ms B Eade
- Dr J Gilbert.

The main purpose of the review was to:

- make judgements about the provider's delegated responsibilities for the management of quality and enhancement of learning opportunities
- draw a conclusion about whether the provider's public information is reliable
- produce a commentary on how effectively the provider discharges its responsibilities for academic standards
- report on any features of good practice
- make recommendations for action.

A summary of the [key findings](#) can be found in the section starting on page 2. The [context](#) in which these findings should be interpreted is explained on page 3. [Explanations](#) of the findings are given in numbered paragraphs in the section starting on page 4.

The QAA website gives more information [about QAA](#) and its mission.<sup>1</sup> More information about this the review method can be found in the [published handbook](#)<sup>2</sup>.

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<sup>1</sup> [www.qaa.ac.uk/about-us](http://www.qaa.ac.uk/about-us)

<sup>2</sup> [www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=202](http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=202)

## Key findings

The QAA panel considered evidence relating to the educational provision of GIHE UK Ltd (the provider), both information supplied in advance and evidence gathered during the visits of the review itself. The review has resulted in the key findings stated in this section.

## Judgements

The QAA panel formed the following judgement about GIHE UK Ltd:

- **confidence** can be placed in GIHE UK Ltd's management of its responsibilities for the quality of the learning opportunities.

The QAA review panel also concluded that GIHE UK Ltd satisfactorily manages its responsibilities for academic standards, as set out in its contractual arrangements with its academic partners.

## Conclusion about public information

The QAA panel concluded that:

- **reliance** can be placed on the accuracy and completeness of the public information that GIHE UK Ltd produces for its intended audiences about the learning opportunities it offers.

## Good practice

The QAA panel identified the following features of **good practice** at GIHE UK Ltd:

- the clearly defined structure within which staff of all levels respond attentively, generously and holistically to students' needs and expectations (paragraph 2.5)
- the meticulous attention paid to developing and nurturing local and global professional networks to secure and support prestigious student internships (paragraph 2.6)
- the strategic use of external contributions to programme development and delivery ensures the industrial currency and relevance of teaching and, increasingly, staff scholarship (paragraph 2.4)
- the active and systematic support and mentoring provided for academic staff by senior and experienced colleagues on its London and Swiss campuses (paragraph 2.7).

## Recommendations

The QAA panel makes the following recommendations to GIHE UK Ltd:

It is **advisable** that GIHE UK Ltd:

- ensure the consistent provision of high-quality, timely and constructive feedback on all assessed work (paragraph 1.2).

It is **desirable** that GIHE UK Ltd:

- put in place an internal and external examining and moderation process which assures comparable marking standards across all campuses (paragraph 1.5).

## Context

GIHE UK Ltd (the provider) is the London campus of the Swiss-based Glion Institute of Higher Education (Glion). Glion is part of Laureate Education, a global network of over 80 higher education institutions based in Baltimore, Maryland. The present review is of Glion's London campus, which complemented the two pre-existing Swiss campuses when it opened in autumn 2013 on the premises of the University of Roehampton (the University), which is itself part of the Laureate Education Online Education Network.

The University provides the provider and its students with services defined in a suite of formally signed service-level agreements; the provider also receives support from Glion and Laureate Education. The campus operates within Glion's regulations (for example, in respect of admissions requirements) though there is scope for additional campus-based regulations to be developed as appropriate.

Glion is accredited as a provider of higher education programmes and an awarding body by the Commission on Institutions of Higher Education (CIHE) of the New England Association of Schools and Colleges (NEASC). The Commission determines course credit values (which GIHE UK Ltd has mapped onto the European Credit Transfer and Accumulation System), and general requirements for undergraduate and postgraduate programmes.

Following a review visit by NEASC in 2012, the first cohort of London students was enrolled in September 2013; a visit in November 2014 to review progress had a positive outcome. The provider currently offers two programmes: the Bachelor in Business Administration (BBA) in Hospitality Management and the Postgraduate Diploma in Hospitality Administration, though diversification into cognate degrees will occur as the campus develops. The BBA follows a seven-semester pattern involving two internships and the potential for transferring semesters to another campus: the delivery of four years' credits in three and a half years is seen as offering a competitive advantage and has been approved by the accrediting body.

## Detailed findings about GIHE UK Ltd

### 1 Academic standards

#### How effectively does GIHE UK Ltd fulfil its responsibilities for the management of academic standards?

1.1 GIHE UK Ltd is subject to the same quality assurance arrangements as Glion's two Swiss campuses, and teleconferences and video-linked meetings to monitor progress and ensure effective communication are routine events. The Academic Committee is responsible for the quality assurance of all academic programmes, with operational responsibilities delegated to the Academic Quality Assurance Committee. The provider has a Quality Enhancement Policy and a clear and comprehensive Quality Assurance Handbook. Each course is described in a Course Reference Sheet readily available on the virtual learning environment (VLE). Each semester a two-day moderation visit from the International Partnership Office in Switzerland takes place, involving meetings with staff and students and the inspection of course and classroom observation materials. A report and then an action plan follow.

1.2 GIHE UK's full and detailed assessment guide specifies and explains policy and practice on assessment, including marking criteria as well as procedures and expectations relating to student feedback. Students reported, however, that there was little consistency in the level of the feedback provided and variable practice among staff in providing feedback on examination scripts. It is **advisable** that GIHE UK Ltd ensure the consistent provision of high-quality, timely and constructive feedback on all assessed work.

#### How effectively are external reference points used in the management of academic standards?

1.3 GIHE UK's higher education provision is subject to accreditation by the Commission on Institutions of Higher Education (CIHE) of the New England Association of Schools and Colleges (NEASC). It is therefore subject to the Commission's requirements which, the panel confirms from documentary study, it meets in full.

1.4 In the course of periodic review, GIHE UK Ltd also engages actively with senior external academics and industry partners. Industry partners in particular regularly visit the campus to contribute to teaching and to extra-curricular activities. This high level of engagement, together with internships, field trips and an integrated project, helps ensure that the expectations of the profession are monitored regularly, and that courses align with these expectations. The provider references the *Subject Benchmark Statement: Hospitality Leisure, Sport and Tourism* in its programmes and is appropriately cognisant of the UK Quality Code for Higher Education (Quality Code).

#### How effectively does GIHE UK Ltd use external scrutiny of assessment processes to assure academic standards (where applicable)?

1.5 GIHE UK Ltd supplements its compliance with the requirements of its accrediting body by appointing external examiners to moderate undergraduate semesters six and seven, though not the postgraduate diploma (which, being for graduates with non-relevant degrees, is not a level 7 programme). Since, however, no London-based teaching is as yet at semester six, no external examiners are in place. The panel noted, however, the absence of procedures to facilitate comparisons of student performance and marking levels between London and Swiss-based students. While no potential threat to academic standards was discerned, with a view to the future, the panel considers it **desirable** that GIHE UK Ltd put in

place an internal and external examining and moderation process that assures comparable marking standards across all campuses.

The panel concludes that GIHE UK Ltd satisfactorily manages its responsibilities for academic standards in accordance with the requirements of its awarding body.

## 2 Quality of learning opportunities

### **How effectively does GIHE UK Ltd fulfil its responsibilities for managing the quality of learning opportunities?**

2.1 GIHE UK Ltd manages the quality of learning opportunities through a clearly-defined staffing structure. The Dean and Programme Leader, who is responsible for academic issues, and the newly-appointed Campus Director, who is responsible for all other relevant matters, report to the Branch Campus Director in London; and academic quality issues are closely monitored through daily interaction with senior staff, and by monitoring and review activities and moderation visits.

2.2 The Academic Catalogue, issued to students at induction, is a single reference point for policies and procedures, including admissions requirements, an academic calendar, programme structures and learning outcomes, assessment, student support and information about internships.

### **How effectively are external reference points used in monitoring and evaluation processes?**

2.3 The requirements of the accrediting body are GIHE UK Ltd's main external reference point; the Quality Enhancement Policy provides a framework for monitoring quality within which all branch campuses are required to operate; references are made to the Quality Code, with which policies and procedures for supporting the internship are fully aligned.

### **How effectively does GIHE UK Ltd assure itself that the quality of teaching and learning is being maintained and enhanced?**

2.4 GIHE UK Ltd regularly reviews the quality of teaching and learning. Students provide feedback through course review and evaluation forms; staff share good practice through peer review and teaching observation; and employers evaluate student performance in the workplace, while also engaging with the provider to suggest curricular developments designed to ensure that teaching is aligned with current industry standards. Engagement with leading figures within the industry is carefully planned, helpfully delivered and part of a clear objective to maximise employment prospects. The panel found GIHE UK Ltd's strategic use of external contributions to programme development and delivery, which ensures the industrial currency and relevance of teaching and, increasingly, staff scholarship, to be **good practice**.

### **How effectively does GIHE UK Ltd assure itself that students are appropriately supported?**

2.5 GIHE UK Ltd's approach to supporting students is extensive and systematic. Its effectiveness is monitored through student surveys and regular meetings with student representatives. Students are encouraged to contact their tutors by email and, if they wish, to raise issues directly with the Dean. All students have a personal tutor who monitors

performance and attendance. Students emphasised the speed and effectiveness of responses to issues raised, and gave concrete examples of remedial action solving problems. The clear structure within which staff of all levels respond attentively, generously and holistically to students' needs and expectations is **good practice**.

2.6 GIHE UK Ltd offers support for internships through a dedicated officer and a network of employers, though students are invited to look beyond the network for arrangements, at home or overseas. Students reported that they find high-quality internships within global organisations, and that they are supported and coached while applying, closely monitored while undertaking the internship, and offered constructive help if problems arise. The meticulous attention paid to developing and nurturing local and global professional networks to secure and support prestigious student internships is **good practice**.

### **How effective are GIHE UK Ltd's arrangements for staff development in relation to maintaining and/or enhancing the quality of learning opportunities?**

2.7 GIHE UK Ltd takes a systematic approach to staff development. Staff perform a self-appraisal based on feedback from students and peer review as a basis for formal appraisal by the Dean. The panel noted that a strong ethos of quality enhancement, supported by a clear structure, underpins operations, and that senior and experienced staff in Switzerland, as well as London, mentor London-based staff in areas such as teaching, learning and assessment. Staff, for whom a master's-level qualification is mandatory, are encouraged to develop their subject area through applied research (including in some cases joint research with research-active staff of the University), and links with employers. The active and systematic support and mentoring provided for academic staff by senior and experienced colleagues on the London and Swiss campuses are **good practice**.

### **How effectively does GIHE UK Ltd ensure that students have access to learning resources that are sufficient to enable them to achieve the intended learning outcomes of their programmes?**

2.8 GIHE UK Ltd has robust systems to ensure that necessary resources are in place to support students to achieve their course's intended learning outcomes. Extensive additional learning material for each course is available on the virtual learning environment; the provider has a dedicated area in the University Library which provides specific texts for Hospitality Tourism and Leisure; and students have full borrowing rights in the library as a whole. Students spoke very positively of the learning resources provided.

The panel has **confidence** that GIHE UK Ltd is fulfilling its responsibilities for managing and enhancing the quality of the learning opportunities it provides for students.

## **3 Public information**

### **How effective are GIHE UK Ltd's arrangements for assuring the accuracy and completeness of information it has responsibility for publishing?**

3.1 Published information about all campuses is available from the Glion website, and provides clear factual information about the provider's status, vision, locations and activities. Much website content, including the Catalogue, course summaries and a brochure, is attractively presented and downloadable in PDF format. All documents are produced to a consistent corporate style, with clearly-presented text and relevant visual material. Full information about costs and bursaries is provided both in a brochure and in an online calculator.

3.2 Details of open days and admission requirements are available online, and applications can be made electronically. Successful applicants can access a handbook prior to arrival and receive a helpful pre-arrival checklist. At open days student ambassadors are on hand to answer questions and provide their particular perspective to complement the provider's oral and written information.

3.3 A systematic process, with a six-monthly review and pre-publication information, ensures that information is accurate and complete: the process is coordinated by the Marketing Department in liaison with appropriate academic staff (including London-based personnel) to confirm that this is so. Students confirmed the accuracy of information and institutional responsiveness to any errors.

3.4 Students receive comprehensive handbooks, which are discussed and explained at induction. Students have access to the provider's VLE, on which course materials become available at the start of each semester. Students described the VLE as easy to use and containing wide-ranging resources; good quality IT support is readily available. All courses post a course reference sheet as the definitive, approved document, and tutors work with their Swiss counterpart to determine the precise scheme of work for that semester, ensuring that courses are appropriately aligned.

The panel concludes that **reliance can be placed** on the accuracy and completeness of the information that GIHE UK Ltd is responsible for publishing about itself and the programmes it delivers.

### Action plan<sup>3</sup>

GIHE UK Ltd action plan relating to the Recognition Scheme for Educational Oversight in March 2015						
Good practice	Intended outcomes	Actions to be taken to achieve intended outcomes	Target date(s)	Action by	Reported to	Evaluation (process or evidence)
The review panel identified the following areas of <b>good practice</b> that are worthy of wider dissemination within GIHE UK Ltd						
<ul style="list-style-type: none"> <li>the clearly-defined structure within which staff of all levels respond attentively, generously and holistically to students' needs and expectations (paragraph 2.5)</li> </ul>	Students' academic and pastoral needs and expectations are met by a fully trained complement of faculty and staff	<p>Establish a policy to guide ratio of staff members-to-student enrollments in both academic and pastoral services</p> <p>Increase number of full-time Faculty to part-time Faculty ratio 40:60</p>	September 2015	Director of Campus & Academic Dean	Senior Leadership Team	Increase End of Semester Student Satisfaction Survey within Academic by 0.3 in the following points - (10,12 and 13)
	Student academic and pastoral support needs and expectations are routed to the appropriate faculty and/or staff members	<p>Faculty and Staff Development activities to implement process</p> <p>Develop frequently asked questions for students and team members for routes</p>	September 2015	Academic Dean	Senior Leadership Team	Increase End of Semester Student Satisfaction Survey within Student Affairs sections by 0.3 in

<sup>3</sup> GIHE UK Ltd has been required to develop this action plan to follow up on good practice and address any recommendations arising from the review. QAA monitors progress against the action plan.

	within 24 hours	for enquiries				the following points - (25,26 and 28)
	Glion London meets student academic and pastoral needs through clearly identified roles and responsibilities of student-facing team members	Restructure the roles and responsibilities of student facing team members to enhance the non-academic student engagement	June 2015	Director of campus & Academic Dean	Management team	Analysis of the range and number of student based activities undertaken
		Restructure departments for Head of Student Engagement and Events Manager to provide additional engagement opportunities for students	June 2015	Head of Student Engagement	Management Team	Monitor the key performance indicators to increase student engagement and Satisfaction
		Monitor and analyse the student activities to provide feedback and development to inform future planning	June 2015	Head of Student Engagement	Senior Leadership Team	Feedback form, the Campus Life Leaders and Student Governance Association
		Identify a range of key performance indicators for student engagement and monitor the progress				
<ul style="list-style-type: none"> <li>the meticulous attention paid to developing and nurturing local and global professional networks to secure and support</li> </ul>	Students have access to global professional networks and Internships through collaboration with Switzerland Internship Team	Implement the Simplicity database and electronic platform on the London Campus for internship opportunities across campuses	September 2015	Director of Internship, Career and Alumni Relations and Academic	Executive Committee	<p>Analysis of internship opportunities</p> <p>Feedback form Employers Analysis of</p>

prestigious student internships (paragraph 2.6)	Glon students have consistent tools for services to support Internship offers and selection on all campuses	Develop links with 10 new prestigious Business providers as additions to our Internship providers	December 2015	Dean		internships secured
		Implement Global Classroom connectivity to deliver simultaneous presentations from 10 internship providers across campuses	December 2015	Internship Office London Campus	Senior Leadership Team - London Campus	Reporting of number of new business providers for internship
<ul style="list-style-type: none"> <li>the strategic use of external contributions to programme development and delivery, which ensures the industrial currency and relevance of teaching and,</li> </ul>	Relevant and current student experiences within the fields of Career Opportunities and Professional Development courses	Invite a series of industry guest speakers and opportunities for student visits providing 15 opportunities within the semester	October 2015	Faculty and Academic Dean	Director of Academic Affairs	Course Review and Evaluations
		Provide an annual industry innovation panel on the London Campus in the fall	Annually during the fall semester	Head of Student Engagement	Academic Committee	End of Semester Student Satisfaction Analysis of range and number

<p>increasingly, staff scholarship (paragraph 2.4)</p>		<p>semester</p> <p>Provide scholarly activity opportunities for Faculty within the Annual Professional Development cycle to ensure industrial and academic currency and relevance of course delivery</p>	<p>By mid-term each semester</p>	<p>and Event Manager</p> <p>Academic Dean</p>	<p>Human Resources</p>	<p>Report form, industry innovation panel and planned changes to curriculum</p> <p>Employee Satisfaction Survey specific to opportunities for professional development</p> <p>Academic class representatives meeting minutes</p>
<ul style="list-style-type: none"> <li>the active and systematic support and mentoring provided for academic staff by senior and experienced colleagues on its London and Swiss campuses (paragraph 2.7).</li> </ul>	<p>Glion campuses use a collegiate approach to cross campus course delivery</p> <p>Students will experience consistent delivery of curriculum across campuses</p> <p>Faculty and staff at all locations will provide an educational environment consistent with The Glion Spirit</p>	<p>Codify the current mentoring activities for inclusion in Faculty handbook.</p> <p>Develop a flow-chart of the process and guidelines for the integration of Faculty across campuses</p> <p>Develop a structured induction process for new faculty which will include introduction to London Campus, induction on the Glion Switzerland Campus, and mentoring from a Faculty Colleague</p>	<p>September 2015</p> <p>July 2015</p>	<p>Director of Academic Affairs &amp; Academic Deans</p> <p>Academic Deans across Campuses</p>	<p>Academic Committee</p> <p>Academic Committee</p>	<p>Faculty Feedback in Academic meetings</p> <p>Academic Employee Satisfaction Survey Results</p> <p>Faculty Feedback in Academic meetings</p> <p>Academic Employee Satisfaction</p>

		<p>Prepare a protocol for cross-campus delivery of courses for Faculty on all campuses to follow</p> <p>Participate in Cross Campus Faculty Staff Development activities once per semester</p> <p>Develop regular schedule of Glion London faculty development activities</p>	<p>July 2015</p> <p>once per semester</p> <p>once per semester</p>	<p>Academic Deans across campuses</p>	<p>Academic Committee</p>	<p>Survey results</p> <p>Academic Employee Satisfaction Survey results</p> <p>End of Semester Student Satisfaction Survey Course Review and Evaluation results comparison between campuses</p>
<b>Advisable</b>	<b>Intended outcomes</b>	<b>Actions to be taken to achieve intended outcomes</b>	<b>Target date(s)</b>	<b>Action by</b>	<b>Reported to</b>	<b>Evaluation (process or evidence)</b>
The panel considers that it is <b>advisable</b> for GIHE UK Ltd to:						
<ul style="list-style-type: none"> <li>ensure the consistent provision of high-quality, timely and constructive feedback on all assessed work.</li> </ul>	High quality, constructive and developmental feedback provided to students within two weeks of submission	<p>Develop assessment feedback forms for students submissions to include exams to be included in the updated Assessment Handbook for 2015.2 (August 2015-January 2016)</p> <p>Deliver Faculty Staff Development sessions for</p>	<p>July 2015</p> <p>Once per semester in</p>	<p>Academic Dean</p> <p>Academic Dean</p>	<p>Academic Committee</p> <p>Director of Academic</p>	<p>Assessment Handbook updated for 2015.2</p> <p>Feedback form, Academic class representatives meeting minutes</p> <p>Internal moderator's</p>

		<p>providing developmental feedback on formative and summative work</p> <p>Planned provision within course delivery to include time for feedback in for group and individual delivery included in the Scheme of Work</p> <p>Track Student feedback provision and grades to ensure provided within two weeks of the assessment</p>	<p>development week</p> <p>From September 2015</p> <p>Tracked in Week 5, 9 and 14 of each semester</p>	<p>Faculty</p> <p>Academic Office</p>	<p>Affairs</p> <p>Academic Dean</p> <p>Academic Dean</p>	<p>reports</p> <p>External examiners reports</p> <p>Course internal moderation reports</p> <p>Academic class representatives meeting minutes</p> <p>Faculty meeting action points from meetings</p> <p>Academic class representatives meeting minutes</p> <p>Course Review and Evaluations End of Semester</p> <p>Student Satisfaction survey</p>
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Desirable	Intended outcomes	Actions to be taken to achieve intended outcomes	Target date/s	Action by	Reported to	Evaluation (process or evidence)
The panel considers that it would be <b>desirable</b> for GIHE UK Ltd to:						
<ul style="list-style-type: none"> <li>put in place, on its London campus, an internal and external examining and moderation process which assures comparable marking standards across all campuses.</li> </ul>	External examiners and internal moderation reports will document successful attainment of comparable marking standards as evidenced by 90% consistency between campuses	<p>Implement the Glion Switzerland policy for Quality Assurance on the London campus via the use of semester four external examiners</p> <p>Present Quality Assurance of a Branch Campus proposal to Academic Committee for Approval</p>	<p>December 2015 by Semester 2015.2</p> <p>October 2015</p>	<p>Academic Dean</p> <p>Academic Dean &amp; Director of Academic Affairs, Academic Dean and Director of Academic Affairs</p>	<p>Academic heads Meeting</p> <p>Academic Committee for approval</p> <p>External examiners' report to Academic Committee</p>	<p>Draft Quality Assurance Policy for branch campus</p> <p>Academic Committee minutes for May 2015</p> <p>External examiners Report for GIHE London Campus January 2016</p>

## Glossary

This glossary explains terms used in this report. You can find a fuller glossary at: [www.qaa.ac.uk/about-us/glossary](http://www.qaa.ac.uk/about-us/glossary). More details and formal definitions of key terms can be found in the [handbook](#)<sup>4</sup> for this review method.

**Academic quality** A comprehensive term referring to how, and how well, higher education providers manage teaching and learning opportunities to help students progress and succeed.

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

**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.

**Enhancement** The process by which higher education providers systematically improve the quality of provision and the ways in which students' learning is supported. It is used as a technical term in QAA's review processes.

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

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

**Public information** Information that is freely available to the public (sometimes referred to as being 'in the public domain').

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

### QAA1225 - R4539 - June - 15

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<sup>4</sup> [www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=202](http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=202)