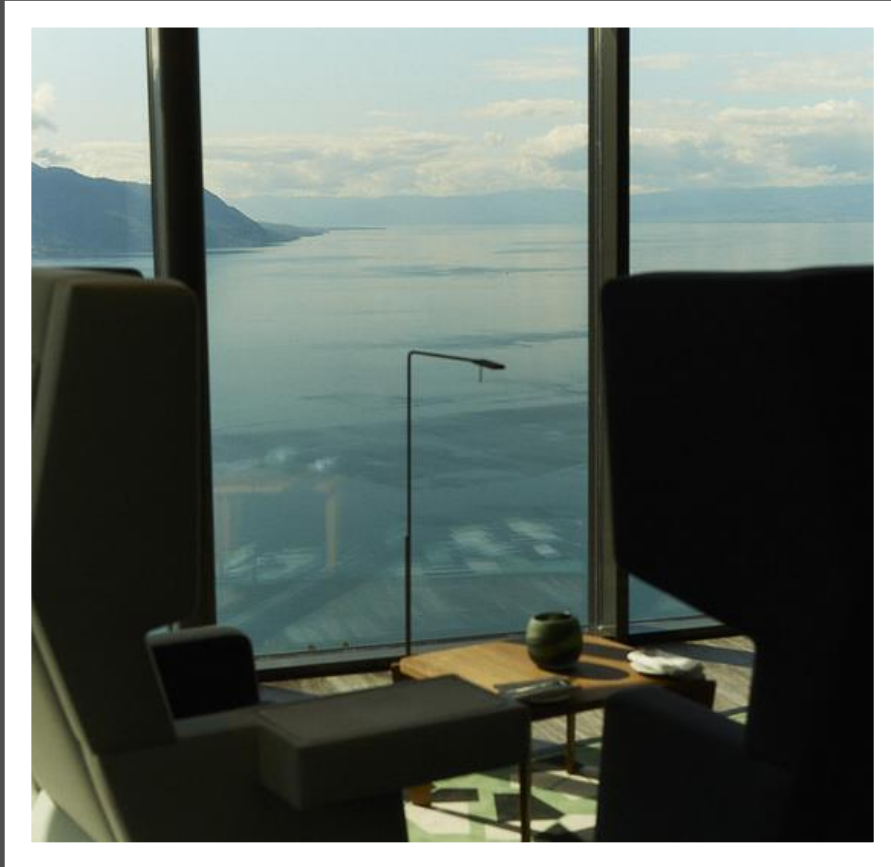




*Glion*  
policies

# Glion policies

Academic integrity .....	3 >
Academic rules and regulations .....	14 >
Accommodation policy .....	45 >
Admissions policy .....	55 >
Assessment and examinations directives.....	66 >
Code of conduct for students.....	81 >
Code of practice for industry placement .....	105 >
Library and information services .....	112 >
GIHE quality standards .....	128 >
Sexual misconduct.....	145 >
Special educational needs.....	152 >
Student surveys and feedback mechanisms .....	157 >
Substance abuse and addiction.....	165 >
Undergraduate student academic council constitution .....	176 >



# Academic integrity

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# Table of Contents

<b>Headline</b> .....	<b>2</b>
<b>Context</b> .....	<b>4</b>
A Commitment to integrity .....	4
A culture of Academic Integrity: Translating ideals into action .....	4
Threats to Academic Integrity .....	4
A consistent and coordinated approach to reinforcing the culture of Academic Integrity .....	5
The 4 guiding principles of the approach .....	5
<b>1. Policy statement</b> .....	<b>6</b>
1.1 Scope .....	6
1.2 Purpose .....	6
1.3 Roles and Responsibilities in assuring Academic Integrity .....	6
<b>2. Academic Integrity breaches</b> .....	<b>7</b>
2.1 Further definitions .....	8
<b>3. References</b> .....	<b>9</b>
<b>Related documents</b> .....	<b>10</b>

# Headline

## Glossary of terms

**Academic dishonesty** : “Morally culpable behaviours perpetrated by individuals or institutions that transgress ethical standards held in common between other individuals and/or groups in institutions of education, research, or scholarship” (p. 252). Jordan, S. R. (2013). Conceptual clarification and the task of improving research on academic ethics. *Journal of Academic Ethics*, 11: 243-256.

**Academic integrity** : Compliance with ethical and professional principles, standards, practices and consistent system of values, that serves as guidance for making decisions and taking actions in education, research and scholarship. *European Network for Academic Integrity (ENAI)*

**Academic misconduct** : Any action or attempted action that undermines academic integrity and may result in an unfair academic advantage or disadvantage for any member of the academic community or wider society. *ENAI*

**APA style** : APA style is the set of writing conventions for scientific communication published by the American Psychological Association (APA) in their Publication manual. At GIHE, APA style is used principally for acknowledging sources (in text citations, end of text reference list, labels for tables and figures). *For full details about how to use APA style in GIHE academic assignments, see [https://library.glion.edu/learning-support/apa\\_formatting\\_style\\_guides/](https://library.glion.edu/learning-support/apa_formatting_style_guides/)*

**Author** : A person (either individual or organisation) who created or contributed to the creation of original work.

**Cheating** : Actions that attempt to get any advantage by means that undermine values of integrity. *Academic integrity glossary, University of San Diego*

**In text citation** : It indicates the source of information in a text. In APA style, the in text citation consists of the author (s) family name(s) and the year of publication e.g., (*Gonzalez & Liu, 2022*). The in text citation is located next to the information taken from the original source. The in text citation refers to a full entry in the end of text reference list. *For detailed information on the use and formatting of APA style in text citations see [https://library.glion.edu/learning-support/apa\\_formatting\\_style\\_guides/principles\\_of\\_in\\_text\\_citations/](https://library.glion.edu/learning-support/apa_formatting_style_guides/principles_of_in_text_citations/)*

**Collaboration** : Working in a group or team towards common goals.

**Collusion** : Undisclosed collaboration of two or more people on an assignment or task, which is supposed to be completed individually. *Adapted from: McGowan, S. (2016). Breaches of academic integrity using collusion. In T. Bretag (Ed.), Handbook of academic integrity. Springer.*

**Copyright** : Exclusive legal right of the originator to copy, reproduce, print, publish, perform, film, or record literary, artistic, or musical material digitally or in any other form. *Oxford English Dictionary*

**Ethics**: The discipline concerned with what is morally good and bad, right and wrong. The term is also applied to any system or theory of moral values or principles. *Encyclopaedia Britannica*

**Fairness**: A basic ethical principle which all actors in education, research or scholarship must observe in their approach to others. This principle involves treating others with impartiality, respect, and consideration, free from discrimination or dishonesty. *ETINED Council of Europe – Platform on ethics, transparency, and integrity in education. Ethical principles, 2, 41.*

## List of acronyms

**APA :** American Psychological Association

**ENAI:** European Network for Academic Integrity

**GIHE:** Glion Institute of Higher Education

## Compliance

This policy responds to GIHE's Quality standards 4.1, 4.3, 5.1 and 9.3.

For more information about GIHE's Quality standards, please refer to [Quality standards \(02-A002-GW\)](#).

Some of the referenced materials in this policy may be intended for a different target audience, and as a result, may not be accessible to all readers of this policy.

Please note that any new version of this document supersedes and replaces all previous versions. It is the responsibility of the recipient to ensure they are referring to the most recent version for accurate information and compliance.

# Context

## A Commitment to integrity

Glion Institute of Higher Education (GIHE) is committed to excellence in education and to producing the future leaders of the hospitality industry. Developing the ethical and professional integrity of our students is a key component of our educative mission, articulated in point 3 of the GIHE graduate profile:

*3. Integrity, professionalism, and ethical reasoning. A Glion graduate is identifiable by exceptional professionalism. S/he acts with integrity and use appropriate ethical choices in practice settings*

This commitment to developing ethical and professional integrity is one of the ways GIHE addresses New England Commission of Higher Education (NECHE) Standard 9 Integrity:

*9.1 The institution expects that members of its community, including the board, administration, faculty, staff, and students, will act responsibly, ethically, and with integrity; and it systematically supports the pursuit thereof (NECHE, 2021).*

## A culture of Academic Integrity: Translating ideals into action

Academic integrity is a key component of ethical and professional conduct for the students, faculty and staff who make up the Glion community

The many definitions of Academic Integrity all tend to refer to a similar set of values and behaviors. The following two definitions are quoted because they make explicit what Academic Integrity means, why it is important and how a culture of Academic Integrity needs to be shared by the whole learning community to be effective. These definitions may be seen as the basis of the GIHE culture of Academic Integrity:

"ICAI defines academic integrity as a commitment to six fundamental values: honesty, trust, fairness, respect, responsibility, and courage. By embracing these fundamental values, instructors, students, staff, and administrators create effective scholarly communities where integrity is a touchstone. Without them, the work of teachers, learners, and researchers loses value and credibility. More than merely abstract principles, the fundamental values serve to inform and improve ethical decision-making capacities and behavior. They enable academic communities to translate ideals into action. "

*(International Center for Academic Integrity, p. 4, 2021)*

"Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers, and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Staff should be role models to students. Academic integrity is important for an individual's and a school's reputation."

*(University of South Australia Office for Learning and Teaching Strategic Commissioned Project, para. 4, 2013)*

## Threats to Academic Integrity

There are many reasons why acting with Academic Integrity and avoiding academic misconduct may become challenging in certain situations. These factors include: the existence of multiple and easily accessible sources of information, poor time management in the face of submission deadlines, weak information literacy and research skills, weak English language level, lack of confidence in own ability, fear of low grades and academic failure, a desire for an "easy ride", the existence and aggressive advertising of contract cheating sites.

## **A consistent and coordinated approach to reinforcing the culture of Academic Integrity**

The reasons why someone may intentionally or unintentionally breach Academic Integrity are numerous and often interlinked. Similarly, the approach to reinforcing a culture of Academic Integrity and to discouraging academic misconduct is embodied in a consistent and coordinated way at the different levels of the institution and with the different relevant parties, through: clearly stated institutional values; education and support for staff and students; limiting opportunities for academic misconduct; using institution-wide detection methods; and case reporting and data collection to improve practice.

### **The 4 guiding principles of the approach**

#### **1. Whole community approach**

All members of the GIHE community are responsible for ensuring academic integrity (AI). This shared responsibility creates trust and confidence in the shared value of AI which is fundamental to a learning community like GIHE.

#### **2. GIHE engages and empowers students**

GIHE supports our students by ensuring that they have a reasonable and continuing opportunity to develop their digital and information literacy skills and to demonstrate academic integrity.

Students are responsible for acting with Academic Integrity and they are responsible for any academic misconduct they may commit. However, GIHE works to ensure that students have as much knowledge as possible about, and are supported in the development of, academic integrity and the possible consequences of misconduct - including the impact on future careers.

Our faculty and staff with teaching and learning responsibilities are role models for academic integrity principles and appropriate academic behaviour; they actively involve and engage students in these matters through course work, assessments, and dedicated support sessions in order to support their development.

#### **3. GIHE engages and empowers staff**

Faculty, Practical Arts instructors and learning and teaching staff have a key role to play in promoting student Academic Integrity and discouraging academic misconduct. GIHE proactively communicates our academic integrity and academic misconduct policies to staff and guarantees the equitable application of these policies and procedures. Development training, tools and resources to detect and deter breaches such as best practices in course delivery, course and assessment design, and online text checking tools are made available to faculty, Practical Arts instructors and learning and teaching staff.

#### **4. GIHE enacts consistent and effective policies and practices**

GIHE maintains a culture of Academic Integrity using a definition of the term that is easy to understand for all members of our learning community. GIHE has established a range of academic integrity policies and practices that focus on both educative and preventive measures.

*Principles adapted from QAA. (pp. 2-3, 2020).*



# 1. Policy statement

## 1.1 Scope

This policy applies to the students and relevant teaching and learning staff who make up the GIHE community. The GIHE approach to assessment and grading is laid out in the [Faculty handbook \(03-A005-GW\)](#). The standards for student behaviour with regard to assessment are set out in the [Academic rules and regulations \(see reference at the end\)](#). The [Academic misconduct policy \(03-A004-GW\)](#) sets out the procedure in cases of suspected academic misconduct. The [Principles on the use of generative AI tools \(03-A006-GW\)](#) guides the approach to the use of generative AI tools.

## 1.2 Purpose

This policy sets out GIHE's commitment to promote Academic Integrity in the GIHE community and to detect and manage academic misconduct. GIHE aims to maintain its standards of educational excellence and to protect the value and the prestige of its degrees by promoting ethical scholarship, developing digital and information skills, and working to reduce instances of academic misconduct. Academic misconduct undermines the integrity of GIHE's academic awards and assessment processes and damages to its reputation. Academic misconduct also reduces the quality and value of a student's own learning.

## 1.3 Roles and Responsibilities in assuring Academic Integrity

GIHE expects that all students, faculty, Practical Arts instructors and teaching and learning staff to act with Academic Integrity in the creation and application of ideas and information. This means that: all academic work claimed as original is the work of the author making the claim; when the ideas of others are used, these ideas are acknowledged appropriately; and that academic work is not falsified in any way. All academic and professional staff involved in learning, teaching and research are expected to display leadership in this area.

### **It is the responsibility of GIHE to:**

- Promote a culture of academic integrity by establishing policies and procedures relating to academic integrity.
- Manage academic integrity and cases of academic misconduct as an educative process for students.
- Provide training for faculty and relevant staff to minimize opportunities for academic dishonesty, and to help faculty and staff deal with any instances.
- Provide students with opportunities to develop the digital and information literacy skills needed to demonstrate academic integrity (e.g. the s3 Professional Communication and Academic Writing course).
- Provide learning opportunities, guidance, and support for students to act with integrity and to avoid academic misconduct.
- Provide students accused of academic misconduct with proper opportunity to answer allegations.
- Provide a process for students to appeal decisions involving academic misconduct in the event of exceptional mitigating circumstances.
- Maintain records of established academic misconduct and report them to the appropriate committees.

### **It is the responsibility of faculty, Practical Arts instructors, and relevant teaching and learning staff to:**

- Manage academic integrity and cases of academic misconduct as an educative process for students.
- Guide students to develop good digital and information literacy skills in order to create high quality original research and projects.

- Ensure that appropriate education about academic integrity and avoidance of academic misconduct is embedded in the design of courses, course materials, learning activities, and assessments.
- Ensure students are informed of referencing requirements and academic conventions for the use of others' work.
- Give clear feedback about referencing problems.
- Refer students to sources of advice on writing such as the library and learning support staff, Library and learning support online resources and academic integrity workshops.
- Deal with cases of suspected academic misconduct according to the GIHE academic misconduct policy;

**It is the responsibility of students to:**

- Learn about the expectations of GIHE regarding Academic Integrity by using the information provided by GIHE, by faculty and by library and learning support.
- Acquire the digital and information literacy skills, and research practices necessary to demonstrate academic integrity and to avoid unethical practices.
- Submit original projects for assessment which conform to GIHE requirements of Academic Integrity.

## 2. Academic Integrity breaches

This is a non-exhaustive list of the most common types of academic misconduct observed to date at GIHE. The purpose of this list is to provide members of the Glion community with concrete examples of academic misconduct or academic dishonesty to reinforce their understanding of these breaches of and to help students avoid them:

Type	Description	Citation of sources	Unintentional bad practice (misconduct) / Intentional unfair practice (dishonesty)
Copy / paste	The author directly copies and pastes text from a source without any paraphrasing or use of quotation marks	The source of the information is not acknowledged (no in text citation, no end of text reference list entry)	Plagiarism: May be bad practice (misconduct) or unfair practice (dishonesty)
Copy / paste	The author directly copies and pastes text from a source without any paraphrasing or use of quotation marks	The source of the information is acknowledged (APA current edition style in text citation and end of text reference list entry)	Plagiarism: May be bad practice (misconduct) or unfair practice (dishonesty)
Copy / paste	The author directly copies and pastes tables or figures from a source	The source of the information is not acknowledged (table or figure not correctly labelled with source, , no end of text reference list entry)	Plagiarism: May be bad practice (misconduct) or unfair practice (dishonesty)
Insufficient or incorrect paraphrasing	Patch writing: Some words have been changed from the original text, but the source material is still not expressed in a new and original way, corresponding to the submitting author's distinct communicative purpose	The source of the information is not acknowledged (no in text citation, no end of text reference list entry)	Plagiarism: May be bad practice (misconduct) or unfair practice (dishonesty)

Insufficient or incorrect paraphrasing	Patch writing : see above.	The source of the information is acknowledged (APA current edition style in text citation and end of text reference list entry)	Bad practice (misconduct) due to inadequate writing skills
Breach of intellectual property copyright	Source material thoroughly paraphrased and integrated into author's line of argument	The source of the information is not acknowledged (no in text citation, no end of text reference list entry)	Plagiarism / theft: May be bad practice (misconduct) or unfair practice (dishonesty)
Use of automatic translators	Author writes text in one language and then uses an automatic translator (Google Translate, DeepL Translate, etc.) to produce text in English	No acknowledgement of the use by the author of an automatic translator	May be bad practice (misconduct) or unfair practice (dishonesty)
Collusion	The author receives substantial help or completed text from another party	No acknowledgement of the contribution of the third party to the finished text	Intentional unfair practice (dishonesty)
Collusion	The author shares course work, notes, assignments on sites and uses the work of others	No acknowledgement of the source	Intentional unfair practice (dishonesty)
Contract cheating	The author pays a third party (another student, an essay mill etc.) to produce the text.	The submission was not written by the student claiming authorship	Intentional unfair practice (dishonesty)
Self-plagiarism	The student submits the same work for assessments in different courses	No acknowledgement of the fact that the work has been previously submitted to a different course.	Self-plagiarism: May be bad practice (misconduct) or unfair practice (dishonesty)

Source: Table adapted from University of New England, (n.d.), *Examples of prohibited practices*, cited in University of South Australia, (2012-2013), *Exemplary academic integrity project /Academic integrity breaches*. <https://lo.unisa.edu.au/course/view.php?id=6751&sectionid=112520>

## 2.1 Further definitions

**Academic misconduct panel:** The GIHE body which considers evidence and makes decisions about allegations of breaches of academic integrity by students. The panel consists of the chair or vice chair, an independent faculty member and the student(s) concerned. ENAI

**Accountability:** The concept that individuals and institutions are held responsible for their actions and for answering for the consequences of their actions to all relevant stakeholders.

**Business ethics:** A value system, based on “right” and “wrong” values, guiding behavior in business and industry.

**Creative commons:** A “global nonprofit organization that enables sharing and reuse of creativity and knowledge through the provision of free legal tools. Our legal tools help those who want to encourage reuse of their works by offering them for use under generous, standardized terms; those who want to make creative uses of works; and those who want to benefit from this symbiosis. Our vision is to help others realize the full potential of the internet”. <https://creativecommons.org/faq/#what-is-creative-commons-and-what-do-you-do>

**Creative commons licenses:** “Creative Commons licenses give everyone from individual creators to large institutions a standardized way to grant the public permission to use their creative work under copyright law. From the reuser’s perspective, the presence of a Creative Commons license on a copyrighted work answers the question ‘What can I do with this work?’ The six creative commons licenses are explained at <https://creativecommons.org/about/ccllicenses/>

**Common knowledge:** Factual “information that is readily available from a number of sources or so well-known that its sources do not have to be cited”. Glossary, <http://www.plagiarism.org/article/glossary>

**Contract cheating:** Form of academic misconduct when a person uses a third party to assist them to produce work, whether or not payment or favor is involved. Also known informally as “ghostwriting”.

**Contract cheating services:** Type of consultancy service when a company or an individual provides bespoke work to a student to present as their own work. Also known informally as “an essay mill”.

**Double blind peer review:** A peer review process of a submitted work where neither reviewers nor authors are identified. This process is designed to guarantee the scientific value of the published work.

**Ghostwriting:** (1) To write for or in the name of someone else. (2) To assist in the production of work resulting in unfair advantage to someone else.

## 3. References

**International Center for Academic Integrity (ICAI). (2021).**

*The fundamental values of academic integrity (3rd ed.).*

<https://academicintegrity.org/resources/fundamental-values>

**New England Commission of Higher Education (NECHE). (2021)**

*Standards for accreditation: Standard 9 integrity, transparency, and public disclosure.*

[https://www.neche.org/resources/standards-for-accreditation#standard\\_nine](https://www.neche.org/resources/standards-for-accreditation#standard_nine)

**Quality Assurance Agency for Higher Education (QAA). (2020)**

*Academic integrity charter*

<https://www.qaa.ac.uk/about-us/what-we-do/academic-integrity/charter>

**University of South Australia Office for Learning and Teaching Strategic Commissioned Project. (2012-2013)**

*Exemplary Academic Integrity Project (EAIP): Embedding and extending exemplary academic integrity policy and support frameworks across the higher education sector: Plain English definition of Academic Integrity.*

<https://lo.unisa.edu.au/course/view.php?id=6751&sectionid=112507>

# Related documents

## Policies

Academic misconduct policy (03-A004-GW)

Academic Rules and Regulations (03-A001-GW)

Academic Rules and Regulations\_GEM (03-A002-GW)

Faculty Handbook (03-A005-GW)

## Other

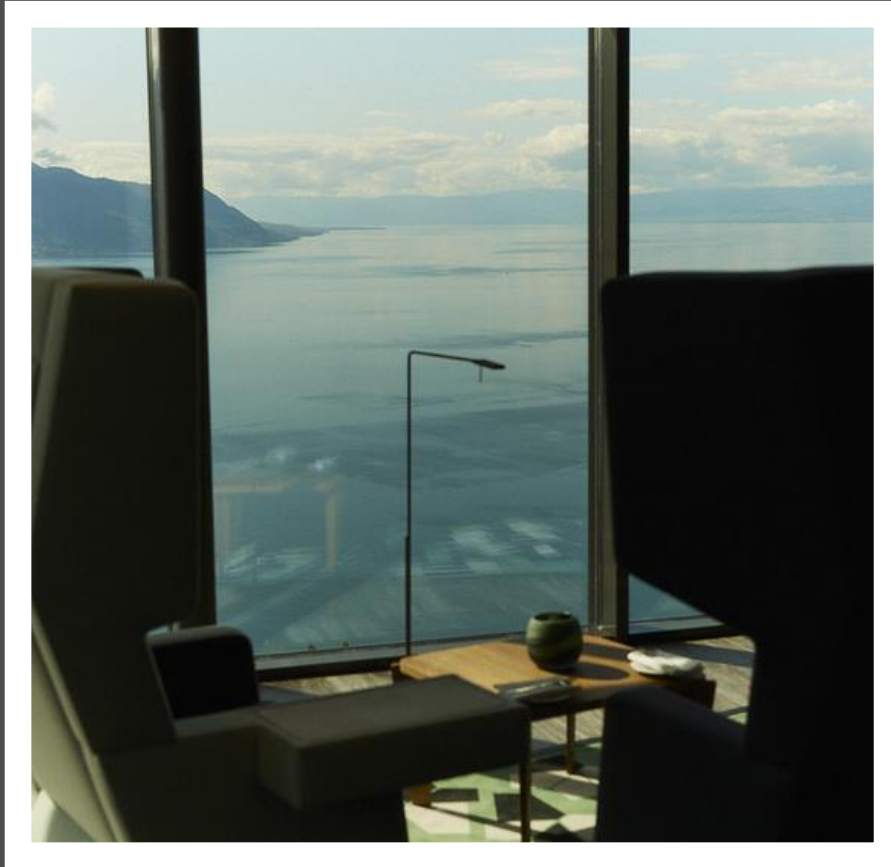
Principles on the use of generative AI tools (03-A006-GW)

## Department contacts & links

Learning Support: [learningsupport@glion.edu](mailto:learningsupport@glion.edu)

## Publication approval

This policy has been approved for publication by the Quality Oversight Committee on 29.11.2023.



# Academic rules and regulations

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# Table of contents

<b>Headline</b> .....	<b>3</b>
<b>Introduction</b> .....	<b>5</b>
<b>Standard terms and scope of application</b> .....	<b>5</b>
<b>Academic programs</b> .....	<b>6</b>
Art. 1 Teaching language .....	6
Art. 2 General structure of the Bachelor's and Master's programs .....	6
Art. 3 Program learning outcomes .....	6
Art. 4 Duration of program .....	6
Art. 5 Exchange semesters .....	6
Art. 6 Definition of credit .....	7
Art. 7 Course load .....	7
Art. 8 Award titles .....	8
Art. 9 Recognition and accreditation of prior learning (APL) .....	8
Art. 10 Leave of absence .....	8
Art. 11 Withdrawal .....	9
Art. 12 Validity of registration .....	10
Art. 13 Academic records .....	10
Art. 14 Exit certificates .....	11
<b>Academic rules and regulations</b> .....	<b>12</b>
Art. 15 Attendance for on-campus Bachelor's and Master's programs .....	12
Art. 16 Attendance for online Executive Master's programs .....	13
Art. 17 Academic misconduct .....	13
Art. 18 Group work .....	13
Art. 19 Overdue assessments and non-submission of work .....	13
Art. 20 Incomplete course .....	14
Art. 21 Assessment and examinations directives .....	14
Art. 22 GIHE Level 4 grading scales guidelines – (Bachelor's S1 to S2).....	14
Art. 23 GIHE Level 5 grading scales guidelines – (Bachelor's S3 to S4).....	16
Art. 24 GIHE Level 6 grading scales guidelines – (Bachelor's S5 to S8).....	17
Art. 25 GIHE Level 7 grading scales guidelines – (Master's S1 to S3).....	19
Art. 26 Academic progression.....	20
Art. 27 Graduation requirements.....	23
Art. 28 Academic distinctions .....	23
Art. 29 Online credit recovery courses .....	24
Art. 30 Academic mitigation.....	25
Art. 31 Academic complaints .....	27
Art. 32 Academic appeals .....	28
<b>Final provisions</b> .....	<b>29</b>
Art. 33 Student's academic feedback policy.....	29
Art. 34 Communication with students and disclaimer .....	29

Art. 35 Changes to regulations ..... 29

Art. 36 Change and discontinuation of the programs ..... 29

Art. 37 Effective date ..... 29

**Related documents ..... 30**



# Headline

## Glossary of terms

**GIHE** or “**the Institution**”: refers to Glion Institute of Higher Education as an educational accredited institution in Switzerland, in the United Kingdom or in any locations where GIHE operates its programs of studies.

**Parent company**: refers to the business entity, in this case Sommet Education, that oversees other Institutions, such as GIHE or Les Roches for example.

**APA style**: is a writing style and format for academic documents which is commonly used for citing sources.

**Course**: is defined as a series of periods of learning in a particular subject, leading to an assessment.

**Hons**: is the standard abbreviation for “Honors”.

**Leave of absence**: is a temporary interruption of studies.

**Module**: is defined as a series of courses occurring within a given time frame.

**Moodle**: is an open-source learning management system (LMS) used by educators to create online courses and manage digital learning environments.

**Program**: is a set of courses and / or modules leading to an award.

**Student**: means anyone who is registered in a GIHE academic program, including a non-degree program, offered through any campus worldwide, online or anyone who was so registered when the reported academic matter was said to have occurred.

“**S**” is the standard abbreviation for “semester” (i.e. S1 means semester 1).

**Withdrawal**: A withdrawal occurs after a student has made the decision to permanently stop their studies.

## List of acronyms

**GIHE**: Glion Institute of Higher Education

**APA**: American Psychological Association

**APL**: (Recognition and) Accreditation of Prior Learning

**BRP**: Business Research Project

**ECTS**: European Credit Transfer and Accumulation System

**ICT**: Information and communications technology

**IHELP**: Intensive Hospitality and English Language Program

## Compliance

This policy responds to GIHE's Quality standard 4.3.

For more information about GIHE's Quality standards, please refer to [Quality standards \(02-A002-GW\)](#).

Some of the referenced materials in this policy may be intended for a different target audience, and as a result, may not be accessible to all readers of this policy.

Please note that any new version of this document supersedes and replaces all previous versions. It is the responsibility of the recipient to ensure they are referring to the most recent version for accurate information and compliance.

# Introduction

At Glion Institute of Higher Education (GIHE) we seek to provide students with the best educational experience.

This document is designed to complement the [Academic Catalog](#) and other related information students will receive prior to and during their studies, with the objective of helping every student maximize their potential and achieve the academic success they deserve.

GIHE hopes to see strong performance in individual learning, assessments, and subsequent grade outcomes. GIHE strives to transform students as learners and promote academic excellence and professionalism through an enriched, rigorous, inter-disciplinary curriculum.

GIHE employees are here to support all students to reach their full academic potential. GIHE expects students to take responsibility for their own development and learning by accumulating sufficient credits to be eligible for their target degree.

## **Global Executive Master's in Hospitality Leadership program**

For the Academic Rules and Regulations for the, please refer to [Academic rules and regulations\\_GEM \(03-A002-GW\)](#).

# Standard terms and scope of application

These regulations apply to academic matters only.

The programs of study referred to in this handbook and their abbreviations are the following:

- Bachelor's in International Hospitality Business (Bachelor's IHB)
- Bachelor's in Luxury Business (Bachelor's LB)
- Master of Science in International Hospitality Business (last intake Fall 2023) (Master's IHB)
- Master of Science in Hospitality Business Leadership (from intake Spring 2024) (Master's HBL)
- Master of Science in Hospitality Entrepreneurship and Innovation (Master's HEI)
- Master of Science in Luxury Management and Guest Experience (Master's LMGE)
- Master of Science in Real Estate, Finance and Hotel Development (Master's REFHD)
- Executive Master in Luxury Management and Guest Experience (Exec Master's LMGE)

This document applies to academic matters that take place:

- During the program of studies on campus;
- During the program of studies off campus (i.e. including but not limited to internships, educational travels and online courses / programs).

# Academic programs

## Art. 1 Teaching language

Art. 1.1 The official teaching and working language at GIHE is English. All courses and tutorials are delivered in English. All assessments must be submitted using the English language and all exams have to be written in English, with the exception of language courses.

Art. 1.2 Should a student not meet the English level entry requirements, the Institution offers an Intensive Hospitality and English Language Program (IHELP) to be taken prior to the start of their studies. The priority given to English instruction is designed to help students progress successfully in their studies in an international environment and later within their professional careers.

## Art. 2 General structure of the Bachelor's and Master's programs

Art. 2.1 Please refer to the [Academic catalog](#).

## Art. 3 Program learning outcomes

Art. 3.1 Please refer to the [Academic catalog](#).

## Art. 4 Duration of program

### Bachelor's program in 7 semesters (last intake in 2023)

Art. 4.1 The Bachelor's program consists of 7 consecutive semesters. The 7 semesters are divided into a first year (S1 and S2), second year (S3 and S4), third year (S5 and S6) and a specialization and capstone project semester (S7). Each year consists of 2 regular semesters (fall and spring). S2 and S5 are internships. Degree specialist courses are delivered in S7.

### Bachelor's program in 8 semesters (as of Spring 2024)

Art. 4.2 The Bachelor's program consists of 8 consecutive semesters. The 8 semesters are divided into a first year (S1 and S2), second year (S3 and S4), third year (S5 and S6), a specialization and capstone project part 1 semester (S7) and an on-the-job experience and capstone project part 2 semester (S8). Each year consists of 2 regular semesters (fall and spring). S2 and S5 are internships. Degree specialist courses are delivered in S7.

### Master's programs

Art. 4.3 The Master's programs consist of 3 consecutive semesters. The programs of study are divided into 2 semesters of teaching on campus, followed by 1 semester dedicated to an internship and / or a Business Research Project (BRP).

### Exec Master's LMGE

Art. 4.4 The Executive MSc program consists of four consecutive modules, plus Capstone. Module 1 is complemented by one residential week on the Glion campus and Module 3 is complemented by one residential week on the London campus. The program is to be completed within 12 months. Capstone preparation time can be extended but the entire program must not be longer than 18 months.

## Art. 5 Exchange semesters

The following only applies to the Bachelor's in International Hospitality Business program.

- Art. 5.1 Exchange semesters with an approved parent company sister school (i.e. Les Roches Marbella) are dealt with on a first come, first served basis. Only one exchange semester with a sister school can be completed. Requests for additional semesters, or for multiple semesters, will not be accepted. Numbers of students allowed to complete a semester exchange with a sister school are limited and are subject to acceptance as per selection criteria implemented for the period concerned.
- Art. 5.2 For students who are starting their Bachelor's program directly in semester 3, the exchange semester option in semester 3 with Les Roches Marbella is not applicable.
- Art. 5.3 Exchange semesters within GIHE itself (CH-UK / UK-CH) are dealt with on a first come, first served basis. One or more exchange semesters across GIHE campuses are possible depending on the options available for the program being studied. Numbers of students allowed to complete a semester exchange are limited and are subject to acceptance as per selection criteria implemented for the period concerned.

## Art. 6 Definition of credit

The credit system of GIHE is based on European Credit Transfer and Accumulation System (ECTS). Credits are assigned to each course according to the expected student workload. 1 credit point is equivalent to 25 hours of learning hours.

GIHE also uses the "Carnegie credit point", also referred as US credit.

In GIHE, 2 ECTS are equivalent to 1 US credit, as described in this table:

System	Credits	Effective Learning Hours and class contact
Bologna European System	2 ECTS	50 learning hours (including contact hours)
American System	1 US Carnegie unit credit	15 contact hours and a minimum of 30 hours independent work

## Art. 7 Course load

- Art. 7.1 A course can be used to satisfy only one study program requirement within GIHE, which means that credits carried by one course cannot be duplicated to cover another course or part of another course or a part of another GIHE program at any time.
- Art. 7.2 Online credit recovery courses are courses that are either offered by GIHE, or that can be taken with another University, to fulfil GIHE's requirements. See [Art. 30 Online recovery credit courses](#).
- Art. 7.3 Exchange courses are courses that a student takes while on an approved study abroad program. An official transcript, clearly showing the grades achieved for the courses, as well as the number of credits earned from the Institution attended must be provided by the student, to be entitled to use such credits in earning a degree from GIHE. Students who complete one or several semesters with approved partner institutions are considered as moving temporarily to another institution. Only the credits earned during the exchange semester(s) will be taken into consideration when resuming their study program at GIHE.
- Art. 7.4 Programs of study require students to attempt and pass all courses, with all semesters validated.
- Bachelor's (last intake in 2023) worth a total of at least 120 US credits
  - Bachelor's (as of Spring 2024) worth a total of at least 180 ECTS or 120 US credits
  - Master's (last intake in 2023) worth a total of 36 US credits
  - Master's (as of Spring 2024) worth a total of 90 ECTS, 45 US credits
  - Exec Master's LMGE worth a total of 64 ECTS or 32 US credits.

### **Specifics to Exec Master's LMGE**

- Art. 7.5 Skills modules, residential weeks, field visits and capstone projects carry exceptional study loads, weighted in Carnegie credits accordingly (when appropriate).
- Art. 7.6 Exec Master's LMGE program involves off-campus and on-campus study activities.

## **Art. 8 Award titles**

### **Bachelor's degree awards**

#### **Generic degree**

- Bachelor's in International Hospitality Business
- Bachelor's (Hons) in International Hospitality Business
- Bachelor's in Luxury Business
- Bachelor's (Hons) in Luxury Business

#### **Specialist degrees**

- Bachelor's in International Hospitality Business with Luxury Brand Strategy
- Bachelor's (Hons) in International Hospitality Business with Luxury Brand Strategy
- Bachelor's in International Hospitality Business with International Hotel Development and Finance
- Bachelor's (Hons) in International Hospitality Business with International Hotel Development and Finance
- Bachelor's in International Hospitality Business with International Event Management
- Bachelor's (Hons) in International Hospitality Business with International Event Management

### **Master's degree awards**

- Master of Science in International Hospitality Business
- Master of Science in Hospitality Business Leadership
- Master of Science in Hospitality Entrepreneurship and Innovation
- Master of Science in Luxury Management and Guest Experience
- Master of Science in Real Estate, Finance and Hotel Development
- Executive Master in Luxury Management and Guest Experience

## **Art. 9 Recognition and accreditation of prior learning (APL)**

For further information, see [Recognition and accreditation of prior learning \(APL\) \(03-A007-GW\)](#).

## **Art. 10 Leave of absence**

- Art. 10.1 Before requesting a leave of absence, students must discuss their academic situation with the Program Coordinator / Manager / Director. During this meeting, the Program Coordinator / Manager / Director will advise the student on the conditions for resuming their studies. Upon their return, students will be asked to re-start their studies at the next semester / module starting date with the rules and regulations effective for this cohort.

Art. 10.2 At the time of the request for a leave of absence, if a course has been validated (i.e. all the assessments have been passed), the credits earned for this course will be carried forward to the semester when the student returns when applicable. If at the time of the request, some courses were not validated, the student will be required to re-do these courses (1<sup>st</sup> attempt if it was a 1<sup>st</sup> attempt, retake course if it was a retake course) when they return. The course will then be recorded as incomplete. Grades for the non-validated courses will not be kept in the student's record.

#### **Special condition for Bachelor S1 (Practical Arts)**

For Bachelor S1, specific courses cannot be retaken separately. Therefore, the following rules apply:

- when the request for a leave of absence is placed during S1, all non-validated courses will have to be retaken, when the student returns;
- when the request for a leave of absence is placed at the end of S1, in case the student has resit(s), those must be taken upon return from the leave of absence before starting S3.

#### **Special condition for Exec Master's LMGE**

If a leave of absence is requested during a running module and some courses already contain grades, these will be validated during the Progression Panel, and the remaining courses will be taken at a later stage.

Art. 10.3 Students who have been suspended or expelled due to disciplinary sanctions or due to non-payment of their tuition fees will not be allowed to take the assessments they have missed. Students who have been allowed to resume their studies will be required to retake the failed courses / modules in full upon their return.

Art. 10.4 Students may request a leave of absence for a maximum period of time.

- 2 years total for the Bachelor's degree program;
- 1 year total for the Master's degree programs delivered on campus;
- 1 year total for the Exec Master's LMGE degree program;

Should the leave of absence exceed this period, students may be automatically withdrawn from their program at GIHE. In this case, students will fall under [Art. 11 Withdrawal](#). Exceptional circumstances may be considered, should the student consider taking a leave of absence longer than these periods.

Art. 10.5 The total duration of cumulated leaves of absence and total study period (including retakes) may not exceed the [Art. 12 Validity of registration](#).

### **Art. 11 Withdrawal**

Art. 11.1 Students wishing to withdraw from their program are required to complete the [Permanent Withdrawal Form \(Reference pending\)](#) and notify the Student Registry Services in writing before they leave the campus.

Art. 11.2 Before withdrawing permanently from their studies, students are advised to meet with the Program Coordinator / Manager / Director to discuss the options available to them. It may be more appropriate for students to interrupt their studies instead. If this is the case, please refer to [Art. 10 Leave of Absence](#).

Art. 11.3 Once the withdrawal has been processed, students will receive a final transcript showing the credits and grades achieved to date. If applicable students will also receive an early exit certificate. All courses / modules that have not been completed will be deemed as failed and no credits will be awarded.

## Art. 12 Validity of registration

Art. 12.1 Students must complete their program of studies within a maximum of twice the duration of their program, as described below:

- for Bachelor's (last intake in 2023): maximum validity is 7 years
- for Bachelor's (as of Spring 2024): maximum validity is 8 years
- for Master's programs: maximum validity is 3 years
- for Exec Master's LMGE: maximum validity is 3 years

## Art. 13 Academic records

Art. 13.1 Grading conversion table

Definition	Grades in % used at GIHE	ECTS grade distribution	US letter grades
Excellent	90.00 - 100	best 10 %	A
Excellent	80.00 - 89.99	next 25%	B
Very good	70.00 - 79.99	next 30%	C
Good	60.00 - 69.99	next 25%	D
Satisfactory	50.00 - 59.99	last 10%	E
Unsatisfactory	0.00 - 49.99	N / A	F

Art. 13.2 Additional codes used within GIHE and displayed on the student records:

- Pass (P) / Fail (F): Courses which are not graded, but credit-bearing, or "Fail" where later attempted as a Retake Course
- Credit (CR): Transfer credits from previous academic achievements or from other institutions
- I: Incomplete
- DG: Deferred Grade
- R: Retake courses; credits are only allocated on the final attempt
- OL: Online courses
- OC: Off campus

The translation of the above table from the GIHE grading scale to other grading scales must be used with caution as GIHE does not use the ECTS grading scheme and does not rigidly follow a rank-based grading system according to predetermined percentages in comparison with the whole group's performance.

Art. 13.3 Calculation of course grades and averages:

- Individual assessments are rounded up or down to 0 decimal place;
- Course and module averages are rounded up or down to 1 decimal place;
- Semester or weighted averages are calculated and are rounded up or rounded down to 2 decimals;
- The weightings of retake courses are included in the semester average calculation in which the course has been retaken. The initial failed attempt and failed resit will be coded with an "F" and will not be counted in any average.

Art. 13.4 Archives and access to student academic records: please refer to [Student Registry Services policy \(14-A001-GW\)](#).



## Art. 14 Exit certificates

Art. 14.1 For Bachelor's in International Hospitality Business program up to semester intake Fall 2023: A student who has decided to withdraw from the program or who has not met the progression requirements may be eligible for an alternative exit certificate, depending on the semesters attempted by the student and the number of credits achieved at the time of the withdrawal or at the time of the Progression / Awards panel's decision. The Progression / Awards panels are the final arbiters of these decisions.

Early Exit	Credits	Attempted Semesters
Certificate in International Hospitality	40 credits	S1 to S3 (incl. Internship 1)
Associate Degree in International Hospitality Business	60 credits	S1 to S4 (incl. Internship 1)
Diploma of Higher Education in International Hospitality Business	100 credits	S1 to S7 (incl. Internship 1 and 2)

Art. 14.2 For Master's programs up to semester intake Fall 2023: A student who has decided to withdraw from the program or who has not met the progression requirements may be eligible for an alternative exit certificate, depending on the semesters attempted by the student and the number of credits achieved at the time of the withdrawal or at the time of the Progression / Awards panel's decision. The Progression / Awards panels are the final arbiters of these decisions.

Early Exit	Credits	Attempted Semesters
Postgraduate Certificate	12 credits	S1
Postgraduate Diploma	24 credits	S1 and S2

Art. 14.3 Should a student then decide to return to studies within the time period allowed by the Institution, the early exit certificate will be cancelled.

# Academic rules and regulations

## Art. 15 Attendance for on-campus Bachelor's and Master's programs

- Art. 15.1 Students must attend all scheduled classes and academic activities on and off campus as per the academic calendar. Students reaching an unreasonable level of absences will be required to attend a meeting with the Program Coordinator / Manager. Attendance could also be taken into consideration when decisions are taken during the Progression / Awards Panels, Academic Complaints and Appeals Panels.
- Art. 15.2 Absences should be limited to the minimum to ensure students attend class and thus acquire the skills and knowledge necessary to succeed in their studies and future careers.
- Art. 15.3 Students are required to be punctual. Lateness is not acceptable and may be considered as an absence. Faculty members have the authority to request students not to attend class, should students be late, be disengaged or misbehave. In this instance, an absence will be recorded.
- Art. 15.4 Absences and lateness are recorded by each faculty for each session. Students have the possibility to access virtually their absence records at any time during the semester. It is also the students' responsibility to keep track of their own absences.
- Art. 15.5 Attendance to all assessments is mandatory. Unjustified non-attendance to or non-submission of assessments will automatically result in a zero grade for the assessment. Justified non-attendance at assessments will be reviewed and communicated by the mitigation panel according [Art. 30 Academic mitigation](#). If the mitigation is accepted, an assessment opportunity may be scheduled at a later stage. Progression rules in [Art. 26 Academic Progression](#) apply. Justified non-attendance at resit exams with accepted mitigation will be reviewed, and subsequent decisions communicated, by the Post-resit panel.
- Art. 15.6 Students are required to attend sessions during the field trip. Attendance during the field trip will be recorded and is an integral part of the overall specialization absences.
- Art. 15.7 Attendance is examined on an individual basis at the end of each semester by the Program team who will confirm the penalty (resit examination) prior to the final examinations taking place.

## Bachelor's programs

- Art. 15.8 Students are required to attend a minimum of 80% for each course contact hours. Justified or unjustified absences per course must be capped at maximum 20% of the course contact hours. Exceeding 20% of absence (justified or unjustified) in a course will result in a zero grade for this course and students will be required to resit the course. However, students will still be required to continue with the group project to support the group. The maximum pass grade for a resit examination is 50%. Each case is also reviewed at the end of each semester by the program team to confirm or not the penalty.

## Specific rules for S7

- Art. 15.9 Attendance is calculated according to the number of sessions scheduled for the specialization. The minimum number of sessions to be attended to successfully pass the course without receiving a penalty shall be communicated in the beginning of the semester by the program team. Each session corresponds to 1 absence. Depending on the specialization the number of contact hours of the session may vary.

## Master's programs

Art. 15.10 Students are required to attend a minimum of 75% for each course contact hours. Unjustified absences per course must be capped at maximum 25% of the course contact hours. Exceeding 25% of unjustified absence in a course will result in a zero grade for the course. Students will be allowed to resit if they have attended at least 25% of total course time. If this condition is not met, students are required to retake the course entirely. The grade for a resit examination is capped at 50%.

## Art. 16 Attendance for online Executive Master's programs

### Exec Master's LMGE

Art. 16.1 Students must attempt all elements of assessment. Students must actively participate in all learning activities. Attendance and engagement are monitored by the program team for monitoring and quality enhancement purposes. Students will be contacted by the program team if participation or attendance becomes a concern.

## Art. 17 Academic misconduct

Art. 17.1 Please refer to [Academic misconduct policy \(03-A006-GW\)](#).

## Art. 18 Group work

In some cases, students may have problems with group work. A group member may either not be contributing to the overall group project or be excluded by other group members.

Art. 18.1 Academic issues and issues between group members must be reported in writing to the faculty member leading the project with evidence that demonstrates the claims, e.g., records of team meetings, e-mail communications, etc. The group and / or the individual will be asked to present their case to the faculty and the Program Manager / Director who may request support from other departments, to decide if the claims are substantiated. The issue must be reported to the faculty member by the midpoint of the project's duration.

As a last resort after reflecting on the evidence, jointly the Program Manager / Director and the faculty member can make the following decisions should the claims be substantiated. A student may

- complete the whole project alone;
- lose the peer assessment percentage of the work, if applicable;
- complete elements of the project alone; or
- get a zero grade for the assessment.

In case no solution has been found by the mid-point of the project, the following will apply:

- In the event of an exceptionally positive or negative individual performance or contribution to the group assignment, an individual student's grade may be increased or decreased, compared to other members of the group. The reason for the change in grade will be communicated to the student concerned.
- The decision will be reported to the Progression / Awards Panel.

## Art. 19 Overdue assessments and non-submission of work

Art. 19.1 All written work must be submitted through the assessment link on Moodle before the due date and time, local campus time applies. The work uploaded on this assessment link is the version that will be officially graded. In the event of a size file too large for Moodle, students are required to use the submission method indicated by their faculty members.

Art. 19.2 An assessment is “overdue” when it is not submitted by the due date and time or by the agreed extension date and time (e.g. based on successful mitigation). Should a student fail to submit an assessment by the agreed date and time, the student will be given a zero grade for this particular assessment.

#### **Specifics for Exec Master’s LMGE**

Art. 19.3 **Overdue assessments:** An assessment is considered as a late submission and “overdue” when it is not submitted by the published due date and time or by the agreed extension date. Such assessment will be penalized as follows:

- Up to a maximum of 10 calendar days from the original deadline: work will be marked, and the assessment mark will be capped at the pass mark (50%) for the assessment element.
- If the assessment is late by over 10 calendar days, the piece of work will be deemed a non-submission.

Art. 19.4 **Extension of deadline:** An extension allows a student to submit coursework up to 10 calendar days late without penalty. An application for an extension to be considered by the Program Director, must be made prior to the original submission deadline and the work then submitted as soon as possible, up to 10 calendar days after the original deadline. Where this process is followed, and the extension is agreed, the work submitted late following an extension request to the Program Director will not be penalized for late submission.

### **Art. 20 Incomplete course**

Art. 20.1 If a student is unable to finish a course and the reasons for non-completion are accepted as mitigating circumstances, the course will have the designation Incomplete [I] assigned on the grade report sheet. No grade is recorded, and the semester average is not affected. At this point, a completion date will be stated.

Art. 20.2 If the reasons for non-completion are accepted as mitigating circumstances, a completion date will be stated and a Deferred Grade [DG] will be recorded.

Art. 20.3 If, by the time the Progression / Awards Panels meet, no work has been submitted by the student and no deferment of grade has been granted, or if the stated completion date has passed, a Fail [F] will be assigned. The semester average will then be recalculated.

### **Art. 21 Assessment and examinations directives**

Art. 21.1 Please refer to [Assessment and examinations directives](#) (Reference pending).

### **Art. 22 GIHE Level 4 grading scales guidelines – (Bachelor’s S1 to S2)**

The grading scale uses the range of 0 to 100 where 100% is exceptional work and 50% is the achievement standard to pass a course.

#### **80% to 100% : Excellent**

- **Knowledge:** A clear and exact understanding of subject, principles and terms: all arguments carefully developed and clearly shown. Considered and effective use of literature beyond that supplied in the classroom.
- **Cognitive:** Knowledge used to describe, analyze and interpret aspects of the subject. Clear evidence of thinking and links to originality.
- **Professional competencies:** Clear evidence of skills developed and shown to help address issues and problems.

- **Transferable skills:** Considered and effective use of communication tools, literature, ICT, and planning; excellent report structure with APA presentation of figures, tables, references (in-text and list) where appropriate. Evidence of originality in presentation.

#### **70% to 79% : Very good**

- **Knowledge:** A sound grasp of the subject material, logical arguments shown. Reasonable evidence of wider study beyond the classroom.
- **Cognitive:** Knowledge used to describe, and interpret data. Some evidence of thinking.
- **Professional competencies:** Some key skills developed and shown to help address issues and problems.
- **Transferable skills:** Considered use of communication tools, literature, ICT, and planning; well organized report; appropriate choice and APA presentation of figures and tables; clearly presented throughout.

#### **50% to 69% : Pass**

- **Knowledge:** Reasonable understanding of subject matter, but some flaws and errors evident. Limited evidence of wider study and use of informed data.
- **Cognitive:** Knowledge used to describe, and interpret data. But problems found on overall logic and argument.
- **Professional competencies:** Little evidence of key skill development in line with practical and / or professional problem solving.
- **Transferable skills:** Considered use of communication tools, literature, ICT, and planning; a generally clear report with acceptable format but some errors in APA style and / or omissions in presentation.

#### **40% to 49% : Fail**

- **Knowledge:** Limited understanding of the topic; considerable factual errors evident. Virtually no inclusion of literature information beyond lecture materials.
- **Cognitive:** Knowledge used to describe. Limited evidence of argument and logical.
- **Professional competencies:** Very limited evidence of skills development in line with practical or professional development or problem solving.
- **Transferable skills:** Use of communication tools, ICT, and some planning; little attention given to the report structure; a very limited use of illustrative tables and figures. APA problems evident and serious flaws in presentation shown.

#### **20% to 39% : Fail**

- **Knowledge:** Minimal understanding of the subject; serious factual errors evident.
- **Cognitive:** Limited argument or logic shown. Poor evidence of thought.
- **Professional competencies:** Poor evidence of skills development.
- **Transferable skills:** Poor use of communication tools, literature, ICT, and planning; poorly structured report; disorganized, missing sections, minimal presentation of supporting data.

#### **0% to 19% : Fail**

- **Knowledge:** Very poor coverage of material with little relevant information evident. Virtually no evidence of understanding. A few lines of relevant material or no material at all.
- **Cognitive:** No argument or logic shown.
- **Professional competencies:** None shown.
- **Transferable skills:** Minimal attempt to provide a structured answer. Poor.

## Art. 23 GIHE Level 5 grading scales guidelines – (Bachelor's S3 to S4)

The grading scale uses the range of 0 to 100 where 100% is exceptional work and 50% is the achievement standard to pass a course.

### 80% to 100% : Excellent

- **Knowledge:** A clear and exact demonstration of knowledge and the critical understanding of the principles, concepts and techniques: all arguments carefully developed and clearly shown. Considered and effective use of literature beyond that supplied in the classroom.
- **Cognitive:** Knowledge applied to show understanding. Apply knowledge and understanding accurately to a range of issues, questions and problems. Apply established techniques to critically evaluate and interpret the subject. Clear evidence of thinking and links to originality.
- **Professional competencies:** Compare and use different approaches to issues and problems. Shows engagement of ethical issues.
- **Transferable skills:** Communicate information, arguments, and ideas effectively, use recognized literature, ICT, and planning; excellent report structure with APA presentation of figures, tables, references (in-text and list) where appropriate. Evidence of originality and novelty present.

### 70% to 79% : Very good

- **Knowledge:** A sound grasp of the subject material, with some critical understanding and logical arguments shown. Reasonable evidence of wider study beyond the classroom.
- **Cognitive:** Knowledge applied and used to interpret data. Some evidence of critical thinking.
- **Professional competencies:** Some key skills developed and shown to help address issues and problems. Although the range of approaches limited.
- **Transferable skills:** Considered use of communication tools, literature, ICT, and planning; well organized report; appropriate choice and APA presentation of figures and tables; clearly presented throughout.

### 50% to 69% : Pass

- **Knowledge:** Reasonable understanding of subject matter with some critical review, but some flaws and errors evident. Only limited evidence of wider study and use of literature information.
- **Cognitive:** Knowledge used to interpret data with some knowledge application evident. But problems found in overall logic and argument. Limited critical review.
- **Professional competencies:** Little evidence of key skill development in line with practical and / or professional problem solving.
- **Transferable skills:** Considered use of communication tools, literature, ICT, and planning; a generally clear report with acceptable format but some errors in APA style and / or omissions in presentation.

### 40% to 49% : Fail

- **Knowledge:** Limited understanding of the topic with a minimal critical application; considerable factual errors evident. Virtually no inclusion of literature information beyond lecture materials.
- **Cognitive:** Knowledge used to describe, a limited application knowledge shown. Limited evidence of argument and logical thinking.
- **Professional competencies:** Limited evidence of skills development in line with practical or professional development or problem solving.
- **Transferable skills:** Use of communication tools, ICT, and some planning; little attention given to the report structure; a very limited use of illustrative tables and figures. APA problems evident and serious flaws in presentation shown.

**20% to 39% : Fail**

- **Knowledge:** Minimal understanding of the subject; serious factual errors evident.
- **Cognitive:** Very limited argument or logic shown. Poor evidence of thought.
- **Professional competencies:** Poor evidence of skills development.
- **Transferable skills:** Poor use of communication tools, literature, ICT, and planning; poorly structured report; disorganized, missing sections, minimal presentation of supporting data.

**0% to 19% : Fail**

- **Knowledge:** Very poor coverage of material with little relevant information evident. Virtually no evidence of understanding. A few lines of relevant material or no material at all.
- **Cognitive:** No argument or logic shown.
- **Professional competencies:** None shown.
- **Transferable skills:** Minimal attempt to provide a structured answer. Poor.

The qualitative criteria includes (based upon learning outcomes) consideration of

- The quality of the report / essay – use of sections, diagrams, figures, citation of references, neatness etc.;
- Student knowledge of the subject; depth and quality of answer. Or ability to answer or complete the task;
- Evidence of reading / study beyond the regurgitation of standard taught materials.
- Shows level 4 competencies together with critical understanding, problem solving, application, and analysis;
- Common Assessment Methods: Short research-based papers, integrated projects, case studies, case study based examinations;
- A pass reflects a threshold level of achievement.

**Art. 24 GIHE Level 6 grading scales guidelines – (Bachelor's S5 to S8)**

The grading scale uses the range of 0 to 100 where 100% is exceptional work and 50% is the achievement standard to pass a course.

**80% to 100% : Excellent**

- **Knowledge:** A clear and exact demonstration of systematic knowledge and the critical understanding of the subject area: all arguments carefully developed and clearly shown. Considered and effective use of literature beyond that supplied in the classroom. Data specialist in nature and informed by the existing body of knowledge.
- **Cognitive:** Synthesize, critically evaluate, and challenge information. Apply knowledge and understanding accurately to a range of issues, questions and problems. Apply established techniques to synthesize, critically evaluate and challenge information. Recognizes the uncertainty, ambiguity and limits to knowledge. Clear evidence of thinking and links to originality.
- **Professional competencies:** Engage, as appropriate practical and profession skills and relevant ethical issues.
- **Transferable skills:** communicate complex information, arguments, and ideas effectively and appropriately to explore issues and problems, use recognized literature, ICT, and planning; excellent report structure with APA presentation of figures, tables, references (in-text and list) where appropriate. Evidence of originality and novelty present.

**70% to 79% : Very good**

- **Knowledge:** A sound grasp of the subject material, with some critical understanding and logical arguments shown. Reasonable evidence of wider study beyond the classroom.

- **Cognitive:** Knowledge applied and used appropriately. Evidence of synthesis, critical review, and arguments. Evidence of critical thinking and evaluation of data.
- **Professional competencies:** Some engagement, as appropriate practical and profession skills and relevant ethical issues.
- **Transferable skills:** evidence of complex information and argument's evident, considered use of communication tools, literature, ICT, and planning; well organized report; appropriate choice and APA presentation of figures and tables; clearly presented throughout.

#### 50% to 69% : Pass

- **Knowledge:** Reasonable understanding of subject matter with some critical review and evaluation, but some flaws and errors evident. Only limited evidence of wider study and use of literature information.
- **Cognitive:** Knowledge used to interpret data with some knowledge application evident. But problems found in overall logic and argument. Limited critical review and evaluation, thus thinking not shown.
- **Professional competencies:** Little evidence of key skill development in line with practical and / or professional problem solving.
- **Transferable skills:** considered use of communication tools, literature, ICT, and planning; a generally clear report with acceptable format, but some errors in APA style and / or omissions in presentation.

#### 40% to 49% : Fail

- **Knowledge:** Limited understanding of the topic with a minimal critical application or evaluation; considerable factual errors evident. Virtually no inclusion of literature information beyond lecture materials.
- **Cognitive:** Knowledge used to describe, a limited application of knowledge shown. Limited evidence of argument and logical thinking.
- **Professional competencies:** Limited evidence of skills development in line with practical or professional development or problem solving.
- **Transferable skills:** inadequate use of communication tools, ICT, and some planning; little attention given to the report structure; a very limited use of illustrative tables and figures. APA problems evident and serious flaws in presentation shown.

#### 20% to 39% : Fail

- **Knowledge:** Minimal understanding of the subject; serious factual errors evident. No critical review or evaluation evident.
- **Cognitive:** Knowledge used to describe, a limited application of knowledge shown. Limited evidence of argument and logical thinking.
- **Professional competencies:** Poor evidence of skills development.
- **Transferable skills:** poor use of communication tools, literature, ICT, and planning; poorly structured report; disorganized, missing sections, minimal presentation of supporting data.

#### 0% to 19% : Fail

- **Knowledge:** Very poor coverage of material with little relevant information evident. Virtually no evidence of understanding or exploration. A few lines of relevant material or no material at all.
- **Cognitive:** No argument or logic shown.
- **Professional competencies:** None shown.
- **Transferable skills:** minimal attempt to provide a structured answer. Poor.



## Art. 25 GIHE Level 7 grading scales guidelines – (Master's S1 to S3)

The grading scale uses the range of 0 to 100 where 100% is exceptional work and 50% is the achievement standard to pass a course.

### 80% to 100% : Excellent

- **Knowledge:** A conceptual, theoretical, and critical understanding of the subject area and related disciplines. All arguments carefully developed and clearly shown. Considered and effective use of a wide scope of literature beyond that supplied in the classroom. Data specialist in nature and informed by the existing body of knowledge.
- **Cognitive:** Synthesize, critically evaluate, and challenge information. Apply knowledge and understanding accurately to a range of issues, implicit values, questions and complex problems. Apply established and new techniques at the forefront of knowledge. Recognizes the uncertainty, ambiguity and limits to knowledge. Clear evidence of integrated thinking and links to originality. Can use levels of abstraction to recommend new concepts, approaches, and likely future developments.
- **Professional competencies:** Fully demonstrate, comprehensive practical and professional skills and with close consideration of relevant ethical issues in complex environments. Can lead, adapt, and recognize change in an entrepreneurial mindset with sensitivity to diversity.
- **Transferable skills:** Communicate complex information, arguments, and ideas effectively and appropriately to explore issues and problems, use recognized literature, ICT, and planning; excellent report structure with APA presentation of figures, tables, references (in-text and list) where appropriate. Evidence of originality and novelty present. Uses personal reflection to analyze self and own actions to improve future practice and/or performance.

### 70% to 79% : Very good

- **Knowledge:** A conceptual, theoretical, and developed understanding of the subject area and its relationship to some other disciplines. All arguments developed and shown. Considered use of relevant literature. Some specialist knowledge shown and informed by the existing body of knowledge.
- **Cognitive:** Apply knowledge and understanding accurately to a range of issues, questions and complex problems. Apply established and new techniques. Has recognition of some uncertainty, ambiguity and limits to knowledge. Shows evidence of integrated thinking and links to originality.
- **Professional competencies:** Use as appropriate, practical and professional skills with evidence of the consideration of ethical issues. Can lead and recognize complex change in a business mindset with awareness of diversity.
- **Transferable skills:** Communicate information, arguments, and ideas appropriately to explore issues and problems, use recognized literature, ICT, and planning; good report structure with APA presentation of figures, tables, references (in-text and list) where appropriate. Uses personal reflection to analyze self and own actions to improve future practice and/or performance.

### 50% to 69% : Pass

- **Knowledge:** A conceptual, theoretical, and adequate understanding of the subject area and some related disciplines. All arguments developed and shown. Considered use of literature. Some specialist knowledge shown and informed by the existing body of knowledge.
- **Cognitive:** Apply knowledge and understanding accurately (with some minor errors) to a range of issues, questions and complex problems. Apply established and some new techniques. Has some recognition of the uncertainty, ambiguity and limits to knowledge. Some evidence of integrated thinking and links to originality.
- **Professional competencies:** Use as appropriate, practical and professional skills with evidence of the consideration of ethical issues. Can lead and recognize the simple change in a business mindset with some diversity awareness.

- **Transferable skills:** Communicate information, arguments, and ideas appropriately to explore issues and problems; use recognized literature, ICT, and planning; adequate report structure with APA presentation of figures, tables, and references (in-text and list) where appropriate. Uses some personal reflection to analyze self and own actions to improve future practice and/or performance.

#### **40% to 49% : Fail**

- **Knowledge:** Underdeveloped understanding of the topic with a minimal critical application or evaluation; considerable factual errors evident. Virtually no inclusion of literature information beyond lecture materials.
- **Cognitive:** Knowledge used purely to describe a limited application of knowledge shown. Incomplete evidence of argument and logical thinking.
- **Professional competencies:** Limited evidence of skills development in line with practical or professional development or problem solving.
- **Transferable skills:** Inadequate use of communication tools, ICT, and some planning; little attention given to the report structure; a very limited use of illustrative tables and figures. APA problems evident and flaws in presentation shown.

#### **20% to 39% : Fail**

- **Knowledge:** Simplistic understanding of the subject; serious factual errors evident. No critical review or evaluation evident.
- **Cognitive:** Very limited argument or logic shown. Underdeveloped evidence of thought.
- **Professional competencies:** Elementary evidence of skills development.
- **Transferable skills:** Basic use of communication tools, literature, ICT, and planning; poorly structured report; disorganized, missing sections, minimal presentation of supporting data.

#### **0% to 19% : Fail**

- **Knowledge:** Very poor coverage of material with little relevant information evident. Virtually no evidence of understanding or exploration. A few lines of relevant material or no material at all.
- **Cognitive:** No argument or logic shown.
- **Professional competencies:** None shown
- **Transferable skills:** Minimal attempt to provide a structured answer. Poor.

## **Art. 26 Academic progression**

Art. 26.1 Students will be communicated their results by the Progression / Awards / Post-resit Panel in writing on their GIHE email account. Students are responsible for checking their institutional emails and contact the relevant IT Service if they have difficulties in accessing their emails.

Art. 26.2 **Progression rules** for Bachelor's and Master's programs students are required to pass all courses with a minimum average of 50% to validate their semester and gain credits, and will not be able to progress to subsequent semesters if they have not achieved this.

### **Specific rule for Bachelor's IHB**

Students joining the Bachelor's International Hotel Development and Finance specialisation are required to pass Managerial Accounting with a minimum average of 70% as an entry requirement. Failure to meet this requirement will result in the student being asked to join another specialisation. For other specialisations, there is no entry requirement.

Art. 26.3 **Resits and retakes for on campus programs:** For students who do not meet the achievement standards at the course level, the Progression Panel will confirm if a student is eligible to take the resit examinations.

- Any courses which are below 50% must be resat by the student during the prescribed resit exam period;
- Students will be automatically registered to take their resit exam and attendance to resit is compulsory;
- Students not taking their resit exam during the prescribed resit exam period without valid mitigation will not be given the opportunity to take their resit exam at a later stage but will move directly to retake;
- Students can only resit a course once and can only resit a retake course once;
- Once a student has taken a resit exam, the resit exam grade replaces all the grades achieved for the course and is capped at a pass level (50%);
- Students will be allowed to carry a maximum of one failed course to retake in the next semester of studies (via in class – timetables permitting, or online credit recovery with another institution);
- Students will have a maximum of 4 attempts to pass a course:
  - (1) course itself;
  - (2) resit of that course;
  - (3) retake;
  - (4) resit of the retake;

This principle also applies to capstone projects;
- Students who fail a resit of the retake will be asked to stop their studies;
- The Progression Panel is the final arbiter for any final retake decision;
- Students will be communicated their results by the Progression Panel in writing on their GIHE email.

### Specific rules for Bachelor's programs

- Students who have 2 or more failed course per semester after resits must retake the semester with the failed courses only. They cannot move or progress to the next semester, however, student moving to internships can retake the failed semester before or after the completion of their internship;
- Students who fail their Bachelor's capstones (Bachelor Thesis or Applied Business Project individual submissions for both capstones) will be automatically registered for their resubmission of the same capstone the following semester. For retake of the same capstone, students will be charged on their student account the associated fee prior to being registered. Students are not allowed to change capstone, see [Incidental charges and penalties \(16-A001-GW\)](#).
- Students in this situation who wish to take a leave of absence or withdraw from the program at the end of their Bachelor's need to officially inform [bulle.undergraduateprogram@glion.edu](mailto:bulle.undergraduateprogram@glion.edu) for Swiss based students and [london.undergraduateprogram@glion.edu](mailto:london.undergraduateprogram@glion.edu) for UK based students by the end of the second week of the following semester of studies, otherwise the resubmission fee will be due. Students are encouraged to also refer to the [Incidental charges and penalties \(16-A001-GW\)](#) on the [Student portal](#) and ensure that their sponsor is duly informed. They may contact [studentsaccounting@glion.edu](mailto:studentsaccounting@glion.edu) for more information.

### Specific rules for Master's programs

- Students who have a maximum of 2 failed courses per semester after resits can move to the next semester and must retake the failed course(s), before or after the completion of their internship or Business Research Project. Students who have failed more than 2 courses after resits must retake the semester with the failed courses only. They cannot move or progress to the next semester.

- Art. 26.4 **Resits and retakes of Bachelor's internship and internship related courses:** Practical Arts Reflection on Practice refers to the first internship course, while Online Reflection on Management Practice refers to the second internship course. In the following rules, we will refer to both of them as the "Internship course".
- Internship semesters comprises of the Internship course and the internship itself;
  - Students are offered 4 attempts to pass their Internship course:
    - (1) first attempt
    - (2) resit;
    - (3) retake of the course;
    - (4) resit of retake:
      - resit of the retake course for the first internship;
      - resit of the failed components of the retake course only for the second internship;
  - Students are only allowed 2 attempts to pass the internship:
    - (1) first attempt;
    - (2) retake;
  - If the fail is the Internship course (1<sup>st</sup> attempt and / or retake), students will be required to resit the course / the failed components of the course at the beginning of the following semester;
  - The resit grade for the Internship course will be capped at 50% for the course;
  - If students fail the resit for the Internship course but have passed their internship, they must retake the Internship course during their following semester of studies;
  - If the fail is the internship itself, students will be required to retake the internship:
    - after S4 and before S6 for the first internship;
    - after S7 for the second internship;
  - If the fails are the Internship course (resit) and the internship itself, both the course and the internship must be retaken together:
    - after S4 and before S6 for the first internship;
    - after S7 for the second internship;
  - Students who fail the internship (retake) or the resit in the Internship course retake will be required to stop their studies.
- Art. 26.5 **Resits and retakes of Master's internship and BRPs:** In the case of a BRP failure, students will be automatically registered for their resubmission the following semester. This resubmission has an additional cost, which will be charged on their students account accordingly. Please refer to [Incidental charges and penalties \(16-C001-GW\)](#).
- Students who fail the practical component of the internship course are not allowed to resit but will have to retake the internship (24 weeks) and associated reflective report. Failure of the retake will require students to stop their studies.
- Art. 26.6 Students who fail the reflective report component of the internship course will be allowed to resit that element. Students who fail the reflective report resit will have to retake the internship course entirely (its practical component as well as the reflective report associated). Completing a BRP in replacement of the internship course can be considered upon student's request and, as a retake, will be charged on students account accordingly. Please also refer to [Incidental charges and penalties \(16-C001-GW\)](#) for more information. Failure of the retake (internship or BRP course) will require students to stop their studies.
- Art. 26.7 **Resits and retakes for online Exec Master's LMGE program:** For students who do not meet the achievement standards at the course level, the Progression Panel will confirm if a student is eligible to take the resit examinations.
- Students who achieve a final course grade below 50% must resit all failed courses of that module. Resits will take place during the next module and students will be notified of the exact resit date accordingly;

In case of a failure of a course resit(s), with a grade below 50%, students will be required to retake the failed course(s) the next time the module is delivered. Only one module at a time can be followed (exception is Capstone);

In the case of a Capstone failure, students will be automatically registered for their resubmission. This resubmission has an additional cost, which will be charged on their students account accordingly. Please also refer to the "other fees" document and contact [studentsaccounting@glion.edu](mailto:studentsaccounting@glion.edu) for more information. A capstone resubmission has the same duration as a module;

- Students can only resit a course once;
- Once a student has taken a resit, the resit grade replaces all the grades achieved for the course and is capped at a pass level (50%);
- The Progression Panel is the final arbiter for any final decision;
- Students will have a maximum of 4 attempts to pass a course:
  - (1) course itself
  - (2) resit of that course
  - (3) retake of the course
  - (4) resit of the retake of the course.

This principle also applies to Capstone Projects;

- Students who fail a resit of the retake course, may be required to stop studies therefore needs to meet with the Program Director to discuss their academic positioning;
- Students will be communicated their results by the Progression Panel in writing to their GIHE email account. Students are responsible for checking their GHE email on a frequent basis.

## **Art. 27 Graduation requirements**

Art. 27.1 At the conclusion of the program, the Awards Panel meets to review all the students' achievements. For students to fully graduate and receive their degree, the following conditions must be met:

- The student has provided all the mandatory admissions documents
- The student has attempted and passed all courses in the degree program;
- The student has attempted and passed all internships in the degree program;
- The student has achieved the minimum required credits and must meet the progression requirements for each semester, including their last semester of studies:
  - For Bachelor's : 180 ECTS / 120 US credits;
  - For Master's : 90 ECTS / 45 US credits;
  - For Executive Master's : 64 ECTS / 32 US credits;
- Where applicable, student has passed their capstone;
- All fees have been paid to the Institution. Outstanding fees will result in the diploma being withheld by the Student Registry Services.

Art. 27.2 Students jumping their internship or finishing their degree with their internship will be allowed to attend the graduation ceremony at the end of their last academic semester. This needs to be confirmed by the Progression Panel.

Art. 27.3 A student will not be allowed to participate in the graduation ceremony if the previous semesters of studies requirements have not been met, or if there are outstanding fees to be paid to the Institution.

## **Art. 28 Academic distinctions**

Art. 28.1 Academic distinctions for Bachelor's degree

At the end of the program, GIHE awards Bachelor's level degrees with different academic distinctions, depending on the weighted average of all semesters within the program. The calculation of this weighted average is only based on the courses taken at GIHE (Switzerland and / or United Kingdom) and only for courses carrying a numerical grade.

For the internship semesters, only the numerical grades will be taken into consideration in the calculation of the weighted average. The internship semesters themselves will not be counted in the S1 to S8 average calculation as they are a Pass / Fail course with no numerical grades.

For students who have completed one or several exchange semester(s) with another institution (e.g. Les Roches Marbella), numerical grades achieved during the exchange semester(s) with the other institution will not be taken into consideration in the calculation of the weighted average.

Direct entry students will be awarded the relevant number of credits based on prior learning in order to contribute to the graduation requirements of their study program. Direct entry students' grades achieved prior to them starting their studies with GIHE will not be taken into consideration in the calculation of their weighted average. Only courses and credits taken during their time at GIHE will be counted towards their weighted average, from their start date with GIHE to the end of their studies with GIHE.

Direct entry students for which an articulation agreement has been signed between GIHE and their home University are under a separate set of rules as far as degree titles are concerned. The degree title they will receive is clearly stipulated in the articulation agreements between GIHE and their home university and cannot be changed. Depending on the articulation agreement, these specific direct entry students' degree titles may not fall in any of the categories mentioned below. If there is no specific mention of the classification in the articulation agreement, then the weighted average will be calculated based on the course grades achieved at GIHE.

#### **Degree classifications based on weighted average**

- Honors with Distinction 85% or higher
- Honors with Merit 80% to 84.99%
- Honors 75% to 79.99%
- Pass 50% to 74.99%

#### **Art. 28.2 Academic distinctions for Master's degree**

At the end of the program, GIHE awards Master's level degrees depending on the average of all course grades weighted with their credits.

#### **Degree classifications based on weighted average**

- with Distinction 90% or higher
- with Merit 80% to 89.99%

#### **Art. 28.3 Academic distinctions for Exec Master's LMGE degree**

At the end of the program, GIHE awards Master's level degrees depending on the average of all course grades weighted with their credits.

#### **Degree classifications based on weighted average**

- with Distinction 90% or higher
- with Merit 80% to 89.99%

### **Art. 29 Online credit recovery courses**

The following only applies to the Bachelor's programs.

- Art. 29.1 For students who have not met the passing requirements of a course and provided that no internal retake options can be offered at GIHE (retake on campus or online credit recovery retake with GIHE), GIHE may under exceptional circumstances allow the student to take an online credit recovery course with another University. GIHE is the one granting the permission to the student to register with another University.
- Art. 29.2 If no internal option can be offered, it is the student's responsibility to find a partner University. Once the student has found their partner University and online course, they must communicate with the Program Manager / Director who will be the one approving the course and the University. Under no circumstances can students register with a University and for a course that has not been approved by their Program Manager / Director. Credits achieved for a course and / or with a University that was not approved by GIHE will not be recognised and will not be transferred.
- Art. 29.3 GIHE has no control over the acceptance of the student by the partner University, over the possible pre-requisite courses required to follow the online credit recovery course and over start and end date of the online credit recovery courses.
- Art. 29.4 Fees for external online credit recovery courses are to be paid directly to the partner University. GIHE has no control over these fees.
- Art. 29.5 Once the student has been authorised to register for a course with a partner University and has passed the online credit recovery course, they are required to provide GIHE with an official transcript of grades, clearly showing the grade achieved for the course, as well as the number of credits earned. GIHE has no influence over the other University's passing requirements, mitigation process, appeals process and any other academic rules and regulations specific to the partner University.
- Art. 29.6 Provided that the course has been passed and credits earned, an equivalent number of credits of the course failed in the first place will be transferred into the GIHE student's academic records. Only credits will be transferred, the grade will not be taken into consideration in the calculation of the semester average.
- Art. 29.7 The student will be informed at the next Progression / Awards Panel of their updated academic status.

### Art. 30 Academic mitigation

- Art. 30.1 The following are the only valid reasons for what are considered mitigating circumstances when accompanied with appropriate evidence. Documents provided to sustain the claim must be in English or French. The Institution reserves the right to request documents to be translated by a recognised translator.

**Example of evidence: Mitigating circumstances (must be in English or French)**

<p>Serious illness or death of an immediate family member (father, mother, siblings, grand- parents, student's spouse, student's children).</p>	<p>Medical report from a qualified medical practitioner or a copy of a death certificate (proof of appointment or an invoice are not recognized as valid documentary evidence). Medical certificates to support mitigating circumstances cannot be provided by any of the student's family members.</p>
<p>Political unrest affecting the student and / or close family</p>	<p>Documentary evidence relating to the political unrest</p>
<p>Natural disaster affecting the student and / or close family</p>	<p>Documentary evidence relating to the natural disaster</p>

<p>Medical reasons (e.g., physical and / or psychological illness or accidents)</p>	<p>Medical or hospital report from a qualified medical practitioner or psychiatrist (proof of appointment or an invoice are not recognized as valid documentary evidence). For short term illnesses, on campus students must provide a medical certificate from a local doctor. Medical certificates to support mitigating circumstances cannot be provided by any of the student's family members. Planned non- urgent medical procedures will not be accepted.</p> <p>The medical certificate needs to clearly state the following information:</p> <ul style="list-style-type: none"> <li>• Student full name</li> <li>• Date of the certificate</li> <li>• Full name of the doctor</li> <li>• Exact dates of incapacity</li> <li>• Doctor's signature</li> </ul>
<p>Being the victim of a serious crime</p>	<p>Official crime report from the police</p>

Art. 30.2 Circumstances that are not acceptable include but are not limited to:

- Any health conditions not covered by a valid medical certificate;
- Any planned medical procedure that does not require any critical or chronic treatment;
- Transportation problems (traffic jams, flight cancellation / delays, train cancellation / delays, delays due to weather conditions, etc.);
- Confusion over time, date, or location of the examination or assignment hand-in date when this has been clearly announced and has not posed any problem to other students in the group;
- Computer problems such as viruses, disc corruption, printing problems, network problems, or failure to save work properly (in case of technical issues with Turnitin or Moodle, the student should immediately contact the IT Helpdesk);
- Choices and preferences in personal life (holidays occurring during class time, driving lessons, weddings, attending sporting or social events, etc.).

Art. 30.3 For academic courses, the mitigation process only applies for missed or non-submitted assessments. Should students have valid mitigating circumstances (see list of mitigating circumstances above), they must complete the [Academic mitigation form \(Reference pending\)](#) and must provide valid documentary evidence within 3 working days after the absence has occurred to the to the Mitigation Panel: [mitigation.panel@glion.edu](mailto:mitigation.panel@glion.edu).

Art. 30.4 For the practical internship itself, the mitigation process applies throughout the duration of the internship for absences in the workplace. Should students have valid mitigating circumstances (see list of mitigating circumstances above), they must complete the appropriate paperwork and must provide valid documentary evidence within 3 working days after the absence has occurred to the Student Registry Services. If there are any other reasons which might compromise the validation of the internship, and which are not covered by the valid list of mitigating circumstances, students should immediately contact the Career Services and Industry Relations department.

Art. 30.5 The date shown on the evidence presented should correspond to the date of the student absence.

Art. 30.6 The Institution reserves the right to investigate the evidence provided to sustain the mitigation if there is any doubt about the student misusing or abusing the mitigation process.



- Art. 30.7 Cases will be considered and reviewed by the Mitigation Panel to establish whether or not students have sufficient grounds for mitigation.
- Art. 30.8 For missed assessments, students will be notified of the outcome by e-mail. If the mitigation is denied, the student will receive a zero grade for the missed assessment.
- Art. 30.9 Shortly after the receipt of any mitigation request submitted to the Student Registry Services during the internship, the student will receive an email notification indicating whether or not the request can be taken into account. The outcome of the mitigation request will, however, only be communicated to the student after completion of the internship, and this will be done by the Progression Panel.

## **Art. 31 Academic complaints**

- Art. 31.1 Students are entitled to lodge an academic complaint and can expect the Institution to deal with a complaint seriously, fairly and within the indicated timescale.
- Art. 31.2 A complaint can only be accepted for consideration on the grounds of:
- The published results of grades are suspected of containing arithmetical errors;
  - The academic decision taken is suspected of containing administrative errors.

Students cannot lodge a complaint for academic judgement of the examiners, for lack of provision of teaching and guidance, presumed bias or prejudice by a GIHE employee.

- Art. 31.3 For a complaint on the grounds of the published results of grades are suspected of containing arithmetical errors: Students must seek feedback about their assessments(s) from their Faculty member in the first instance. If students are still unclear with the feedback they have received, an appointment can be set with Faculty. Students may only be allowed to see their assessments in the presence of the faculty member and in some cases (e.g. with written examinations) will not be allowed to keep a copy of the graded assessment. Evidence of the faculty communication / meeting will be verified.
- Art. 31.4 For a complaint on the grounds of the academic decision taken is suspected of containing administrative errors: Students must provide documentary evidence to substantiate their claim.
- Art. 31.5 Students must lodge their complaint within 10 working days of the academic decision or results being communicated to them.
- Art. 31.6 All academic complaints must be lodged individually. Academic complaints lodged by a group of students will not be accepted, except for results related to a group assessment. Complaints can only be lodged by the student themselves. Complaints received from sponsors or other third parties on behalf of the student will be not considered or reviewed.
- Art. 31.7 There is no fee associated with lodging an academic complaint.
- Art. 31.8 Academic complaint process:
- Students are required to fill in an **Academic complaint form (Reference pending)**, submit documentary evidence and send it to:
    - [academic.complaints@glion.edu](mailto:academic.complaints@glion.edu) for Swiss based students or;
    - [london.registryservices@glion.edu](mailto:london.registryservices@glion.edu) for UK based students.
  - Students will receive an official response to their academic complaint within 10 working days of its receipt, provided that they have filled in the form and submitted documentary evidence.
  - Once the outcome of an academic complaint has been officially communicated to the student, there will be no further communication regarding the complaint outcome to the student, their sponsors or any related parties questioning the outcome of the complaint. Should the complaint be unsuccessful, the student has the opportunity to follow up and lodge a formal appeal after the Progression / Awards / Post-Resit Panel has validated the decision.

## Art. 32 Academic appeals

Art. 32.1 Appeals can only be accepted for consideration on the grounds of:

- An unsuccessful academic complaint;
- Exceptional personal circumstances affecting the student's performance or attendance of which the Institution had not been aware before reaching its decision.

Art. 32.2 Appeals cannot be considered for academic judgement of the examiners, for lack of provision of teaching and guidance, presumed bias or prejudice by a GIHE employee.

Art. 32.3 An appeal can only be lodged after the Progression / Awards / Post-Resit Panel has validated and published the grade(s), overall course average(s) and academic decision(s). For the following cases only: specialization allocation, stop study and suspension, students have the possibility to lodge a formal appeal within 10 working days after the official communication date.

Appeals can only be lodged by the student themselves using the [Academic appeal form \(Reference pending\)](#) available on the [Student portal](#). Appeals received from sponsors or other third parties on behalf of the student will be not considered or reviewed. Appeals are to be sent in writing to

- [appeals.panel@glion.edu](mailto:appeals.panel@glion.edu) for Swiss based students or;
- [london.registryservices@glion.edu](mailto:london.registryservices@glion.edu) for UK based students.

Art. 32.4 For an appeal on the grounds of an unsuccessful academic complaint: Students must provide new documentary evidence that was not presented as part of their complaint to sustain their claim.

Art. 32.5 For an appeal on the grounds of exceptional personal circumstances affecting the student's performance of which the Progression / Awards / Post-resit Panel had not been aware before reaching its decision:

- Students must attach documentary evidence to support their case;
- Students have a total of 10 working days after the official outcome has been communicated by the Progression / Awards / Post-resit Panel.

Art. 32.6 Failure to act as per articles [31.5](#) and [31.6](#) and to meet the required deadlines will result in the student's appeal being automatically rejected.

Art. 32.7 Appeals are subject to an administrative fee (see [Incidental charges and penalties \(16-A001-GW\)](#)) which must be paid prior to lodging the appeal. Students are required to attach a proof of payment to their appeal. Failure to pay the fee will result in the appeal being automatically rejected. If the appeal is successful, the appeal fee will be credited on their student account and can be refunded upon request.

Art. 32.8 The Appeals Panel sits independently. The following parties are not allowed to attend the Appeals Panel (includes but is not limited to): students, sponsors, families, friends or any other parties representing the student.

Art. 32.9 Students will be informed of the outcome of their appeal in writing once the Appeals Panel has sat and reviewed the case. This process can take up to 3 calendar months.

Art. 32.10 The appeal outcome is always final. There is no appeal of an appeal outcome.

Art. 32.11 Once the outcome of an appeal has been officially communicated to the appellant, there will be no further communication regarding the appeal outcome to the appellant, their sponsors or any related parties questioning the outcome of the appeal. The case is closed.

# Final provisions

## **Art. 33 Student's academic feedback policy**

Students are expected to provide constructive feedback when requested by the Institution. GIHE highly values the student's feedback for accreditation purposes, the quality of its programs and faculty development. GIHE will strongly support student's efforts to provide their feedback.

## **Art. 34 Communication with students and disclaimer**

The main official channel of communication between the Institution and the students is their institutional email throughout the entire duration of their studies. It is the student's responsibility to ensure that they have access and check their GIHE emails on a regular basis, regardless of their location. The Institution will not accept any claim that a student was unable to check their emails. In the event that a student is unable to access their emails, it is their responsibility to contact our IT service desk through the [Student portal](#).

## **Art. 35 Changes to regulations**

Programs are continually reviewed and developed. Courses, academic standards, and regulations may change at any time. It is the responsibility of the students to ensure that they are familiar with rules and regulations governing their program.

## **Art. 36 Change and discontinuation of the programs**

When programs are discontinued or program requirements are changed, the Institution makes appropriate arrangements for enrolled students so that they may complete their education with a minimum of disruption. See [Teach-out policy \(Reference pending\)](#).

## **Art. 37 Effective date**

This policy is valid from March 2024.

## Related documents

### Policies

Academic rules and regulations\_GEM (03-A002-GW)  
Assessment and examinations directives (Reference pending)  
Academic Misconduct policy (03-A006-GW)  
Recognition and accreditation of prior learning (APL) (03-A007-GW)  
Teach-out policy (03-A011-GW)  
Student Registry Services policy (14-A001-GW)

### Other

Academic mitigation form (Reference pending)  
Academic appeal form (Reference pending)  
Academic complaint form (Reference pending)  
Permanent Withdrawal Form (Reference pending)  
Incidental charges and penalties (16-C001-GW)

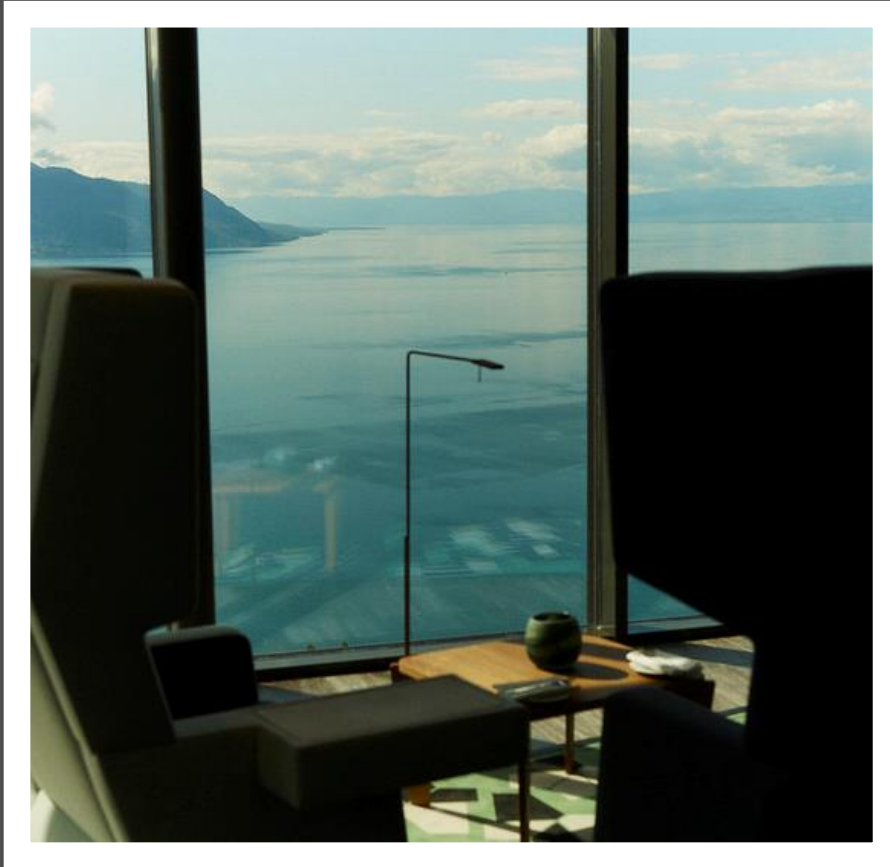
[GIHE Student portal](#)

### Department contacts & links

Bachelor's IHB for S1 (Practical Arts):	<a href="mailto:practical.arts@glion.edu">practical.arts@glion.edu</a>
Bachelor's IHB as of S2 in Switzerland:	<a href="mailto:bulle.undergraduateprogram@glion.edu">bulle.undergraduateprogram@glion.edu</a>
Bachelor's IHB as of S2 in London:	<a href="mailto:london.undergraduateprogram@glion.edu">london.undergraduateprogram@glion.edu</a>
Bachelor's LB:	<a href="mailto:luxurybachelorprogram@glion.edu">luxurybachelorprogram@glion.edu</a>
Master's HBL:	<a href="mailto:hblmasterprogram@glion.edu">hblmasterprogram@glion.edu</a>
Master's IHB in Switzerland:	<a href="mailto:ihbmasterprogram@glion.edu">ihbmasterprogram@glion.edu</a>
Master's IHB in London:	<a href="mailto:london.ihbmasterprogram@glion.edu">london.ihbmasterprogram@glion.edu</a>
Master's LMGE:	<a href="mailto:imgemasterprogram@glion.edu">imgemasterprogram@glion.edu</a>
Master's HEI:	<a href="mailto:heimasterprogram@glion.edu">heimasterprogram@glion.edu</a>
Master's REFHD:	<a href="mailto:refhdmasterprogram@glion.edu">refhdmasterprogram@glion.edu</a>
Exec Master's LMGE:	<a href="mailto:emsclux@glion.edu">emsclux@glion.edu</a>
Career Services and Industry Relations:	<a href="mailto:career.services@glion.edu">career.services@glion.edu</a>

### Publication approval

This policy has been approved for publication by the Academic Dean on 01.03.2024.



# Accommodation policy

Reference:	18-A001-CH
Distribution:	GIHE Switzerland
Department:	Operations: Rooms Division
Updated by:	Olivier Godart
Updated on:	07.02.2024
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# Table of Contents

<b>Headline</b> .....	<b>2</b>
<b>Introduction</b> .....	<b>3</b>
<b>1. Internal accommodation</b> .....	<b>3</b>
1.1 Students going on internship .....	3
1.2 Application for returning students .....	3
1.2.1 Restrictions .....	4
1.3 Application for new students and direct-entry students .....	4
1.4 Absence of roommate .....	4
1.5 Single room reservations .....	4
1.6 Room changes .....	4
1.7 Cancellation .....	4
1.8 Keys / GIHE ID cards .....	4
1.9 Arrival and departure .....	4
1.9.1 Unanticipated departures .....	5
1.10 Room Regulations .....	5
1.10.1 Damages .....	5
1.10.2 Well-being and safety in the rooms .....	5
1.10.3 Noise and visitors .....	6
1.10.4 Couple co-habitation .....	6
1.11 Laundry and ironing .....	6
1.12 Storage of personal belongings .....	6
1.12.1 Storage of belongings during holidays and internship .....	6
<b>2. External accommodation</b> .....	<b>6</b>
2.1 Application .....	7
2.2 External accommodation possibilities .....	7
2.3 Authorization validity .....	7
2.4 Confidentiality .....	7
2.5 Approval process .....	8
<b>3. F&amp;B Prepaid meal plan</b> .....	<b>8</b>
<b>Related documents</b> .....	<b>9</b>

# Headline

## Glossary of terms

**Lavorent:** is the company providing residential laundry services within GIHE accommodations.

## List of acronyms

**GIHE:** Glion Institute of Higher Education

**RMS:** Rooms management system

## Compliance

This policy responds to GIHE's Quality standards 6.1 and 8.2.

For more information about GIHE's Quality standards, please refer to [Quality standards \(02-A002-GW\)](#).

Some of the referenced materials in this policy may be intended for a different target audience, and as a result, may not be accessible to all readers of this policy.

# Introduction

For over 60 years, Glion Institute of Higher Education (GIHE) has incorporated a residential philosophy in its educational approach. Residential life at GIHE is an important element of the student experience. Living on campus provides students the opportunity to focus on studies and integration into the campus community. We believe that sharing rooms with students from all over the world is a fantastic opportunity to learn from each other and ultimately assists in developing relationships that will last a lifetime.

This policy applies to Swiss campuses. For the London campus, please refer to the [University of Roehampton accommodation agreement](#).

## 1. Internal accommodation

GIHE accommodation is compulsory for students of academic semesters 1, 3 and 4 in the bachelor's program. Students in semesters 6 and 7 of the bachelor's program as well as students in Master semester 1 or 2 may live on or off campus. The application details and deadline will be sent out by email by the Students Accommodation department for every booking session.

Students have the responsibility to inform their parents / sponsors about prices, conditions, deadlines and additional fees. Rooms are confirmed upon availability. Please refer to the [GIHE Tuition fees](#).

### 1.1 Students going on internship

If a student will be on internship or absent from GIHE Swiss campuses for the upcoming semester, they do not need to apply for their accommodation.

### 1.2 Application for returning students

#### Roommate selection

Returning students will have to follow the Roommate selection process prior to reserving their accommodation.

#### Accommodation reservation campaign

All students (including off campus) must register on the Rooms Management System (RMS) taking into consideration the communicated closing deadline. Bachelor students in semester 3 and 4 missing the closing deadline would be allocated a bed in a twin-bedded room, and invoiced accordingly.

To ensure an efficient and fair allocation of rooms all students must follow the [Room Management System user guide \(Reference pending\)](#) and deadlines that are communicated each semester by the Students Accommodation department. The self-selection process can only be performed one time. If by any chance a student can access the form a second time, only the first submission will be considered. No changes can be made after the invoice is sent.

During the selection process, students are asked to select their room preferences, including location and potential roommate. It is strongly advised to approach this decision-making process with careful consideration, as the chosen room and roommate will be used for the room allocation. We recommend utilizing the Life style criteria as a guiding factor in the selection of a suitable roommate. Room allocation is based on the "first paid, first served" principle. The room reservation is confirmed when full payment is received within the deadline. A waiting list will be created if necessary.



### 1.2.1 Restrictions

Students with disciplinary warnings may have restricted accommodation options.

## 1.3 Application for new students and direct-entry students

As part of the application process, new and direct-entry students will have to connect on the RMS to submit their accommodation wish. Failing to do so, the Students Accommodation department will allocate a bed in a Twin-bedded room. Students will receive their access credentials on their private email address after having paid the pre-payment. Please refer to the [GIHE Tuition fees](#).

## 1.4 Absence of roommate

On the 3<sup>rd</sup> week after the intake, students accommodated in twin bedded rooms might be asked to move to another twin-bedded room if their roommate does not show up. If the student wishes to remain alone in a twin-bedded room, and upon availability, they will be invoiced for a supplement fee equal to a double room single occupancy rate.

## 1.5 Single room reservations

Failure to make the full payment on time will result in the release of the single room reservation. Thereafter, upon receipt of the payment, a single room will be re-booked based on availability.

## 1.6 Room changes

Room changes are not allowed during the initial two weeks of the semester for safety and security reasons. Without proper authorization, swapping or changing rooms is strictly prohibited. It's important to note that the Students Accommodation department retains the right to reassign student rooms at any point as deemed necessary.

## 1.7 Cancellation

A cancellation fee will be charged for any room cancellation after the payment deadline. In case of any room cancellation two weeks prior the intake, the full accommodation cost will remain due. See [Incidental charges and penalties \(16-C001-GW\)](#).

## 1.8 Keys / GIHE ID cards

Students are personally responsible for keys / GIHE ID cards and must ensure that doors are properly locked for the security of individuals and their belongings. The loss of a key or GIHE ID card must be reported to Student Concierge Desk or to Security immediately and replaced within 1 week. Keys are personal and are not transferable. Replacement key or ID card must be paid at the Student Concierge Desk. See [Incidental charges and penalties \(16-C001-GW\)](#).

## 1.9 Arrival and departure

On the official arrival date, each student residing on campus will receive a room key or access card. Students should report to the Students Accommodation department any damaged or missing item in the room within 48 hours after check-in.

Upon departure, students must check-out. The check-out procedure and dates are communicated by the Students Accommodation department by email. The check-out is completed when the Check-out form is signed off by the student and a member of Student Concierge Desk or a Security officer. Check-out is personal and cannot be delegated to a roommate.

Check out days are visible on the academic calendar located on [glion.edu](http://glion.edu). All rooms must be vacated by 10 am. The checkout process is as simple as packing, tidying up the room, folding the bedsheets on the bed, emptying the safe deposit box and bringing the key back to the Student Concierge Desk or to the Security officer who will sign the checkout form. If the checkout is not done or not done properly, a fine will be charged on the student's account. Missing keys will be charged as well. See [Incidental charges and penalties \(16-C001-GW\)](#).

### 1.9.1 Unanticipated departures

These must be cleared with the Program Managers, and Students Accommodation.

## 1.10 Room Regulations

Upon arrival, each student is assigned a room which is clean and in good order. When necessary, members of Housekeeping, Maintenance, Security, or Student Affairs may access student rooms at any time. Rooms must be always kept clean and tidy.

The housekeeping team will clean the room once a week and will change the bed linen every two weeks between 8h00 and 17h00.

### 1.10.1 Damages

If students cause damages to their room, an external cleaning or maintenance company might be required to support the housekeeping and / or maintenance teams. In this type of situation, the students involved can be charged the subsequent costs. See [Incidental charges and penalties \(16-C001-GW\)](#).

Damages can be added to the student account. However, these costs are not deductible from the "deposit", which is related to damage identified after the student's departure from the Institution.

### 1.10.2 Well-being and safety in the rooms

For the well-being and safety of all, it is forbidden to:

- smoke in the bedrooms, balconies or public areas. Smoking on campus is only permitted in the designated smoking areas. Failure to respect smoking rules may lead to disciplinary sanctions, suspension / expulsion from GIHE, or removal from GIHE residences. In case of violation of this rule, a fee will be charged for the removal of smoke odors. The same rule applies for any other smoking devices;
- cook or prepare any type of food or meal in the bedrooms or Residential areas, other than kitchens;
- leave food, beverages and any other items on the window sills and / or on the balconies;
- bring in and / or store more than 6 x 33 cl bottles of beer, 2 x 75 cl bottles of wine per student, alcohol over 16% of volume;
- use any electric heating coils, rice cookers, hotplates, incense and candles;
- disturb neighbors with excessive noise, especially after 22h00;
- stick up posters etc; anywhere but on notice boards in the bedroom without authorization from Students Accommodation department;
- rearrange the bedroom furniture, take it out of the room or put it on the balcony;
- modify or tamper with electrical plugs and / or sockets;
- dry clothes on the window sills or balconies;
- bring or keep animals in the bedroom, residential areas and/or restaurants;

- leave any items on top of cupboards;
- use hair clippers or to have hair cut in the bedrooms or residential areas;
- leave shared bathroom / toilet areas in a dirty state;
- store large personal items such bikes, snowboards, skis etc. in the bedrooms or residential areas.

### 1.10.3 Noise and visitors

Please refer to the [Code of conduct for students \(15-A001-GW\)](#).

### 1.10.4 Couple co-habitation

If a couple wishes to co-habit during their studies, the Institution requires a copy of their marriage certificate or permission from both sets of parents or sponsors agreeing with the co-habitation. Students who co-habit without permission or infringe on the privacy or security of their roommates may be disciplined and / or required to leave residential premises.

## 1.11 Laundry and ironing

Each campus residence has a laundry facility. Students need to create a laundry account through Lavorent. Information is available directly on the laundry rooms (QR code), or at the Student Concierge Desk. Ironing boards are available on each floor or in bedrooms and in the laundry room. A dry-cleaning service is available on demand at the Student Service Desk.

## 1.12 Storage of personal belongings

Every room is equipped with a safe and its use is recommended. Suitcases, travel containers, snowboards and skis must be kept in the campus storage rooms. Padlocks to secure those items can be purchased at the Student Concierge Desk. It is the student's responsibility to ensure they have sufficient insurance coverage for loss or theft of personal belongings. GIHE declines any responsibility for loss or damage. Lockers are available on campus for the storage of small items for daily use. More information is available from the Student Concierge Desk.

### 1.12.1 Storage of belongings during holidays and internship

- During Winter break: students cannot stay in their room, belongings can remain in the room. The campus is closed and there is no security on duty.
- During Easter break: students may stay on campus.
- End of semesters: Students must vacate their room and checkout. GIHE's works with an external company that provides a range of payable flexible storage and transport options.

Details will be communicated during the semester by the Students Accommodation department.

## 2. External accommodation

The primary aim of the external accommodation rules is to set out the conditions to support students with particular difficulties in living on campus. Application of external accommodation request falls under the jurisdiction and guidance of the Student Accommodation Commission, composed of the Head of Student Lodging, Director of Finance, Campus Health advisor and Dean of Students.

## 2.1 Application

All external accommodation requests must be made before the below dates to be reviewed by the Commission:

- For the Spring Intake: the 31<sup>st</sup> of October, the 15<sup>th</sup> of December
- For the Fall Intake: the 31<sup>st</sup> of May, the 15<sup>th</sup> of July

No further requests will be reviewed by the Commission after the above dates. All external accommodation requests cannot be granted retroactively.

## 2.2 External accommodation possibilities

External Accommodations are granted on exceptional occasions. The Commission will only review requests based on the following cases:

- Parents have a **permanent** residency in a 20 km radius from the Glion campus for bachelor's students in semester 1 and Bulle campus for bachelor's students in semester 3 and 4. The request must be supported with a resident certificate (Attestation de domicile) which is not older than three months from the date of issue.
- Spouse has a residency in a 20 km radius from the Glion Campus for bachelor's students in semester in 1 and Bulle campus for bachelor's students in semester 3 and 4. The request must be supported with a wedding certificate and a resident certificate. If a document is in another language, students must provide both a copy of the original document and a **certified** translation into English. GIHE may seek to verify the accuracy of the translation provided.
- There is a medical requirement for which GIHE cannot provide for the student's wellbeing. The request must be supported with a medical certificate mentioning the exact requirements needed for the student's therapy preventing them to remain on campus. Further detailed medical information may be required later by the Health Advisor. Should further information be needed on (from) the medical point of view, the Health Advisor would organize an appointment with the student. If a document is in another language, the student must provide a copy of the original document and a **certified** translation into English. GIHE may seek to verify the accuracy of the translation provided.

The Accommodation Commission will not review a case driven by psychosocial or cultural reasons. Students need to liaise with the related Student Affairs department.

## 2.3 Authorization validity

An external accommodation authorization is granted for one semester only. Should the student wish to prolong this authorization, they will need to reapply for the next compulsory on-campus semester.

Note that as cases will only be reviewed once at the start of the accommodation cycle, students must ensure to provide all details, supporting documents and sufficient explanations to allow the Student Accommodation Commission to evaluate their request thoroughly. The decision of the Student Accommodation Commission is final and there is no appeal process. The provision of further evidence to support a case already reviewed and rejected will not result in a further review of the request. Hence, students must ensure that all relevant information is provided in the original request.

## 2.4 Confidentiality

GIHE handles student information confidentially and in line with the [Data protection and privacy policy \(Reference pending\)](#). The information provided for the external accommodation authority will be addressed to the Student Accommodation Commission only.

## 2.5 Approval process

- The application form is completed and supporting documents are provided to the Student Accommodation team.
- The Student Accommodation department submits all cases to the Student Accommodation Commission for reviews (4 times per year).
- The Student Accommodation Commission assesses the requests and makes a decision.
- The Student Accommodation team will notify the result of the review to the requestor.
- The decision of a case review is final, and there is no appeal process. The provision of further evidence to support a case already reviewed and rejected will not result in a further review of students' requests.
- Submissions requesting that the Student Accommodation Commission review a second request based on new evidence will be rejected.

## 3. F&B Prepaid meal plan

The F&B prepaid meal plan for bachelor's students in semester 1, 3 and 4 is mandatory and will be invoiced accordingly. Bachelor's students in semesters 6 and 7, and Masters' students will be invoiced unless they opt out on the RMS during the Accommodation reservation campaign, or within two weeks after the intake (if they have not started to use it).

If students opt out, they need to consider that they will not directly benefit from the prices displayed. Any meals or drinks selected will be subjected to a surcharge of approximately 25% in addition to the prices displayed. This may differ depending on outlet and items selected. Students may settle their bill by cash or credit card. If they wish to take advantage of meal plan pricing they may subscribe until noon on the Friday of the second week after the intake, by contacting Students Accounting ([studentsaccounting@glion.edu](mailto:studentsaccounting@glion.edu)).

# Related documents

## Policies

Data protection and privacy policy (Reference pending)

Code of conduct for students (15-A001-GW)

[University of Roehampton accommodation agreement](#)

## Procedures

Room Management System user guide (Reference pending)

## Other

[GIHE Tuition fees](#)

Incidental charges and penalties (16-C001-GW)

## Department contacts & links

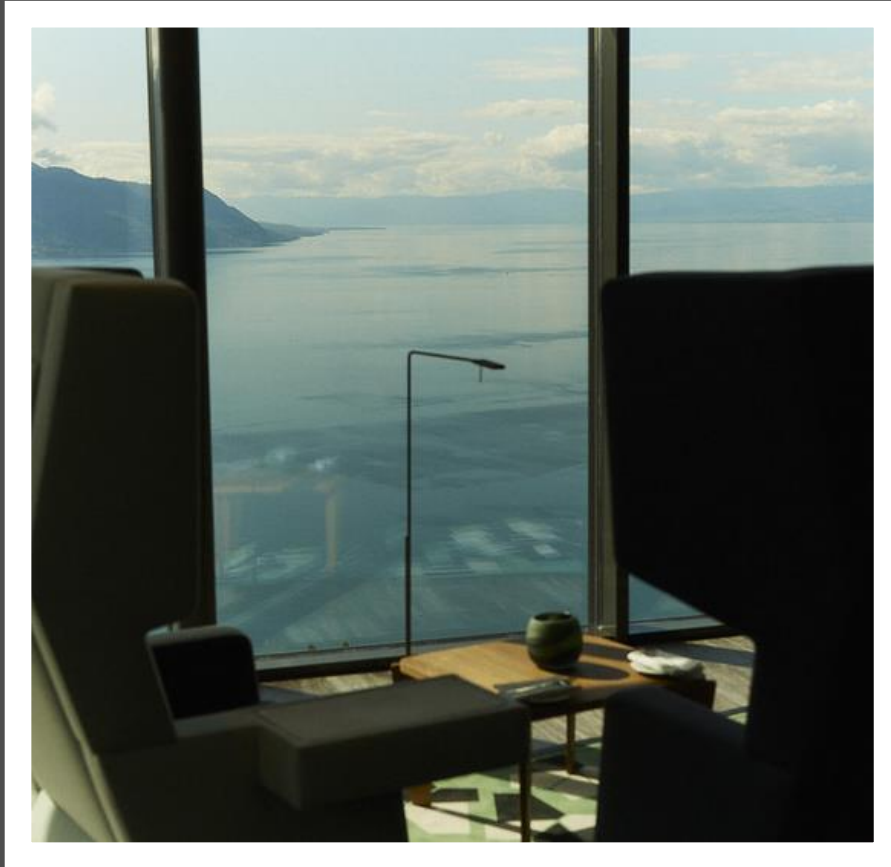
Students Accommodation: [studentsaccommodation@glion.edu](mailto:studentsaccommodation@glion.edu)

Student Concierge Bulle: [studentconcierge.bulle@glion.edu](mailto:studentconcierge.bulle@glion.edu)

Student Concierge Glion: [studentconcierge.glion@glion.edu](mailto:studentconcierge.glion@glion.edu)

## Publication approval

This policy has been approved for publication by the Quality Oversight Committee on 29.11.2023.



# Admissions policy

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# Table of contents

<b>Headline</b> .....	<b>2</b>
<b>1. Policy statement</b> .....	<b>3</b>
1.1 Roles and responsibilities .....	3
1.2 Purpose .....	3
1.3 Admissions general process .....	3
1.4 Selection process & Equal opportunity .....	3
<b>2. Undergraduate program entry requirements</b> .....	<b>4</b>
2.1 Bachelor's degree programs .....	4
<b>3. Graduate program entry requirements</b> .....	<b>4</b>
3.1 Master of Science degree programs .....	4
3.2 Executive Master programs .....	4
<b>4. Application requirements common to all programs</b> .....	<b>5</b>
4.1 English language equivalency table .....	5
<b>5. Entry requirements summary</b> .....	<b>6</b>
<b>6. Transfer students</b> .....	<b>8</b>
6.1 From associated institutions .....	8
6.2 From other universities .....	8
<b>Related documents</b> .....	<b>10</b>



# Headline

## List of acronyms

**GIHE:** Glion Institute of Higher Education

**ACT:** American College Testing

**CAE:** Cambridge English: Advanced

**EEA:** European Economic Area

**FCE:** Cambridge English: First

**IELTS:** International English Language Test

**IELTS UKVI:** International English Language Test for UK visa and immigration

**SAT:** Scholastic Aptitude Test

**SELT:** Secure English Language Tests

**TOEFL:** Test of English as a Foreign Language

## Compliance

This policy responds to GIHE's Quality standard 4.2.

For more information about GIHE's Quality standards, please refer to [Quality standards \(02-A002-GW\)](#).

Some of the referenced materials in this policy may be intended for a different target audience, and as a result, may not be accessible to all readers of this policy.

Please note that any new version of this document supersedes and replaces all previous versions. It is the responsibility of the recipient to ensure they are referring to the most recent version for accurate information and compliance.

# 1. Policy statement

## 1.1 Roles and responsibilities

- **Admissions and Student Registry Services** are responsible for the day-to-day administration of the policy, in consultation with the respective Enrolment Support Officers.
- **Head of Admissions** has to ensure the Admissions policy meets regulatory requirements and to monitor the implementation of the policy.
- **Academic Dean** has to ensure the policy provides suitable rigor to ensure students' effective participation in their course of study.
- **Head of Marketing** has to ensure that prospective students are advised on clear, detailed admissions requirements.

## 1.2 Purpose

The purpose of this document is to clearly outline the admissions requirements and student selection for GIHE and to identify the relevant legislation covering this policy. All potential students must be made aware of this policy.

Glion Institute of Higher Education (GIHE) is committed to ensuring that its recruitment, selection and admission policies and procedures are transparent, followed fairly, consistently, and expeditiously.

GIHE's admission policies, procedures and guidelines are based on the following principles:

- The Institution's commitment to academic standards;
- Equity of opportunity for all applicants, no discrimination of any kind;
- Fair, consistent, and transparent application by well trained staff who comply with the Institution's policies and procedures;
- Confidentiality of the information concerning applicants remains and decisions are made only by those parties who have the knowledge to make the required judgements.

Policies and procedures related to admissions are reviewed regularly to ensure that they continue to support the mission and strategic objectives of the Institution and that they remain valid in the light of changing circumstances.

## 1.3 Admissions general process

- Applicant to complete an application for admission and submit with the required documents.
- Assessment of the applicant's academic qualifications and / or work experience
- Verification of applicant's English language level
- If all requirements satisfied, a letter of offer is issued.
- Originals of High School/ previous education diplomas are required upon arrival for authenticity check
- Student will be matriculated as per the Institutions procedures and local legislation.

## 1.4 Selection process & Equal opportunity

The information concerning applicants remains confidential and decisions are made only by those parties who have the knowledge to make the required judgements.

Admission of a student for any academic year does not imply that such student will be re-enrolled in any succeeding academic year. Admission of a student that is premised upon inaccurate or false statements or

documents is null and void upon discovery of the fraud, and academic credit previously earned by the student is voided.

When considering candidates for admission, the Head of Admissions carefully evaluates the entire profile of the candidate, including academic records, work experience if any, test scores, and recommendations. GIHE reserves the right to request personal or telephone interviews with prospective students to evaluate suitability. The institution maintains a rolling admissions policy. This means that the student's credentials are evaluated as soon as the application, with all pertinent documentation, is received.

## 2. Undergraduate program entry requirements

### 2.1 Bachelor's degree programs

To be eligible for the bachelor's degree programs, students should meet the following entry criteria:

- Min. 17.5 years old at the entry date
- Holding an accredited secondary education diploma which allows study at university level and completion of the one-year Glion Immersion Practical Program or:
  - The Swiss Professional Maturité (or equivalent vocational baccalaureate) linked to initial vocational training -VET- in a profession related to the field of study or;
  - The Swiss Gymnasium Maturité with an experience of work of at least one year.
- Proficient in English for higher education studies: International English Language Test (IELTS) (Academic Module) min. 5.5 overall (min. 5.0 in every subcomponent) or equivalent qualification.
- Candidates with a minimum IELTS (Academic Module) 4.5 overall are highly recommended to follow the pre-sessional Intensive Hospitality English Language Program (IHELP).
- For the London campus a minimum score of IELTS (Academic Module) 6.0 overall and min. 5.5 in every subcomponent or equivalent qualification. Non-UK or Irish passport holders will need to undertake a Secure English Language Tests (SELT) / IELTS UKVI and score min. 6.0 overall and min. 5.5 in every subcomponent.

## 3. Graduate program entry requirements

### 3.1 Master of Science degree programs

To be eligible for the Master of Science degree programs, students should meet the following entry criteria:

- Normally 21 years old and above.
- Holding an accredited bachelor's degree in a relevant field (business or hospitality preferred).
- Proficient in English for higher education studies.
- Candidates who are not meeting the minimum required English Language entry level are highly recommended to follow the pre-sessional Intensive Hospitality English Language Program (IHELP).
- For the London campus a minimum overall score of IELTS (Academic Module) 6.0 and min. 5.5 in every sub-component or equivalent qualification is required. Non-UK or Irish passport holders will need to undertake a SELT/ IELTS UKVI test and achieve min. 6.0 overall and min. 5.5 in every subcomponent.

### 3.2 Executive Master programs

To be eligible for the online Executive Master of Science programs, students should meet the following entry criteria:

- Normally 27 years old and above.
- Holding a university degree in any discipline.
- Professional Experience: Demonstrated leadership potential. Minimum 5 years' work experience including managerial experience.
- Proficient in English for higher education studies.

## 4. Application requirements common to all programs

- A completed application form with all pertinent attachments and an application fee.
- Study Plan / Post Study Statement – an essay of motivation describing why the candidate wishes to study at GIHE.
- Sponsorship Letter – a signed, dated letter from the person who will finance the studies guaranteeing his or her responsibility to cover the tuition fees and all other expenses. For those candidates who may apply to a government loan institution, a copy of the loan authorization will be required instead.
- Bank Guarantee – for applicants outside the European Union (EEA countries included). Submission of a letter or statement from the sponsor's bank verifying sufficient funds to cover the fees and expenses.
- English Language Certificate – Unless English is the candidate's mother tongue or the candidate has spent at least the last two years of his/her studies in a full-time English-speaking school, an official copy of a recognized English language certificate needs to be provided. For the minimum level required for each program, please refer to the equivalency table in 4.2.
- Previous educational qualifications including transcripts.

### 4.1 English language equivalency table

(Minimum requirement per program)

Programs	TOEFL	IELTS Academic	Cambridge FCE/CAE	Duolingo
Bachelor Degree	525/70	Overall 5.5; minimum 5.0 in every subcomponent	FCE: grade C	Overall 110 with no subcomponent under 100
Direct entry to Bachelor Degree Semester 3	525/70	Overall 5.5; minimum 5.0 in every subcomponent	FCE: grade C	Overall 110 with no subcomponent under 100
Direct entry to Bachelor Degree Semester 4 / 6	550/80	Overall 6.0; minimum 5.5 in every subcomponent	FCE: grade A	115 overall with no subcomponent under 105
Intensive Hospitality English Language Program – Bachelor	500/60	Overall 5.0; minimum 4.5 in every subcomponent	PET	Overall 105 with no subcomponent below 95
Master Degree / Executive Masters	550/80	Overall 6.0; minimum 5.5 in every subcomponent	FCE: grade A CAE: grade C	Overall 115 with no

				subcomponent under 105
Intensive Hospitality English Language Program – Master	525/70	Overall 5.5; minimum 5.0 in every subcomponent	FCE grade C	Overall 110 with no subcomponent under 100

### TOEFL

First grade being the paper based/second the Internet based. The GIHE TOEFL testing code number is 7337.

### IELTS

Has four subcomponents (writing, reading, speaking, listening)

### Cambridge – First Certificate Exam (FCE) / Cambridge Advanced Exam (CAE)

Statement of results required.

### Duolingo

Statement of results required.

## 5. Entry requirements summary

Intensive Hospitality English Language Program	
Age	Bachelor: 17 years and 3 months or above Master of Science: 21 years or above
Qualifications	Not applicable
IELTS Academic Module only – min.	Bachelor: 5.0 overall and min. 4.5 in every sub-component Master of Science: 5.5 overall and min. 5.0 in every sub-component
Duration	6-week pre sessional
Bachelor programs	
Age	17.5 years and above
Qualifications	Swiss maturity or equivalent Foreign upper secondary school-leaving certificate equivalent to a Swiss Maturity Certificate See section 2.1
Professional Experience	Glion Immersion Practical Program or Evidence of at least one year work experience
IELTS Academic Module only – min. SELT/IELTS UKVI - min	CH: 5.5 overall and min. 5.0 in every sub-component UK: 6.0 overall and min. 5.5 in every sub-component
Cambridge First Certificate Exam (FCE) – min.	Grade C
Cambridge Advanced (CAE) – min.	Any level
TOEFL Paper based - min	525 or above

TOEFL Internet based - min	70 or above
F/T Study in English	2 years (at High School level)
<b>MSc programs</b>	
Age	21 years and above
Qualifications	Bachelor's degree in relevant field
IELTS Academic Module only – min. IELTS UKVI - min	CH: 6.0 overall and min. 5.5 in every sub-component UK: 6.0 overall and min. 5.5 in every sub-component
Cambridge First Certificate Exam (FCE) – min.	Grade A
Cambridge Advanced (CAE) – min.	C or above
TOEFL Paper based - min	550 or above
TOEFL Internet based- min	80 or above
F/T Study in English	2 years (at university level)
Work experience	Not required
4 weeks Hospitality Immersion Program Option	Possible only with MSc HEI / MSc LMGE / MSc HBL
<b>Executive Online Master programs</b>	
Age	27 years or above
Qualifications	University degree in any discipline / Specialized diploma in luxury or hospitality will be considered
IELTS Academic Module only – min.	6.0 overall and min. 5.5 in every sub-component
Cambridge First Certificate Exam (FCE) – min.	Grade A
Cambridge Advanced (CAE) – min.	C or above
TOEFL Paper based - min	550 or above
TOEFL Internet based - min	80 or above
F/T Work in English - min	2 years
Work experience	Minimum 5 years work experience including managerial experience
<b>Direct Entry students (Bachelor Semester 3)</b>	
Age	18 or above
Qualifications	Valid assessment
IELTS Academic Module only – min.	5.5 overall and min. 5.0 in every sub-component
Cambridge First Certificate Exam (FCE) – min.	Grade C
Cambridge Advanced (CAE) – min.	Any level ok as higher than FCE
TOEFL Paper based - min	525 or above
TOEFL Internet based - min	70 or above
F/T Study in English	2 years (at High School or University level)
<b>Direct Entry students (Bachelor Semester 4 / 6)</b>	

Age	18 or above
Qualifications	Valid assessment
IELTS Academic Module only – min.	6.0 overall and min. 5.5 in every sub-component
Cambridge First Certificate Exam (FCE) – min.	Grade A
Cambridge Advanced (CAE) – min.	Any level ok as higher than FCE
TOEFL Paper based - min	550 or above
TOEFL Internet based - min	80 or above
F/T Study in English	2 years (at High School or University level)

See as well [Direct entry requirements \(08-C001-GW\)](#).

See as well [Link to approved IELTS Testing centers](#)

## 6. Transfer students

- Transfer into the GIHE bachelor program is permitted.
- A completed application form is required, with all pertinent attachments and an application fee.
- If English is not the candidates mother tongue, or if they have not spent at least 2 years in an English-speaking school, an English certificate is required (issued no later than 12 months). Scores as per the level indicated in the equivalency table (see [4.1 English language equivalency table](#)).

### 6.1 From associated institutions

To allow adult learners mobility throughout the university network, GIHE has established transfer / articulation agreements with institutions across the world. Contact the Enrolment Management Department to obtain a list and further information about associated institutions ([info@glion.edu](mailto:info@glion.edu)).

### 6.2 From other universities

Glion Institute of Higher Education recognizes credit earned at other accredited institutions, and transfer into the Bachelor program is welcome. Requirements for the decision-making process are the following:

- A completed application form with all pertinent attachments and an application fee
- A letter of recommendation
- An official high school transcript, and essays and scores from either the SAT's or ACT's (if taken)
- **Internship / work certificates if any available**
- An official transcript from previous colleges and/or schools and a copy of the program catalog/syllabus or equivalent
- Application for transfer will be made to the Head of Admissions who will confer with the Academic Dean / Program Director or representative to agree transferability and entry point.
- Students with appropriate previous certified learning will be admitted into the program. The program that the students will follow will be designed to meet the students' learning needs based on organizational constraints. The program will be agreed with the Academic Dean / Program Director or representative.

- Students who transfer to Glion Institute of Higher Education programs are required to take at least 30% of the undergraduate program.

See [Recognition and accreditation of prior learning \(APL\) \(03-A007-GW\)](#)



# Related documents

## Policies

Recognition and accreditation of prior learning (APL) (03-A007-GW)

## Other

Direct entry requirements (08-C001-GW)

## Department contacts & links

### Admissions Office

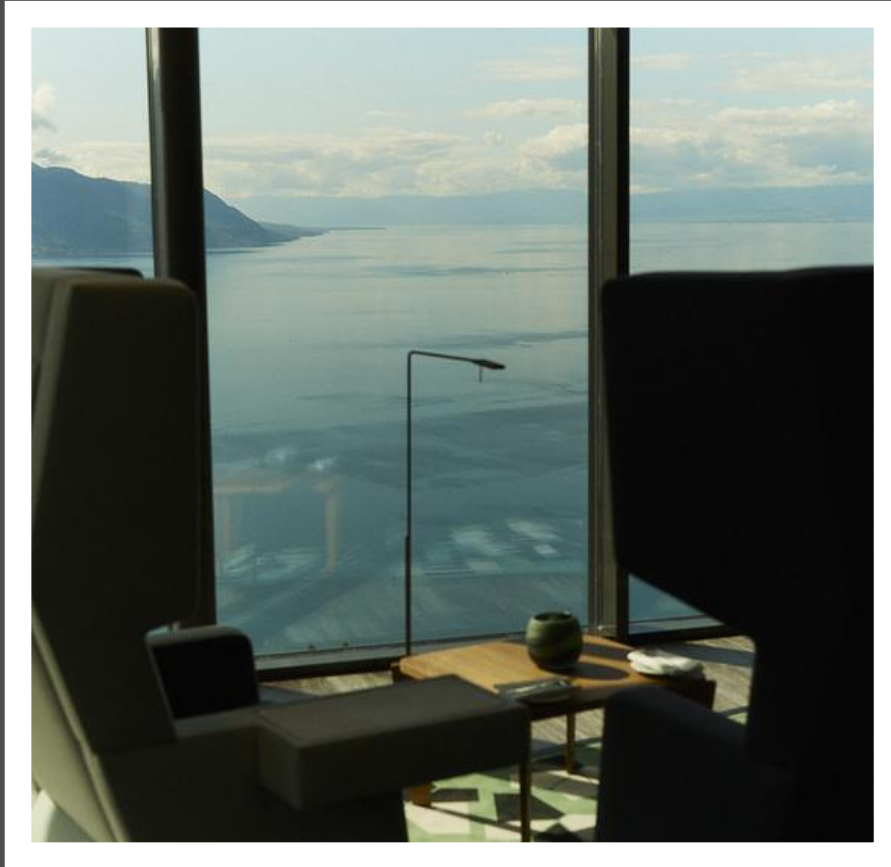
GIHE Admissions  
Rue de l'Ondine 20  
CH-1630 Bulle  
Email: [admissions@glion.edu](mailto:admissions@glion.edu)

### Student Registry Office

GIHE Student Registry Office  
Rue de l'Ondine 20  
CH-1630 Bulle  
Email: [registry.services@glion.edu](mailto:registry.services@glion.edu)

## Publication approval

This policy has been approved for publication by the Quality Oversight Committee on 29.11.2023.



# Assessment and examinations directives

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# Table of contents

<b>Headline .....</b>	<b>2</b>
<b>Introduction .....</b>	<b>3</b>
<b>1. Assessments.....</b>	<b>3</b>
1.1 Purpose of assessments .....	3
1.2 Types of assessments.....	3
1.3 Students' and faculty responsibilities.....	4
1.4 Assessment process .....	5
1.5 Assessment plan .....	5
1.5.1 For on campus taught programs .....	5
1.5.2 For online taught Master's programs.....	6
<b>2. Examinations .....</b>	<b>6</b>
2.1 Agreement with the academic integrity statement and data protection requirement .....	6
2.2 Examination dates .....	6
2.3 Examination timetable.....	6
2.4 Examination duration .....	7
2.5 Special education needs .....	7
2.6 GIHE Student ID card.....	7
2.7 General guidance for items permitted during examination .....	7
2.7.1 Items permitted in examinations .....	8
2.7.2 Non-permitted items .....	8
2.8 Technology breakdown.....	8
2.9 Technological aspects impacting examination participation .....	9
2.10 Mandatory computer assisted examination.....	9
2.11 Examinations for on-campus taught programs .....	9
2.11.1 Access to examinations .....	9
2.11.2 Examination location .....	10
2.11.3 Examination start times .....	10
2.11.4 Role of the invigilators.....	10
2.11.5 Examination room regulations .....	10
2.11.6 Emergency Evacuation Procedure .....	11
2.12 Examinations for online taught programs .....	11
2.12.1 Examination start times .....	11
2.12.2 Examination regulations .....	11
2.13 Academic misconduct.....	11
2.14 Managing exam anxiety.....	11
2.14.1 Before the examinations .....	12
2.14.2 For the examination .....	12
2.14.3 After the examination .....	12
<b>3. Communication of results .....</b>	<b>12</b>
3.1 Resits / re-assessment.....	13
<b>Related documents.....</b>	<b>14</b>

# Headline

## Glossary of terms

**LockDown Browser®:** is a custom browser that locks down the testing environment within a learning management system, providing a secure environment for online exams in classrooms or proctored environments.

**Moodle:** is an open-source learning management system (LMS) used by educators to create online courses and manage digital learning environments.

**Respondus Monitor®:** is a software that enables students to complete online assessments from any location, while simultaneously guaranteeing the integrity of the examination process.

## List of acronyms

**GIHE:** Glion Institute of Higher Education

**IT:** Information & Technology (referred to as the department in charge of)

**SEN:** Special education need

## Compliance

This policy responds to GIHE's Quality standards 4.3 and 6.1.

For more information about GIHE's Quality standards, please refer to [Quality standards \(02-A002-GW\)](#).

Some of the referenced materials in this policy may be intended for a different target audience, and as a result, may not be accessible to all readers of this policy.

Please note that any new version of this document supersedes and replaces all previous versions. It is the responsibility of the recipient to ensure they are referring to the most recent version for accurate information and compliance.

# Introduction

Assessment and examinations directives at Glion Institute of Higher Education (GIHE) serve as a practical guide for students, providing clear guidelines and expectations to successfully progress through their academic studies. Embracing a culture of continuous improvement, these directives are designed to ensure a fair and transparent evaluation process that aligns with the high standards set by GIHE.

## 1. Assessments

### 1.1 Purpose of assessments

Assessments are fundamental to any educational program as it helps to focus students' energies into learning and understanding the course. It helps determine a way for students to approach their learning, which in turn offers a more engaging experience of the course they are interested in. Assessments are designed to measure their knowledge and skills and provide a level of accreditation that can be judged by others together with monitoring and evaluating the teaching standard.

### 1.2 Types of assessments

Assessments are broadly divided into formative and summative categories:

- Formative assessments are used primarily for developmental purposes where students can receive feedback and compare their performance with the expected goals
- Summative assessments usually occur at the end of a course or module and awards students with a final grade for that course

At GIHE, a range of assessments have been designed to give students the opportunity to demonstrate and develop their skills throughout the course. Below is a summary of some of the assessment types they may undertake:

Type of assessment	Description
Hospitality Professional Standards	Designed to assess students' professional appearance and practical skills.
Written Examination	Situation where a student is required to write responses to one or more questions in a specific time limit conducted face to face or online, using either open or closed book approach.
Oral Examination	Situation where a student is required to provide answers to one or more questions in a verbal form.
Test	Multiple-choice test conducted face to face or online.
Written Assignment	Project which is presented in written format (including capstone essays, reports, business proposal, case study, literature review, portfolio, etc.)

Presentation	Situation where students (individually or as a group) are presenting results of their work to a group or an individual, with or without submission of slides.
Miscellaneous	Multi-element project or other innovative type of assessment (such as a video submission)

### 1.3 Students' and faculty responsibilities

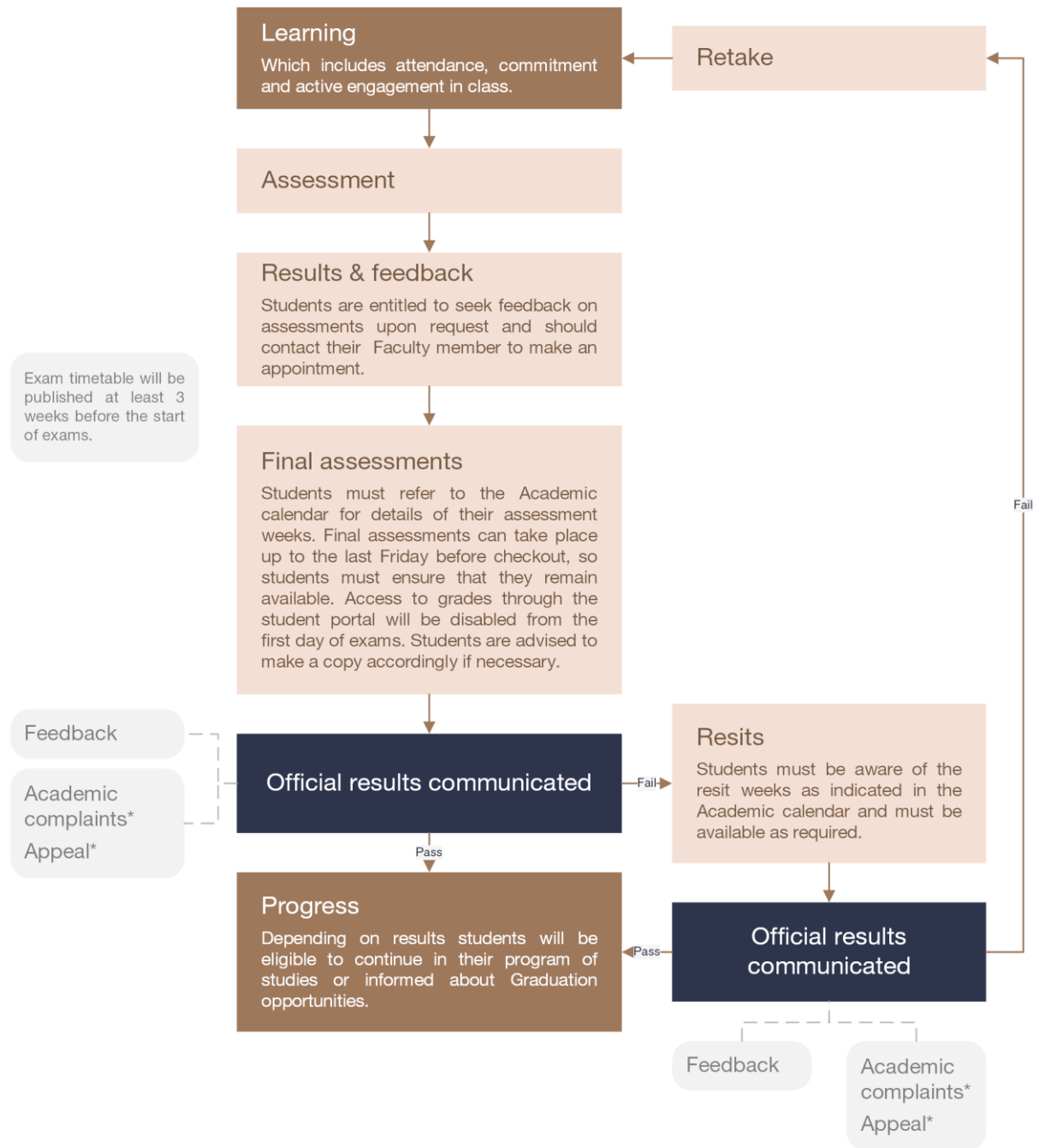
**Students are expected to:**

- Attend all classes;
- Complete their student learning hours outside of class;
- Read the project outline carefully and familiarize themselves with the assessment tasks;
- Be clear that they understand the assessment instructions;
- Look at all additional materials and instructions;
- Ask for clarification and support when they need it;
- Hand their assessments in on time;
- Ensure that all assessments are their own work;
- Use the assessment criteria to guide them with the assignment preparation;
- Reference material correctly and appropriately;
- Manage their time appropriately - workload is not an excuse for failure to turn work in on time;
- Ensure personal laptops meet the school's technical specifications and that they are fully charged, as students are responsible for their own equipment.

**Faculty are expected to provide:**

- Fair and consistent practices;
- Clarity of instructions;
- A detailed project outline;
- Opportunities to discuss assessments and feedback;
- Constructive feedback on assessments;
- Criteria which clearly set out the standards expected for the performance of the assessment.

## 1.4 Assessment process



\*If students consider that they have grounds for an academic complaint, or for an appeal they must follow the procedure as set out in the Academic rules & regulations.

## 1.5 Assessment plan

### 1.5.1 For on campus taught programs

Final course assessments will take place in the scheduled assessment weeks during the final two weeks of the semester. However, students may have additional assessments at other times of the year. Students can refer to the relevant program Assessment plan available on the student portal ([MyGlion](#)) for a comprehensive overview

of assessment deadlines by course. See [Assessment map for Bachelor's programs \(14-C001-GW\)](#) and [Assessment map for Master's programs \(14-C002-GW\)](#).

### 1.5.2 For online taught Master's programs

This program has a fully online assessment structure that is continuous throughout the modules. Students are engaged in various Moodle activities, including individual or group projects, quizzes and forum participation. The Moodle component holds significant weight, contributing 60% to the final grade. Additionally, students are required to submit one individual assignment (worth 40% of the final grade) the week following the completion of the course. Therefore, there is no designated assessment weeks in the program.

## 2. Examinations

### 2.1 Agreement with the academic integrity statement and data protection requirement

#### Academic integrity statement

Prior to starting an online quiz or examination, a student will be required to read and confirm that they agree to the statement of academic integrity.

#### Data protection requirement

Prior to starting an online quiz or examination, a student will be required to read and confirm that they agree to the statement of data protection.

*Note: If a student does not confirm and agree to both the Academic integrity statement and the Data protection requirement, they will not be eligible to take the examination. A student will then be considered as absent, and the Academic rules and regulations will apply.*

### 2.2 Examination dates

#### For on campus taught Bachelor's programs and Master's IHB & HBL program

Mid-term and final examinations will take place in the scheduled assessment weeks during the designated weeks of the semester.

#### For on campus taught Master's HEI and LMGE programs

Continuous examinations will take place throughout the semester with a combination of group presentation and / or individual assignment (individual essay, written exam, quizzes) at the end of each course of the semester.

#### For online taught Master's programs

Please refer to chapter [1.5.2](#).

### 2.3 Examination timetable

Students will be notified by email when the timetable for the main examination period is available to view via the student portal. This usually takes place three weeks prior to the start of examinations.



The timetable will contain details of all the examinations students have been scheduled for, the date, start time and location / venue for each examination. Once the timetable is published, students must check it carefully. Any issues should be raised with the Student Registry Services immediately.

- Student Registry Services (Bulle & Glion): [registry.services@glion.edu](mailto:registry.services@glion.edu)
- Student Registry Services (London): [london.registryservices@glion.edu](mailto:london.registryservices@glion.edu)

## 2.4 Examination duration

Examinations vary from 90 minutes to 120 minutes depending on the program, semester and course. Examination details will be shown on the timetable. It is important that students look at their own timetable and not rely on classmates' information, as they may not be scheduled for the same examination.

## 2.5 Special education needs

Students with a diagnosed special educational need (SEN) or an ongoing medical condition, may be entitled to extra time, to use a computer, or sit in an individual room during examinations. The purpose of such arrangements is to enable students to meet expected learning outcomes and to compensate for restrictions imposed by the learning differences without affecting the validity of the examinations. See [Special education needs \(11-A001-GW\)](#).

The medical documentation should have been sent with a medical certificate during the application process. If, however, this was not included with the student application, students have the opportunity within two weeks of the start of the semester to submit supporting documentation in English or French.

Students can contact the Senior Learning Support Manager (GIHE Switzerland) [learning.support@glion.edu](mailto:learning.support@glion.edu) or the Student Affairs Manager (GIHE UK) [london.studentaffairs@glion.edu](mailto:london.studentaffairs@glion.edu) who will refer them accordingly.

Applications relating to newly diagnosed learning difficulties, or long-term medical conditions that could affect performance in examinations, will be considered after this time, but there is no guarantee that arrangements will be put in place.

Any students suffering a short-term illness or injury prior to examinations will not benefit from the special arrangements. Students will be required to attend the examination or submit a mitigation.

## 2.6 GIHE Student ID card

Students will have been issued with a Student ID card upon their arrival at GIHE which shows their student number on the front. Students must ensure that they have their GIHE Student ID card on the day of their examinations, otherwise they will not be granted entry to the examination. No other form of identification will be accepted.

*If students have lost their card, they must seek a replacement at the Student Concierge desk immediately.*

## 2.7 General guidance for items permitted during examination

Students are strongly advised to leave all valuable and non-essential items in their rooms or use the lockers provided, as no bags or coats are permitted in the examination room. GIHE does not accept responsibility for the loss of any personal property left outside of the examination room. Students are not allowed to borrow items from each other during the exam.

### 2.7.1 Items permitted in examinations

Students must ensure they have the appropriate equipment to start their examinations.

- GIHE Student ID card – placed on the table;
- Pen, pencil, eraser, sharpener, ruler, white-out – all placed in a clear plastic bag on the table;
- Wallet and watch (no smart watches – subject to inspection by the invigilator) – placed on the table;
- Non-programmable calculators, unless otherwise specified;
- Clear bottle of still water, max 500 ml – label removed;
- It is the students' responsibility to ensure that all permitted items brought into the examination room are in working condition as no replacement will be provided.

### Revision or course notes

Only when allowed and clearly indicated by their faculty member prior to any assessments, students may bring in the examination room revision notes or course notes. These notes should be solely hand-written (no printed notes allowed) and one A4 sheet of paper, verso only. No notes on the recto of the paper are allowed.

SEN students are allowed to have typewritten notes on one A4 sheet of paper, font size minimum 10, verso only. No notes on the recto the paper are allowed.

### Examinations taking place physically on campus

At the same time as submitting their exam, students must hand in these notes to the invigilator before they leave the examination room. Students not handing in their notes to the invigilator will be given a zero for the assessment.

### Examinations taking place online, off campus

At the beginning of their examination, students are also required to clearly show the recto and the verso of their notes to their computer camera, during the 360° student's environment scan.

### 2.7.2 Non-permitted items

If students are found in possession of non-permitted items, an incident will be lodged and presented to the Academic Misconduct panel for review. These are:

- Mobile phones, electronic devices or other smart technologies not specified as part of the examination;
- Unauthorized material, such as revision notes or course notes, unless otherwise specified;
- Food or drink (other than a clear bottle of still water);
- Pencil cases;
- Dictionaries, books or other material unless specified otherwise.

## 2.8 Technology breakdown

Students who have encountered technical difficulties or technology breakdown may be entitled to extra time lost during the examination.

In all cases, if a technology breakdown or problem prevents the student from taking the examination, the student must send immediately and before the end of the examination an email to:

- For Swiss based students in:
  - Bachelor's S1 Luxury: [luxurybachelorprogram@glion.edu](mailto:luxurybachelorprogram@glion.edu)
  - Bachelor's S1 Practical Arts: [practical.arts@glion.edu](mailto:practical.arts@glion.edu)

- Bachelor's S3 to S7: [bulle.undergraduateprogram@glion.edu](mailto:bulle.undergraduateprogram@glion.edu)
- Master's IHB: [ihbmasterprogram@glion.edu](mailto:ihbmasterprogram@glion.edu)
- Master's HBL: [hblmasterprogram@glion.edu](mailto:hblmasterprogram@glion.edu)
- Master's LMGE: [imgemasterprogram@glion.edu](mailto:imgemasterprogram@glion.edu)
- Master's HEI: [heimasterprogram@glion.edu](mailto:heimasterprogram@glion.edu)
- Exec Master's LMGE: [emsclux@glion.edu](mailto:emsclux@glion.edu)
- For London based students in:
  - Bachelor's S3 to 7: [london.undergradudateprogram@glion.edu](mailto:london.undergradudateprogram@glion.edu)
  - Master's IHB: [london.ihbmasterprogram@glion.edu](mailto:london.ihbmasterprogram@glion.edu)
  - Master's REFHD: [refhdmasterprogram@glion.edu](mailto:refhdmasterprogram@glion.edu)

Students who are informing of their technical difficulties or technology breakdown after the examination has finished will not be granted any extra time.

## 2.9 Technological aspects impacting examination participation

If a technology breakdown or problem prevents the student from submitting the examination, students are required to contact their program coordinator immediately and before the end of the official online examination time. Students are also required to send their program coordinator a video proof of their technical issue before the end of the official online examination time.

In the event that the program coordinator is not in a position to offer another online examination to the student, they may invoke the academic complaints procedure. Students may lodge an academic complaint if they believe that external circumstances prevented them from performing to their full ability. The academic complaint must be lodged no later than 10 working days after the on-line examination or test has taken place and must be supported by appropriate evidence. The academic complaint panel will then review the student's case. Students must note if their academic complaint is accepted, this may result in an examination being re-organized. In this case, the original examination grade will be deemed void. It is therefore advised that students contact their program coordinator prior to lodging an academic complaint.

## 2.10 Mandatory computer assisted examination

Students are required to take a mandatory [computer assisted examination preparation course on Moodle](#) prior to each scheduled exam period. The aim is for the students to test their equipment, online connection, access to Moodle, access to LockDown Browser® and / or Respondus Monitor® (where applicable). It is the students' responsibility to take this computer assisted examination preparation course in advance of each examination period. Note that students may be required to download relevant software updates. No extra time will be given on the day of the examination for downloading or testing relevant software.

*Note: No appeal will be accepted if student did not complete the preparation course prior to the examination.*

## 2.11 Examinations for on-campus taught programs

It is the students' responsibility to know the date, time and location of their examinations. Misreading the timetable is not a valid excuse for missing an examination. Please refer to the Academic rules and regulations for related consequences.

### 2.11.1 Access to examinations

Students are required to take their examinations in the designated classroom on campus. On campus students are not allowed to take their examinations anywhere else than in the designated classroom as indicated on their schedule. Failure to be present in the physical designated classroom to take an examination will result in the

student being marked absent and a zero grade will be granted. Students must ensure to comply with the GIHE Professional image policy during examinations. Failure to comply may result in students not being allowed to sit the examination.

Silence must be observed upon entering the examination room and for the entire duration of the examination until students leave the room. Sanctions may be taken by the invigilator if necessary.

### **2.11.2 Examination location**

For on campus examinations, outside each room, is a seating plan with the students' name and table number. Students will be required to sit at the designated table number assigned to them. The table number will be placed on the table in the examinations room.

### **2.11.3 Examination start times**

Please refer to the examination schedule for the start times of examinations. Students should arrive at the venue 15 minutes before their examination is due to start.

If students are late, they may still enter the examinations room up to 45 minutes after the start of their examination, but no extra time will be given to compensate this. Students will not be permitted to enter after this time.

If students are absent from an examination, or arrive later than 45 minutes, the Academic rules and regulations will apply.

### **2.11.4 Role of the invigilators**

Invigilators are in attendance to ensure that examinations are carried out in accordance with GIHE policies and procedures and to ensure that the examination environment is impartial to all students. Invigilators are responsible for making announcements before, during and after the examination to ensure that you are well informed of any necessary information and to maintain good order in the examination room. Invigilators will also ensure that silence is observed once students enter the examination room until students leave.

### **2.11.5 Examination room regulations**

- Students should submit their "paper" at the end of the examination. If the examination finishes unexpectedly, the current saved answers are submitted, no further attempts can be made on the examination, and the examination is flagged for review.
- Students are not allowed to leave their seat without permission.
- If students do not understand a word or phrase in their examination, the invigilator is not permitted to help them. Students can type a note in their exam for their examiner.
- Students must raise their hand if they have a query, feel unwell, or need to use the toilet. Anyone needing the toilet will be escorted, with the exact times recorded. Toilet visits will not be permitted during the first 45 minutes or the last 15 minutes of the examination.
- If students want to leave the room, they are permitted to do so after the first 45 minutes. Students must remain on their seat until they are ready to submit their paper. Students must raise their hand and the invigilator will check their submission then authorize them to leave. Students will not be able to return to the examination room.
- Students who terminate the examination activity will not be able to resume at a later stage.
- Students must stop working immediately when the invigilator instructs them to do so and remain seated until the invigilator has checked their submission and authorized them to leave.
- In case of on paper exams, students must sign the invigilation sheet confirming their submission of the examination paper.
- In case of IT issues during a computer-based exam, students are requested to raise their hand to inform the invigilator.

### 2.11.6 Emergency Evacuation Procedure

In the event of an emergency or the fire alarm sounds during an examination, students must stop writing, remain on their seat and await instructions from the invigilators. Examination conditions will still apply. Students must not speak to any other student. The incident will be reported so the faculty member correcting the examinations is aware and students will be informed accordingly about any necessary scheduling amendments.

## 2.12 Examinations for online taught programs

It is the students' responsibility to know the date and time of their examinations. Misreading the timetable is not a valid excuse for missing an examination. Please refer to the Academic rules and regulations for related consequences.

### 2.12.1 Examination start times

Students should be ready to start the examination on time and therefore are required to have their equipment ready and tested prior to the scheduled start of the on-line test. It is the student's responsibility to check they have access to a stable and reliable internet connection.

### 2.12.2 Examination regulations

- At the beginning of their examination, students are required to perform a 360° student's environment scan.
- Students who terminate the examination activity will not be able to resume at a later stage.
- Students should submit their "paper" at the end of the exam. If the examination finishes unexpectedly, the current saved answers are submitted, no further attempts can be made on the examination, and the examination is flagged for review.
- If students leave the examination seat (move out of the webcam view), they will be flagged for review.
- Students are required to take a comfort break prior to the start of the online examination or after the online examination has finished.
- In case of IT issues during a computer-based exam, students are requested to immediately contact their Program Coordinator.

## 2.13 Academic misconduct

Assessment or examination offences and misconduct are taken very seriously at GIHE. Anyone suspected of committing an assessment or examination offence or misconduct will be reported for further investigation. See [Academic misconduct policy \(03-A006-GW\)](#).

If there is a suspicion of academic misconduct during the examination, the invigilator will report the incident on the [Exam Incident Form \(reference pending\)](#) which the student will be asked to sign. The invigilator will also confiscate and retain evidence relating to any alleged unfair examination practice. The incident will then be reported to the Program Team and Academic Misconduct Panel where an investigation will be made accordingly. Further information can be found in the Academic rules and regulations.

## 2.14 Managing exam anxiety

It is completely natural to feel nervous or anxious before an examination. For some students, nervous tensions help to motivate and focus concentration but for others, exam nerves can lead to panic which can lead to an inability to concentrate. It is important for students to believe in themselves and not to worry excessively.

### 2.14.1 Before the examinations

Students should:

- Be prepared and plan and structure their revision timetable;
- Set themselves achievable revision goals which includes breaks;
- Make sure they look after their wellbeing: eat well, exercise and have regular sleep;
- Learn some relaxation techniques.

Students who should have any personal issues worrying themselves should reach out to the Health Advisors or their Program Team..

### 2.14.2 For the examination

Students should:

- Be organized and familiarized with their examination timetable;
- Arrive in good time;
- Ensure that they have the correct items for the examination;
- Keep calm and read the examination paper slowly and carefully.
- Take slow deep breaths if they feel panic during the examination.

### 2.14.3 After the examination

Students should:

- Not spend time criticizing themselves over the answers they gave;
- Congratulate themselves on the things they did right and focus on the next examination.

For further help or advice about how to manage exam anxiety, students are encourage to reach out to the Health Advisors.

## 3. Communication of results

For mid-semester assessments, results will generally be given two weeks after the assessment took place.

For final assessments, results will be published as soon as the Progression Panel or Awards Panel has met and these dates will be communicated to students accordingly.

Students should check their results and the decision about their progression. If they have any queries, they should contact their Program Team.

Following the Progression Panel or Awards Panel, students will receive 2 communications:

- Electronic version of final grades for the semester they are currently enrolled in;
- An email with an explanation of their progression or subsequent resit exams or retakes depending on the situation.

It is the students' responsibility to read all communication sent to them regarding their progress.

### **3.1 Resits / re-assessment**

Once assessment or examination results have been published, any student required to take a resit or resubmission will be informed accordingly. Resits usually take place over the course of one week according to the Academic Calendar.

Attendance to resits is compulsory, as per the Academic rules and regulations. Resits take place online.

# Related documents

## Policies

Academic rules and regulations (03-A001-GW)

Academic rules and regulations\_GEM (03-A002-GW)

Academic misconduct policy (03-A006-GW)

Glion professional image policy for students (Reference pending)

## Forms

Mitigation form (Reference pending)

Academic complaint form (Reference pending)

Academic appeal form (Reference pending)

Exam incident form (reference pending)

## Other

### Academic calendars

Assessment map for Bachelor's programs (14-C001-GW)

Assessment map for Master's programs (14-C002-GW)

## Department contacts & links

Student Registry Services (Switzerland): [registry.services@glion.edu](mailto:registry.services@glion.edu)

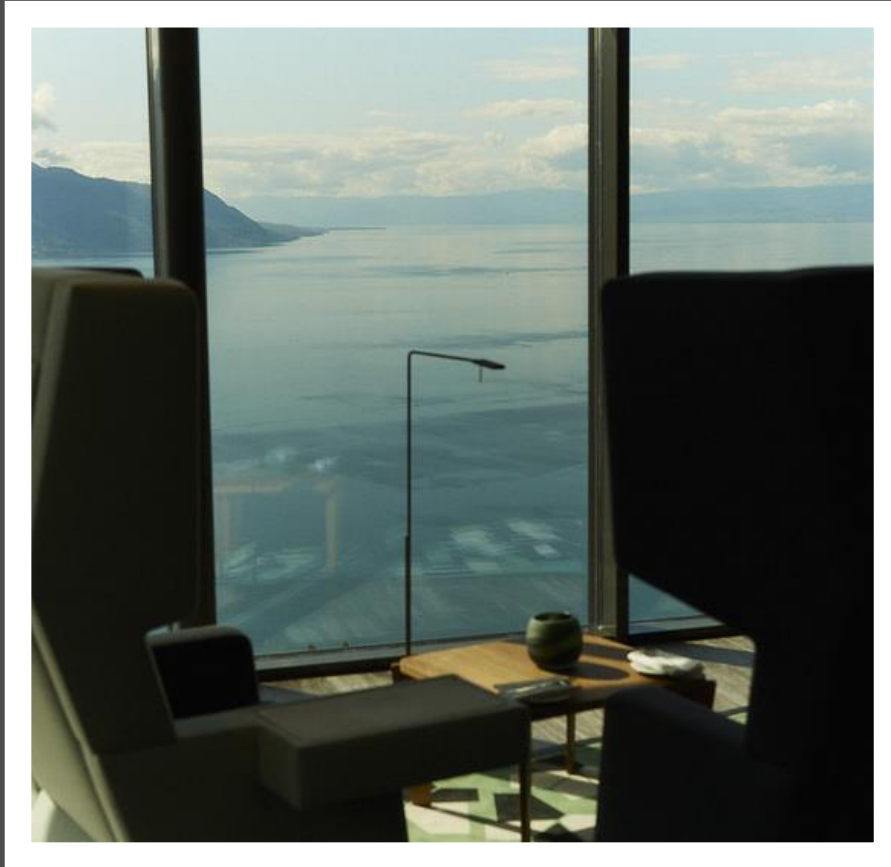
Student Registry Services (London): [london.registryservices@glion.edu](mailto:london.registryservices@glion.edu)

Any other contact please refer to the student portal: [Student Portal - Contacts](#)

## Publication approval

This policy has been approved for publication by the Academic Dean on 04.03.2024.





# Code of conduct for students

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# Table of Contents

<b>Headline .....</b>	<b>3</b>
<b>Introduction .....</b>	<b>4</b>
<b>1. Scope.....</b>	<b>4</b>
<b>2. Security on campus .....</b>	<b>5</b>
2.1 Roles and responsibilities.....	5
2.1.1 Managing Director.....	5
2.1.2 Campus Security Manager .....	5
2.1.3 Security agents (external).....	5
2.1.4 Security officers (internal) .....	5
2.1.5 Students.....	6
2.1.6 Minors.....	6
2.1.7 Interns .....	6
2.1.8 Off campus students .....	6
2.2 Personal security.....	6
<b>3. Access &amp; identity control .....</b>	<b>6</b>
3.1 GIHE ID card.....	6
3.2 Access control.....	7
3.3 Control of locks & keys.....	7
<b>4. Asset protection.....</b>	<b>7</b>
4.1 Control of cash .....	7
4.2 Security of buildings .....	7
4.3 Security in the rooms .....	7
4.3.1 Safes .....	8
4.4 Check-out .....	8
4.5 Property lost and found .....	8
<b>5. Noise and visitors .....</b>	<b>8</b>
5.1 Noise .....	8
5.2 Visitors .....	8
<b>6. Animals.....</b>	<b>9</b>
<b>7. Use of closed-circuit television (CCTV).....</b>	<b>9</b>
7.1 Purpose .....	9
7.2 Authorized personnel .....	9
7.3 Monitored areas.....	10
7.4 In case of criminal activity .....	10
7.5 Security of recordings .....	10
7.6 Recordings storage.....	10
<b>8. Right to search .....</b>	<b>10</b>
<b>9. Car regulations on Swiss campuses.....</b>	<b>11</b>
9.1 Highway code and regulations .....	11
9.2 GIHE regulations .....	11
9.2.1 Registration.....	11

9.2.2	Parking .....	11
9.3	Accidents on GIHE's parkings .....	12
9.4	Awareness .....	12
<b>10.</b>	<b>Police.....</b>	<b>12</b>
<b>11.</b>	<b>Fire .....</b>	<b>12</b>
<b>12.</b>	<b>Prevention and reporting .....</b>	<b>13</b>
12.1	Security awareness.....	13
12.2	Discrimination and harassment .....	13
12.3	Incident reporting process .....	14
12.4	Investigation.....	14
<b>13.</b>	<b>Student discipline .....</b>	<b>14</b>
13.1	Breaches of the Code of conduct for students .....	15
13.2	Additional information related to breaches .....	16
13.3	Disciplinary sanctions in case of breach .....	17
13.3.1	Disciplinary Commission procedure .....	17
13.3.2	Composition of the DC .....	17
13.3.3	Preliminary investigation .....	17
13.3.4	Summoning a student for a hearing .....	18
13.3.5	Hearing process.....	18
13.3.6	Disciplinary correspondence .....	18
13.3.7	Hearing record.....	18
13.4	Sanctions.....	19
13.4.1	Level 1: Minor breaches and possible consequences .....	19
13.4.2	Level 2: Major breaches and possible sanctions .....	19
13.4.3	Level 3: Expulsion.....	21
13.5	Financial consequences of sanctions .....	21
13.6	Re-entry following a suspension .....	21
13.7	Appeal against decisions by the Disciplinary Commission .....	21
<b>Related documents</b>	<b>.....</b>	<b>23</b>

# Headline

## Glossary of terms

**Glion community:** refers to the entire population of the Institution, including both students and employees.

**Security:** refers to measures taken to ensure the protection of assets, resources, and information from unauthorized access, damage, or disruption.

**Safety:** refers to the condition of being free from harm, danger, or risk, with a focus on preventing accidents, injuries, or other adverse events.

## List of acronyms

**GIHE:** Glion Institute of Higher Education

**CCTV:** Closed-circuit television

**IT:** Information technology

**DC:** Disciplinary Commission

## Compliance

This policy responds to GIHE's Quality standards 6.2 and 9.3.

For more information about GIHE's Quality standards, please refer to [Quality standards \(02-A002-GW\)](#).

Some of the referenced materials in this policy may be intended for a different target audience, and as a result, may not be accessible to all readers of this policy.

Please note that any new version of this document supersedes and replaces all previous versions. It is the responsibility of the recipient to ensure they are referring to the most recent version for accurate information and compliance.

# Introduction

Glion Institute of Higher Education (GIHE), as well hereafter referred as “the Institution”, makes up a community of about 1’200 students from over 95 different countries and more than 250 employees. To help support a healthy community, GIHE places a strong emphasis on students’ attitude and behaviour. This also applies outside of GIHE campuses, during their entire study period including internships. Additionally, GIHE’s Security department will be referred to simply as “GIHE Security.”

## Amendments

The Institution reserves the right to make amendments to the Code of conduct for students without prior notice. The most current version of the Code of conduct is available on the [Student Portal](#) and it is the students’ responsibility to familiarize themselves with any changes.

# 1. Scope

The Code of conduct for students is designed to facilitate the ease of learning and living together. The Code of conduct for students forms the basis for personal behavioural standards, and it is therefore vital that every student is familiar with its content. It is the responsibility of each member of the Glion Community, to understand and respect all aspects of this policy.

## GIHE charter

Students come to GIHE to acquire knowledge, techniques and competence, but also to share the “Glion Spirit”, a manifestation of a philosophy, which has proved its value since the inception of the Institution in 1962. The demands of life in a boarding environment, the obligation to accomplish various tasks linked to the fundamental hospitality or leisure services, an intensive learning rhythm: all these lead to students’ professional development and personal growth. The “Glion Spirit” highlights the performance of competent, ethical, open-minded and adaptable individuals. Throughout a student’s life at GIHE, students will be challenged to implement and reinforce the individual values which are indispensable to their professional success:

- Personal presentation
- Professional attitude
- Motivation
- Team spirit

This Code of conduct presents the student with the integration of the values underpinning the rules of life in this community; the roles of “customer” and “employee”, the respect of equipment and safety.

Students are encouraged to develop a “Swiss work ethos” as defined by the following statement: “GIHE develops the concept of Swiss work ethos by seeking to inspire its employees and students to adapt the values of precision, diligence, quality and service excellence.”

It is important for all students to take the role of a “customer” (during meals, in the campus accommodation and in daily life in general) as taking advantage of various benefits, but at the same time submitted to certain constraints.

Specifically, the internal training periods in the food and beverage and rooms division areas, which are part of the study program, place the hospitality student in the position of an “employee” in the hospitality and restaurant business. The functioning of our GIHE campuses has been organized to simulate, as far as possible, an actual hospitality operation.

## 2. Security on campus

### Notice for GIHE London based students

Students based on the London campus are requested to follow the [University of Roehampton Security policy](#) in addition to other procedures / information given by GIHE upon arrival to campus. London students living on-campus will benefit from the University of Roehampton security services for their accommodation.

### 2.1 Roles and responsibilities

GIHE Security will adopt a proactive approach to minimize crime and incidents and their effects on the Institution and its students. It will ensure that the response to incidents is well managed, effective and efficient but will also listen to the Glion community to address its concerns.

It is in the best interest of the Institution that members of the Glion community report to GIHE Security as promptly as possible any activity that raises any GIHE Security or safety concerns or that appears suspicious.

Certain elements of these responsibilities fall to particular roles:

#### 2.1.1 Managing Director

The Managing Director will ensure overall development and planning of Security strategy, Security policies and procedures and oversee the operation of GIHE Security.

#### 2.1.2 Campus Security Manager

The Campus Security Manager responsibilities include:

- Investigation of crime (ex. Theft, fraud, serious misbehavior)
- Breaches in security
- Advice and participation in student disciplinary matters
- Student inductions
- Liaison with police, emergency services and local authorities
- Management of the Institution's fire detection systems, GIHE Security team and CCTV systems
- Implementation of the campus Car Parking Protocol
- Reasonable assistance regarding matters with the Police, local authorities, Court, Collection Agency (Office des Poursuites), in relation to penal, judicial and investigative matters.

#### 2.1.3 Security agents (external)

External Security agents are hired to deliver security duties as defined in services descriptions, including the patrolling of external areas to deter trespassing and crime / violations, night unlocking / locking of external doors through both electronic and manual processes.

#### 2.1.4 Security officers (internal)

The Security officers are internal employee who will follow procedures and act as the liaison between the external Security agents and the Campus Security Manager, responding to the Glion community requests, first aid response, reacting to fire alarms and evacuation duties and dealing with daily disciplinary issues. *Both internal and external Security agents will not transport students outside the campus for any reason. The authorities such as the Police or Ambulance will be called to the scene in case of a serious emergency.*

### **2.1.5 Students**

Students must co-operate with requests from GIHE Security, especially in emergency or evacuation situations and in relation to GIHE Security procedures, which are designed to protect themselves and the Institution's property.

### **2.1.6 Minors**

Minor students are a sensitive part of GIHE's population. A special induction session or separate communication will be given to minor students regarding the rules and regulations when it comes to safety and security, in and out of campus. GIHE will inform the parents should a minor student be in violation of the rules and regulations and / or local laws and / or should such violation put at risk their safety and studies.

### **2.1.7 Interns**

Students performing their internship within GIHE and residing on campus must comply, like any other student on campus, with the Institution's policies and internal rules and regulations, about their code of conduct, accommodation and life on campus, specifically in aspects outside of working hours.

Students can refer to the Internship work contract and the HR department for further details.

### **2.1.8 Off campus students**

Unless decided / implemented otherwise, security offered on campus does not extend to off-campus residencies (rented apartments, own apartments, etc.), even if the residency is at a close range to the campus. Students living off campus will have to coordinate with the apartment agency immediately upon arrival in order to be briefed on evacuation procedures, contact persons in case of emergency (other than the local authorities such as Police, Ambulance, Fire Department, etc.).

## **2.2 Personal security**

Whilst it is the responsibility of GIHE Security to provide a safe and secure environment, it is the responsibility of all those on the Institution's premises to take all reasonable measures to ensure their own personal security.

GIHE Security or its representatives will provide information sessions which students must attend during an induction period. GIHE will not be held responsible for violations outside campus resulting from negligence or from not attending these sessions.

# **3. Access & identity control**

## **3.1 GIHE ID card**

All students are issued with a GIHE ID card which is used as an identity card and access card. The card is non-transferable and may only be carried and used by the individual to whom it was issued. It should not be shared with other students for any reason, such as meal plans, exam taking, and false identification to security. Students should carry their card with them at all times when on Institution's property and must show their card to GIHE Security upon request. Loss of identity cards must be reported to Student Concierge Desk or GIHE Security as soon as possible.

## 3.2 Access control

Access Control Systems operate in some areas. Card controlled barriers / doors are an effective method of preventing unauthorized access and the Security strategy will move towards expansion of access control systems throughout the Institution. Access cards are regarded for security purposes the same as a key and cardholders must safeguard their card. Users must avoid allowing others to come in after them without showing their card and should not wedge doors.

### Institution usual working hours

The usual working hours on campus are from 8h00 to 17h00. Access to the Institution outside usual working hours will be monitored by GIHE Security agents on site.

## 3.3 Control of locks & keys

Any requests for locks and keys for new premises, refurbishments and replacements will be in consultation with the Maintenance Manager and GIHE Security.

GIHE Security requires access to all areas especially in emergency situations. Any request made by GIHE Security for keys (or access to keys) codes, swipe cards or any others mean of access, must be granted in order that emergencies can be dealt with immediately. In exceptional circumstances certain restrictions may apply to sensitive areas but agreement will be achieved between interested parties regarding access in any emergency situation.

# 4. Asset protection

## 4.1 Control of cash

Security discourages the storage of any large amount of cash on Institution's premises outside appropriate secure rooms. It is strongly recommended that students do not carry large amounts of cash in their pockets when they leave the campus, as theft or loss can occur, and outside investigation can be very difficult. GIHE will not be held accountable for any money missing, or any money left inside the rooms after departure from the Institution neither will be able to prove the existence of such large amounts of cash inside the rooms.

## 4.2 Security of buildings

It is the responsibility of GIHE Security to secure the external entrance / exit door to each building outside usual working hours. This will be through electronic or manual methods.

Students cannot pull the emergency handles at any time at the entrances for any reason other than fire / emergency evacuation, due to the risk of trespassing of external persons. Suspicious persons need to be reported to GIHE Security immediately.

## 4.3 Security in the rooms

It is students' responsibility to ensure that their room door is closed at all times. GIHE Security or delegated representative may discipline students if this does not occur. The Institution is not responsible for belongings lost due to negligence.



Weapons in general, including firearms, knives, personal defence devices and fireworks are not allowed on campus rooms. This includes Swiss nationals doing military service.

If a violation occurs in a student's room, but the student declares not being responsible for this violation due to their absence (e.g. drug possession and use, excessive alcohol possession, loud music, etc.), they will automatically be reported as implicated and assisting in this violation, as the primary tenant of the room.

For further information on rooms regulations in Switzerland, please refer to [Accommodation policy \(18-A001-CH\)](#).

### 4.3.1 Safes

Safes are at disposal in campus accommodation for storing of important documents (passports, permits, visas, money and jewellery). GIHE will not be held responsible for losses of important documents or personal objects of a great value. It is the students' responsibility of the safe keeping of their personal belongings.

GIHE Security has the right to ask students to open their safes in case of suspicion of illegal substances or stolen items.

## 4.4 Check-out

Any belongings left behind during check out, if not claimed by the student after 3 days, will be automatically given to a charity. GIHE will not be held accountable for any unclaimed items after check-out. It is the responsibility of the student to inform GIHE Security as soon as possible for such cases.

## 4.5 Property lost and found

Any lost and found property should be handed in to the Student Concierge Desk. When property is handed in, the date / time, finder's name, department (for employees) and contact details will be recorded. If the property is not returned to the owner or left unclaimed for more than 6 months, the property will be given to charity or disposed.

# 5. Noise and visitors

## 5.1 Noise

Noise is strictly prohibited in residential areas after 22h00, including weekends. Excessive noise which disturbs other students and neighbours at any time is not acceptable and may result in disciplinary action.

After 22h00 all sound equipment must be switched off unless headphones are being used. Sub-woofers and speakers over 30 watts are not allowed to be used in rooms at any time. GIHE Security will request that inappropriate noise is stopped and have the authority to enter rooms at any time if disruptive behaviour continues.

In Switzerland, according to law, noise which generates complaints from local residents or fellow students may lead to direct intervention by police with a maximum fine of 400.- Swiss francs, and / or disciplinary action by the Institution.

## 5.2 Visitors

Students cannot have unannounced visits and they always need to notify GIHE Security prior to any visit. Authorized visitors will only have to stay in common areas and they cannot sleep / stay in the rooms.

An official request cannot be made orally to the Security agents during the weekend.

If GIHE Security is not notified and they identify people not in their visitors' list during the weekend, they will have to ask them to leave the schools' premises.

If a last-minute visit occurs during the weekend, an official email has to be sent only to [security.glion@glion.edu](mailto:security.glion@glion.edu) or [security.bulle@glion.edu](mailto:security.bulle@glion.edu) and an approval is required.

## 6. Animals

With the exception of animals necessary for medical purposes confirmed with a medical certificate, such as guide dogs, therapy dogs, and service dogs, animals are strictly prohibited within the Institution's premises. Additionally, pets are not allowed in any of GIHE's accommodations.

## 7. Use of closed-circuit television (CCTV)

Closed-circuit television (CCTV) is recognized as a powerful tool in the fight against crime, both for prevention and detection. GIHE uses CCTV systems around the campus covering many of the vulnerable areas and access points but it will not guarantee the solving of a suspicious incident, due to areas not being covered.

### 7.1 Purpose

The primary purpose of the video surveillance system is to allow an after-the-fact investigation of suspicious or disciplinary incidents. The system may also be used to assist in the investigation of certain types of occupational health and safety violations.

GIHE campuses owns 213 cameras in total (status in January 2024). The camera system only records movements but no sound. The Campus Security Manager, upon request, may confirm the placements of each camera on campus and explain the procedures.

### 7.2 Authorized personnel

No employee nor student may view recorded material other than GIHE Security team. The viewing of the cameras will be always performed by a member of GIHE Security along with the Campus Security Manager, who will supervise the access and viewing.

Other departments are not authorized to install video surveillance system without the knowledge and approval of GIHE Security or delegated representative.

GIHE Security team generally views video surveillance cameras on a periodic basis or in response to a specific incident or to assess camera malfunctioning. The video surveillance system is not monitored on a continuous basis. The viewed images cannot be recorded and / or kept by employees but might be shared upon request by the Swiss authorities.

### 7.3 Monitored areas

Video surveillance systems are used to record access at building entrances, classrooms and corridors. Video surveillance cameras are also used to provide surveillance of the exterior of the building and surrounding GIHE campuses' areas.

Video surveillance cameras are not used for areas where there would reasonably be an expectation of privacy, such as toilet areas, changing rooms, bedrooms or offices. Video surveillance cameras are not used for monitoring the work / study places or habits of stakeholders.

### 7.4 In case of criminal activity

In case of a criminal activity involving a member of the Glion community, an official charge will be filed to the Police who will take over the investigation and GIHE Security will assist them in case of additional information, videos or images.

### 7.5 Security of recordings

The video cameras are designed for continuous recording by a digital video recording system and are inaccessible via telephone or other electronic devices. They are connected to the central security office, which is secured and can only be accessed by authorized personnel.

### 7.6 Recordings storage

Recordings are not stored indefinitely; in the event of criminal activity handled by the police, recordings will be retained until the investigation is concluded. See [Data protection and privacy policy \(02-A005-GW\)](#).

For more information about employees' rights about video surveillance at work, please refer to the following statements of the Ordonnance relative à la Loi sur le Travail (OLT):

- [OLT 3 Art. 2: Principe](#)
- [OLT 3 Art. 26: Surveillance des travailleurs](#)

## 8. Right to search

The main purpose of searching is to reduce the risk of inappropriate items being brought to the Institution and reduce the risk of unauthorized removal of Institution's property. This policy gives GIHE Security the power to search a person's room, safe(s), bag(s), jacket(s), coat(s), gloves, headwear or vehicle(s) that are entering, leaving, or already in / on the campus. Security department can search a room at any time with or without the presence of the student in the room.

It is the responsibility of all students and visitors to be aware that they may be searched (rooms, safes, bags, jackets, coats, gloves, headwear and vehicle) at any time whilst entering, leaving or staying at the Institution. They should co-operate with any reasonable request from GIHE Security.

## 9. Car regulations on Swiss campuses

Any student, internal and external, of legal driving age who intends to use a car whilst studying at GIHE, either on a regular basis or occasionally, must comply with this policy.

To facilitate students who live on campus and are car owners, GIHE provides specific limited parking lots on both Glion and Bulle campuses. However, be informed that due to capacity and environmental reasons, GIHE does not recommend or encourage students to bring cars whilst studying at GIHE.

### 9.1 Highway code and regulations

Students are required to adhere to the Swiss highway code (see [Loi fédérale sur la Circulation Routière \(LCR\)](#)) and parking regulations, on and off campus.

Students must drive in a safe and responsible manner and respect the speed limits, especially around the campuses. Driving under the influence or not respecting the speed limits will be reported to the police accordingly.

Students who fail to meet these obligations may face disciplinary action. Any unsafe driving behaviour, breaches of the Highway Code or parking regulations may be reported to GIHE Security or the police.

Parking or speeding fines must be paid within 30 days. Failure to do so will result in issues with the Swiss authorities, including collection agencies.

Please be informed that GIHE intends to cooperate with the local police and will, when requested, provide non-confidential information about student cars.

### 9.2 GIHE regulations

#### 9.2.1 Registration

Students must register their cars' information to GIHE Security in week 1 at the beginning of every semester. Cars either brought or rented during the semester must be immediately registered with GIHE Security.

#### 9.2.2 Parking

Glion and Bulle Campus students are not allowed to park on the campuses' main parkings at any time, except on the weekends. Please see to [Parking at GIHE and in Switzerland \(15-C001-CH\)](#).

On campus or around student residences, students may only park in the designated student parking areas communicated by GIHE Security and must display a GIHE parking sticker. Parking stickers can be obtained from GIHE Security and should always be displayed on students' car's windshield. Bulle Campus external students are not allowed to park on Raymond Jaussi and Frédéric Tissot's buildings' parkings. Parking locations outside the campus areas will be communicated during induction sessions but also by email from GIHE Security.

Bulle campus provides paid parking spots as well. To book one, students are recommended to contact the Student Concierge Desk in advance, before their start of the semester, as spaces are limited and demand is high.

Authorized students' cars cannot stay on parking places when the Bulle or Glion campuses are closed. If students decide to leave their car on campus during vacations, GIHE will not be held responsible for any damages.

GIHE Security will be conducting regular controls to ensure a respectful and lawful parking behaviour from students. Will be considered as abuse of parking regulations:

- Parking without a sticker;
- External students parking on the campus premises;
- Occupying unauthorized parking spots;
- Blocking emergency spots and driveways.

Non respect of regulations will result in a monetary reprimand. See [Incidental charges and penalties \(16-C001-GW\)](#). The student will be informed by email with a picture of their vehicle and the repetitive violation occurred.

### 9.3 Accidents on GIHE's parkings

These will be handled between students as per the Swiss law, by contacting the insurances of both parties and proceeding with the necessary report. GIHE can provide assistance up to the point of contacting insurances and facilitating investigations within the institution. However, it should be noted that GIHE will not assume responsibility for any negligence on the part of either party in handling matters such as payments.

### 9.4 Awareness

GIHE Security will also perform driving awareness days, "don't drink and drive" campaigns and will also present important driving information during inductions, along with the Police of Montreux and Bulle. Students are strongly encouraged to be present on those days, especially car owners. GIHE will not be held responsible for on-campus and off-campus accidents due to alcohol, illegal substances or negligence of any kind.

## 10. Police

It is recognized that the Police in the course of their duties may have reason to enter the Institution. This can be as a result of immediate follow up to an incident, search of premises, being invited to assist GIHE Security or post incident investigation.

The Police (where practically possible) will inform GIHE Security if they intend to work on the Institution in emergency situations and due to immediate incident follow up. GIHE Security should always remain with the Police whilst on the Institution in such a situation. If GIHE Security is asked to leave the area by the Police they should remain within the surrounding area and ensure that all members of GIHE Security is informed.

The Police asking to enter student accommodation will be asked by GIHE Security to produce a warrant and will be accompanied by a member of GIHE Security; if a warrant cannot be produced, then GIHE Security should be informed. GIHE Security will not automatically allow access before obtaining clearance.

The Police also have the right to ask for emails, addresses and telephone numbers of students related to investigation incidents.

## 11. Fire

GIHE buildings are secured against fire as required by local laws. During the student induction program, GIHE Security or its representatives will inform students about fire and evacuation procedures. Fire drills will be also

performed throughout the semester without any notification to the students and they might be also performed with the assistance of Fire officers, selected by GIHE Security. Disregard of the fire safety equipment and / or procedures and / or refusal to follow the instructions may lead to disciplinary action.

Cooking devices or other hazardous material (e.g. rice cookers, candles or incense) are strictly forbidden in GIHE accommodations to prevent accidental fires.

Any student setting off the alarm system due to negligence will bear all relevant costs (replacement of equipment, fire brigade invoice etc.). In case of a deliberate false alarm, all costs plus a fine (e.g. for smoking indoors - see [Incidental charges and penalties \(16-C001-GW\)](#)) will be charged, followed by a disciplinary process. Additional criminal charges may also result by the police or the fire department.

## 12. Prevention and reporting

### 12.1 Security awareness

GIHE Security or its representatives will organize proactive crime prevention and security awareness inductions, which might involve members of the local police. To ensure a safe and secure environment, enabling work and study to continue with the minimum amount of disruption, all members of the Glion community are requested to actively engage in efforts to counter the threat of crime.

It is everyone's responsibility to ensure that:

- All suspicious activity is immediately reported to GIHE Security or delegated representative.
- Personal valuables are locked away or placed out of sight or kept on the person, and personal property is never left unattended.
- Laptops and other portable IT / media equipment are locked out of sight when not in use, particularly overnight, in open areas.
- All suspected criminal offences will be reported to the Police.
- All emergency Police involvement on any campus is to be notified to GIHE Security to enable effective management of any subsequent actions on the Institution's premises.
- Suspicious behavior: Employees, students and visitors should not place themselves in a vulnerable or confrontational situation if they observe suspicious behavior. More important is to make a mental or written note describing the incident, direction of travel, what suspicious acts have been witnessed and any other information which may help GIHE Security identify and locate the individual(s). This information should be provided to GIHE Security as soon as reasonably possible. Each situation of this type will be different, and it is at the discretion of the individuals concerned as to what action they wish to take, but at no time should they put themselves at risk.

### 12.2 Discrimination and harassment

GIHE does not tolerate discrimination or harassment based on any characteristic, including but not limited to race, nationality, religion, gender, sexual orientation, disability, age, or any other characteristics. GIHE promotes an inclusive and equitable educational environment that values and respects the diverse backgrounds, perspectives, and experiences of all members of the Glion community. GIHE is committed to providing equal opportunities to all students in all aspects of life within the Institution, including admissions, curriculum, extracurricular activities, and student support services.

## Reporting and accountability

Students who believe they have experienced or witnessed discrimination or harassment of any kind, are encouraged to report it promptly via trusted GIHE employees. Reports will be taken seriously and handled confidentially. Appropriate disciplinary actions will be taken against individuals found to have engaged in such behavior. No student will face retaliation for making a good faith report of discrimination and harassment.

## 12.3 Incident reporting process

Students who are experiencing any kind of conflicts with other students, are encouraged to report them promptly to the Student Affairs department. Depending on the situation, the formal incident reporting process will occur.

Incident reporting is crucial to the identification of patterns of misconduct. It allows investigation and recommendations to be made to prevent a recurrence, improve prevention, and contributes to the success of the Institution of providing a safe and secure environment.

Any incident involving or witnessed by members of the Glion community or visitors should be recorded in the [Incident report form \(15-E001-GW\)](#) and be shared with GIHE Security or delegated representative.

### If students are involved

GIHE Security will organize a meeting with the appropriate department Manager (Housekeeping, Student Affairs, etc.) to take decision / disciplinary action.

### If employees are involved

GIHE Security will organize a meeting Human resources to take decision / disciplinary action. The incident is reported to the Human Resources department.

### If visitors are involved

GIHE Security will organize a meeting with involved people and visitor's respondent. Follow-up to be decided after the meeting (to be decided case by case).

## 12.4 Investigation

All violations that occur on the Institution's premises will be investigated appropriately. GIHE Security or delegated representative will carry out internal investigations of security related incidents, producing written reports for circulation where necessary. Serious incidents will be reported to the police as required.

# 13. Student discipline

Violations of GIHE policies, rules, regulations, or federal, state, or local law may result in a violation of this Code of conduct and imposition of student discipline in accordance with the disciplinary sanctions and procedures mentioned hereafter.

### Communication with parents / sponsors

We draw parents / sponsors' attention to the fact that GIHE is an adult environment. Accordingly, by default, no communication of discipline issue will be shared with parents / sponsors automatically. If, for any reason, the parents / sponsors wish to obtain such information, it is recommended that they request the information from the students directly as students all have access to such record during their stay on campus. If the parents / sponsor wish to obtain the information directly from GIHE, a signed authorization letter from the concerned student will be required. The authorization will be valid for the running semester only and once submitted, it cannot be revoked

during the rest of the semester. All previous authorization will be automatically void when a new academic semester begins.

### Minor students

For students under 18 years old, the parents / sponsors of the student concerned will be regularly informed of their discipline problems until the student reaches 18 years old.

## 13.1 Breaches of the Code of conduct for students

Breach category	Minor breach	Major breach
Absence / attendance	<ul style="list-style-type: none"> <li>Inconsiderate class behavior including late to class</li> <li>Unexcused absence</li> <li>Missing any requested GIHE appointments</li> </ul>	<ul style="list-style-type: none"> <li>Unacceptable attendance impacting on educational performance</li> </ul>
Academic	<ul style="list-style-type: none"> <li>Noncompliance with Academic rules and regulations and / or Academic misconduct policy</li> </ul>	<ul style="list-style-type: none"> <li>Noncompliance with Academic rules and regulations and / or Academic misconduct policy</li> </ul>
Attitude, behaviour and communication towards Glion community and guests	<ul style="list-style-type: none"> <li>Verbal abuse</li> <li>Inappropriate language or conduct</li> <li>Being openly disrespectful</li> <li>Non-respect of Professional image policy</li> </ul>	<ul style="list-style-type: none"> <li>Physical abuse</li> <li>Intentionally causing injury to themselves or another person or threatening violence against another person</li> </ul>
Community and residential life	<ul style="list-style-type: none"> <li>Noncompliance with the Accommodation policy</li> </ul>	<ul style="list-style-type: none"> <li>Noncompliance with the Accommodation policy</li> </ul>
Discrimination and harassment		<ul style="list-style-type: none"> <li>Any form of bullying, hazing</li> <li>Discrimination or harassment of any kind</li> <li>Sexual misconduct</li> </ul>
Drugs, alcohol, smoking	<ul style="list-style-type: none"> <li>Evidence of excessive alcohol consumption</li> <li>Smoking outside designated areas</li> </ul>	<ul style="list-style-type: none"> <li>Possession / use / sale of drugs</li> <li>Implication in serious drug incidents</li> <li>Driving under the influence of any substance</li> </ul>
Fraud	<ul style="list-style-type: none"> <li>Misrepresenting GIHE's name</li> </ul>	<ul style="list-style-type: none"> <li>Fraud, falsification of GIHE documents, or documents supplied to GIHE</li> </ul>
General safety and security breaches	<ul style="list-style-type: none"> <li>Noncompliance with the Code of conduct for students</li> <li>Damage to the Institution's property</li> <li>Possession of hazardous material / implements</li> </ul>	<ul style="list-style-type: none"> <li>Bringing GIHE into disrepute</li> <li>Illegal acts / Noncompliance with local laws and regulations and / or directives issued by the authorities</li> <li>Possession / use of weapons</li> <li>Using hazardous material / implements</li> <li>Dangerous driving</li> </ul>
Industry placement	<ul style="list-style-type: none"> <li>Noncompliance with the Code of practice for industry placement</li> </ul>	<ul style="list-style-type: none"> <li>Noncompliance with the Code of practice for industry placement</li> </ul>
IT related breaches	<ul style="list-style-type: none"> <li>Inappropriate use of mobile phones or technologies.</li> <li>Misuse of GIHE ID card / print card.</li> </ul>	<ul style="list-style-type: none"> <li>Breaching of GIHE's computer security</li> </ul>



Student personal information	<ul style="list-style-type: none"> <li>• Non communication of change of address or personal details</li> <li>• Lack of communication regarding finances</li> </ul>	
Theft and vandalism	<ul style="list-style-type: none"> <li>• Removal of GIHE property from designated areas without permission (on or off campus)</li> </ul>	<ul style="list-style-type: none"> <li>• Theft</li> <li>• Vandalism</li> </ul>

## 13.2 Additional information related to breaches

### Absence / attendance

Any student missing any class, including Practical Arts, will immediately fall under this Code of conduct for students and the [Academic rules and regulations \(Reference pending\)](#). It is an Institution requirement to attend scheduled classes (academic classes and Practical Arts). Non-adherence is classed as a major breach and could result in your course enrolment being cancelled. It is the individual's responsibility to approach the lecturer and / or class peers to gather the relevant information covered in the missed session.

### Academic

Please refer to the [Academic rules and regulations \(Reference pending\)](#) and [Academic misconduct policy \(Reference pending\)](#).

### Attitude, behaviour and communication towards Glion community and guests

The Institution is a learning environment and has a professional standard. The [Professional image policy \(reference pending\)](#) is part of GIHE life and must be maintained.

### Community and residential life

Please refer to the [Accommodation policy \(18-A001-GW\)](#).

### Discrimination and harassment

Please refer to the [Sexual misconduct \(15-A002-GW\)](#).

### Drugs, alcohol, smoking

Please read carefully the detailed [Substance abuse and addiction policy \(15-A003-GW\)](#).

### Fraud

Students must not engage in, or be party to, conduct intended to deceive the Institution such as providing false or misleading documents or information. Students giving fraudulent information to the Institution are at risk of being asked to leave the Institution.

### Hazing

The term "hazing" means any conduct or method of initiation which wilfully or recklessly endangers the physical or mental health of any individual.

### Industry placement

Please refer to the [Code of practice for industry placement \(09-A001-GW\)](#).

### IT related breaches

Please refer to the [IT policy for students \(22-A001-GW\)](#).

### 13.3 Disciplinary sanctions in case of breach

In cases of major / serious breach or in case of repeated minor breaches of the Code of conduct for students, the Disciplinary Commission (DC) will examine the facts and will have the authority to impose disciplinary measures in accordance with the following procedure. For any case of academic misconduct, please refer to the [Academic misconduct policy \(03-A006-GW\)](#). Any student charged with an infraction of the Code of conduct shall be presumed innocent until proven responsible by preponderance of information. While action on a complaint of violating an Institution policy is pending, the status of the student shall not be altered, except for reasons justifying immediate actions.

#### 13.3.1 Disciplinary Commission procedure

GIHE is an educational institution, i.e. disciplinary proceedings do not follow the same procedure used in courtrooms. For instance, disciplinary procedures are not subject to the legal rules of evidence. As a result, information that might be deemed "hearsay" or otherwise inadmissible during a formal legal proceeding might be considered by the Institution. GIHE shall have the burden to prove responsibility by a preponderance of information. Preponderance of information shall be interpreted as a person being held responsible based upon information / evidence (that information / evidence which is more likely than not) presented from which any reasonable person would conclude that a violation of this Code of conduct had occurred.

#### 13.3.2 Composition of the DC

##### Chair

The chair shall preside over meetings of the DC. The chairship will be pre-assigned prior to the scheduled DC, avoiding any conflict of interest.

##### Voting members:

- 1 GIHE employee from any department
- 1 member of Student Affairs (Head of Student Affairs or delegate)

##### Non-voting members:

The DC further consists of and may further invite ad hoc other GIHE employees (non-exhaustive list) as deemed necessary and useful depending on the nature of the case

- The Campus Security Manager or delegate
- Health Advisors
- Program team members

##### Secretary

A member of the DC will be assigned to act as secretary to the DC, taking the minutes and ensuring confidentiality of records.

#### 13.3.3 Preliminary investigation

When the DC receives information that a student has allegedly violated the Institution's policies or local laws, the Campus Security Manager (or delegate) shall investigate the alleged violation. After completing a preliminary investigation, the DC or its designee may:

- find no basis for the complaint and dismiss the allegation as unfounded; or
- summon the student for a hearing; or
- decide not to invite the student for a formal hearing in cases where the student acknowledged responsibility through signature for their actions. In these cases, the DC can convene independently of the student's presence.

### 13.3.4 Summoning a student for a hearing

A student summoned to a hearing shall receive a communication which directs the student to appear at a specified time and place not less than 5 calendar days after issuance of the communication. The student may waive all or part of the notice requirement. All waivers shall be executed by a signed writing.

The written notice shall also describe briefly the alleged violation (including a list of witnesses that may testify against the individuals) and outline student's rights (appear in person, be represented or elect not to appear at the hearing, hear all testimony, present any relevant information, refuse to answer any questions or make statement, call witnesses and ask question including to witnesses).

A decision of interim suspension must be notified in the written notice if applicable.

### 13.3.5 Hearing process

If an accused student fails to attend (without good cause) or elect not to appear the required hearing interview or refuse to answer any questions or make a statement, the DC shall then make its decisions solely on the basis of available information and when appropriate, a sanction will be determined and the student will be notified in writing. In case of hearings during the semester break, when students are off-campus, the DC can schedule a hearing by distance using technological support for video-conferencing.

The **agenda for the hearing** shall be generally as follows:

- Presentation of the complaint and information of students' rights by Chair
- Presentation of the case
- Presentation of Student's defense
- Presentation of evidences and arguments
- Decision upon responsibility
- Deliberation and determination of appropriate sanction if any (when the sanction is expulsion, please see the [expulsion section](#)).
- Written decision including responsibility or non-responsibility and penalty if any. The student and the complainant (where applicable) shall each be given a copy of the decision.

All statements, information or comments given during the hearing will be held in confidence before, during and after deliberation. Only those employees with a need to know will be informed of the outcome.

The chairperson will exercise control over the hearing to avoid needless consumption of time, to avoid repetition of information, and to prevent the harassment or intimidation of participants.

### 13.3.6 Disciplinary correspondence

All disciplinary correspondence will be sent to the student's GIHE email account.

### 13.3.7 Hearing record

The hearing record is confidential and consists of

- a copy of the notice forwarded to the student;
- a written summary of the hearing with other material considered by the hearing authority and;
- the decision.

All case records must be maintained, and destroyed, according to guidance from the Student Registry Services, in compliance with our [Data protection and privacy policy \(Reference pending\)](#).

## 13.4 Sanctions

Sanctions take effect as soon as they are imposed following determination of student responsibility and remain in effect for the period imposed unless and until overturned on appeal. Refusal to comply with a sanction imposed under this Code of conduct is itself a serious offence and may result in [suspension](#) or [expulsion](#).

The severity of sanctions or corrective actions may depend on the severity, frequency and / or nature of the offense, history of past conduct, the respondent's willingness to accept responsibility, previous institutional response to similar conduct, and the Institutions' interests. Students who are found responsible may be subject to one or more of the sanctions outlined below, which may be imposed on a temporary or permanent basis. Repeated violations of the Code of conduct may result in the imposition of progressively more severe sanctions, although any sanction may be imposed as appropriate under the circumstances.

A copy of the specified sanction is registered in the concerned student's electronic record.

Gravity of case	Possible sanctions	Responsible
<b>Minor breaches</b>	<ul style="list-style-type: none"> <li>• Oral warning</li> </ul>	Any unit responsible for the alleged misconduct
<b>Major breaches</b> Or repetitive minor breaches	<ul style="list-style-type: none"> <li>• Community service</li> <li>• Written warning or reprimand</li> <li>• Apology</li> <li>• Letter of behavioral expectation</li> <li>• Activity / area / contact restrictions</li> <li>• Exclusion from on-campus residency</li> <li>• Conduct probation - Final warning</li> <li>• Restitution</li> <li>• Suspension</li> <li>• Application for consideration for re-entry</li> </ul>	DC Campus Security Manager Dean of Students or delegate
	<ul style="list-style-type: none"> <li>• Immediate interim suspension</li> <li>• Expulsion</li> </ul>	Managing Director

### 13.4.1 Level 1: Minor breaches and possible consequences

Level 1 sanctions can be applied by any member of a GIHE department by using the following:

#### Oral warning

Technically, this is not considered a disciplinary sanction, per se; however, it may be used in cases where no actual disciplinary action seems called for. The oral warning is a notice given to a student indicating the details of the Code of conduct violation(s) and including a direction that the conduct cease and not be repeated.

### 13.4.2 Level 2: Major breaches and possible sanctions

Level 2 sanctions may only be imposed by the DC or, depending on the gravity of the situation, by the Campus Security Manager in collaboration with the Dean of Students / or delegate and may include any or an accumulation of the following sanctions:

#### Written warning or reprimand

An official notice is sent to the student or their parents / sponsors indicating their offence, stating that such conduct is unacceptable, that further misconduct will probably result in more severe disciplinary action, and

concluding with the Institution hopes that their conduct in the future will be above reproach. The written warning or reprimand can be accompanied by a corrective interview in person.

**Apology**

A written or oral apology to be delivered to a specified party / parties within a specified timeframe.

**Community service**

Service to the community or to the Institution, with type of service, location and timeframe specified.

**Letter of behavioral expectation**

A letter to be signed by the student that includes an undertaking not to engage in a certain behavior and which sets out a range of possible consequences if the stated behavioral expectations are not met.

**Activity restriction**

Occurs when a student may be suspended for a specific time period from certain Institution's activities (such as but not limited to travel, ineligibility to a role of representation, e.g. Student committees).

**Area restriction**

Occurs when a student may be excluded for a specific time period from a facility, such as the gym, the library, a restaurant, or other areas.

**Contact restriction**

A requirement that a student have no direct or indirect contact (including, but not limited to in-person, phone, text, email, social media, through a third party etc.) with a specified individual, individuals or group, as outlined in a letter of behavioral expectations.

**Exclusion from on-campus residency**

Defined as removing the student's privilege to apply for and / or live in a residential facility for a specified period of time. This sanction would be based on evidence that the student's continued presence would interfere with the living / learning atmosphere within the residential community. Students who are excluded may be prohibited from returning to or visiting in any on-campus residential facility. In case of repetitive violation or residential life rules, a student may be evicted from the Institution's accommodation and may be asked to find alternative housing. The student may be allowed to follow academic programs and eat meals at the Institution, but access to the campus may be limited to public areas only. It is important to note that no refunds will be made in relation to "lost" accommodation under these circumstances.

**Conduct probation – Final warning**

The student continues in attendance; however, they are in danger of suspension or expulsion for any breach of good conduct during the period of conduct probation. The duration of the conduct probation must be stated. The final warning is a critical step before taking the ultimate disciplinary action of suspension or expulsion, and it serves as a final opportunity for the student to rectify their behavior and demonstrate a commitment to following the Code of conduct.

**Restitution**

Appropriate monetary reimbursement for a wrongful act which resulted in loss, damage, or actual expenses incurred by the Institution or individuals. Where the non-academic misconduct resulted in property damage, the disciplinary measures should automatically include restitution or rectification.

**Suspension**

The student is excluded from the Institution, both academically and socially, for a stated period. Suspension will lead to the invalidation of any academic or other achievements. In case of suspension, the student may apply for [consideration for conditional re-entry](#) to the Institution during a next semester. If by two weeks prior to the start

of the next semester, no application for consideration for re-entry has been received by the DC, the DC will make the recommendation for expulsion to permanently separate the student from the Institution and any associated branch campus along with a permanent transcript notation.

### 13.4.3 Level 3: Expulsion

The expulsion may only be imposed by the Managing Director based on the recommendations of the DC or, in repeated and / or severe cases such as but not limited to drug dealing, cocaine use, LSD use, death threats and others, and after extensive investigation and / or sufficient evidence along with an acceptance testimony signed by the student themselves, the Campus Security Manager (or their delegate) can, in consultation with the Dean of Students, recommend the student's expulsion to the Managing Director.

The DC, or as described above, will make a recommendation for expulsion, and the Managing Director will review the recommendation, and will provide a statement of assent or dissent to permanently separate the student from the Institution. When a recommendation of expulsion is made to the Managing Director by the DC an additional sanction of immediate interim suspension will be imposed. A student who is expelled will be unable to graduate from the Institution.

## 13.5 Financial consequences of sanctions

Please refer to the Refund policy section of the [GIHE Tuition fees](#) to know eligibility details regarding reimbursement in case of sanctions, and to [Incidental charges and penalties \(16-C001-GW\)](#).

## 13.6 Re-entry following a suspension

In order to be eligible to be considered for re-entry following a suspension, students must submit an application for consideration for conditional re-entry to the DC no later than 2 weeks before the start of a new semester. The DC may impose the following cumulative measures when appropriate:

- motivation letter;
- community service;
- acceptance and signature of voluntary commitment to rehabilitation and recovery measures;
- consent to regular drug testing during the following semesters (at student's cost) as well as unannounced checks of the student's residential space (if living on campus);
- compulsory: 2 confidential sessions with an external addiction expert;
- a donation (not exceeding CHF 500.-) to be paid to an association supporting addictions in Switzerland;

and other measures deemed suitable to ensure the conditional re-entry will be successful.

## 13.7 Appeal against decisions by the Disciplinary Commission

If the DC has found a student responsible of violating the Code of conduct and / or if the Managing Director has communicated a decision leading to expulsion, the student has the right to appeal the decision within 10 calendar days of the receipt of the decision to the Appeals Commission (GIHE Appeals Panel [appeals.panel@glion.edu](mailto:appeals.panel@glion.edu)) accompanied by a fee (please refer to [Incidental charges and penalties \(16-C001-GW\)](#)). If the student does not file a notice of appeal, the decision of the DC or the Managing Director will be final.

The function of the Appeals Commission is that of reviewing the action of the DC to determine if:

- an alleged violation of the rights guaranteed has occurred;
- and / or the sanctions and / or conditions of sanctions are extraordinarily disproportionate to the violation(s);

- and / or discovery of new and significant information that would have affected the outcome of the hearing and that was not known, or could not reasonably have been discovered and / or presented at the time of the hearing.

The Appeals Commission consists of the following members:

- Managing Director and / or delegate from GIHE (in case of appeal against a decision by the Managing Director)
- A faculty member of GIHE
- Legal expert
- Educational expert (external to GIHE)

No member of the Appeals Commission shall be a party to any prior investigation or witness in the case.

The Appeals Commission may either:

- accept the appeal;
- reject the appeal;
- summon the student for a hearing.

If the appeal is rejected the fee is not reimbursed. The Appeals Commission shall notify the petitioner in writing of its decision within 20 calendar days after receiving the student's petition.

If the Appeals Commission determines that a hearing should be granted, that hearing shall be held in accordance with the procedural rules.

The Appeals Commission has the authority to approve, reject or modify sanctions. It may impose less severe sanctions as well as more severe sanctions. Original sanctions shall not be suspended by such an appeal in case of severe violations.

## Related documents

### Policies

Data protection and privacy policy (02-A005-GW)

Academic Rules and Regulations (03-A002-GW)

Academic misconduct policy (03-A006-GW)

Sexual misconduct (15-A002-GW)

Substance abuse and addiction (15-A003-GW)

Incidental charges and penalties (16-C001-GW)

### Other

Parking at GIHE and in Switzerland (15-C001-CH)

Incident report form (15-E001-GW)

[GIHE Tuition fees](#)

[Loi fédérale sur la circulation routière \(LCR\)](#)

[OLT 3 Art. 2: Principe](#)

[OLT 3 Art. 26: Surveillance des travailleurs](#)

### Department contacts & links

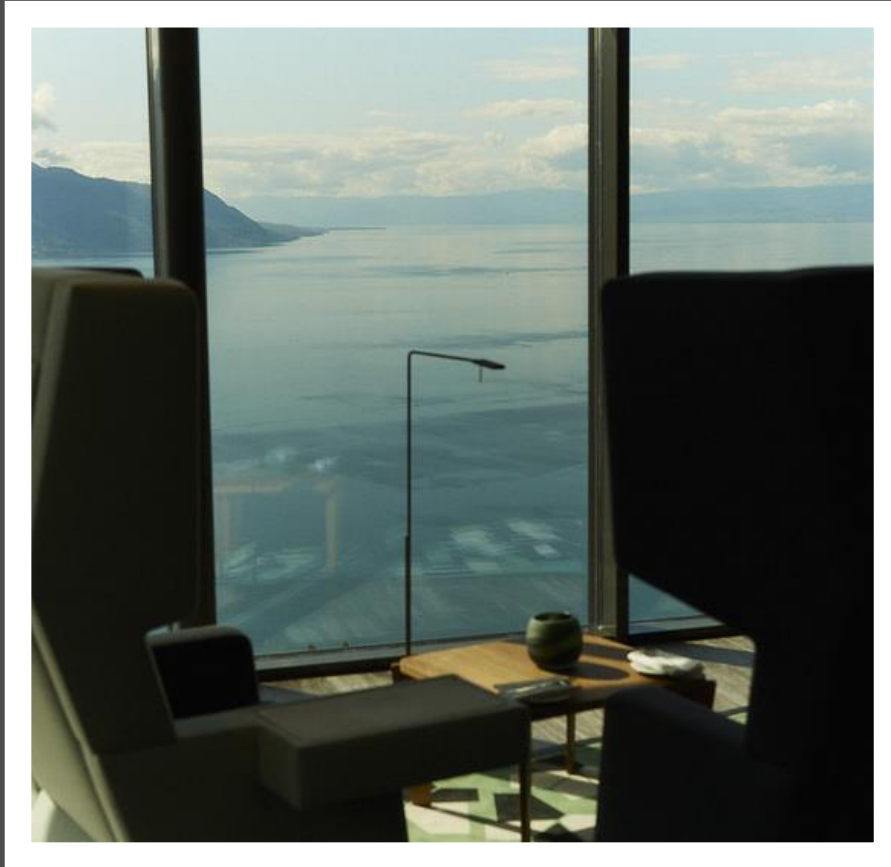
Security Bulle: [security.bulle@glion.edu](mailto:security.bulle@glion.edu)

Security Glion: [security.glion@glion.edu](mailto:security.glion@glion.edu)

### Publication approval

This policy has been approved for publication by the Quality Oversight Committee on 29.11.2023.





# Code of practice for industry placement

Reference:	09-A001-GW
Distribution:	GIHE Worldwide
Department:	Career Services & Industry Relations
Updated by:	Jacquie Lutz
Updated on:	26.09.2023
Valid until:	31.12.2026

# Table of Contents

<b>Headline</b> .....	<b>2</b>
<b>1. Scope</b> .....	<b>3</b>
<b>2. Roles and responsibilities</b> .....	<b>3</b>
2.1 Career Services and Industry Relations department .....	3
2.2 Student .....	3
<b>3. Rules</b> .....	<b>4</b>
<b>4. Common situations relating to industry placement</b> .....	<b>4</b>
4.1 Fail to attend the place of work .....	4
4.2 Wish to leave the industry placement position early .....	4
4.3 Wish to extend the duration of the industry placement .....	5
4.3.1 Short extension (within the semester time-frame) .....	5
4.3.2 Extension of one additional full semester or more .....	5
4.4 Annual leave (holidays) during the industry placement .....	5
<b>5. Conclusion</b> .....	<b>5</b>
<b>Related documents</b> .....	<b>6</b>

# Headline

## List of acronyms

**GIHE:** Glion Institute of Higher Education

**CV:** Curriculum Vitae

## Compliance

This policy responds to GIHE's Quality standards 6.1 and 6.2.

For more information about GIHE's Quality standards, please refer to [Quality standards \(02-A002-GW\)](#).

Some of the referenced materials in this policy may be intended for a different target audience, and as a result, may not be accessible to all readers of this policy.

Please note that any new version of this document supersedes and replaces all previous versions. It is the responsibility of the recipient to ensure they are referring to the most recent version for accurate information and compliance.

# 1. Scope

The purpose of this document is to clearly set out the code of practice for industry placement in conjunction with the **Student Code of Conduct (15-A001-GW)**.

The objective of industry placement is to provide relevant practical skills to enhance the student's knowledge of current work practices within the industry. It provides the student with the ideal opportunity to apply skills and knowledge acquired during their studies at Glion Institute of Higher Education (GIHE) in an industry environment and to develop an awareness of the structure and operation of an organization within the international tourism, hospitality, and events industry.

GIHE and the student must agree to a suitable and relevant industry placement. The student will be employed to work under the rules and regulations of that organization, within the context of any prevailing employment legislation while simultaneously respecting the **Student Code of Conduct (15-A001-GW)**.

The placement will be supervised by a GIHE designate and the employer will evaluate the student at the end of their placement. Students are provided with the opportunity of working with an approved employer, while employers expect a highly motivated and trained staff member.

The industry placements are key components of the Undergraduate and Postgraduate programs. They are an introduction to the work environment, during which students can develop their career pathway whilst expanding and enhancing their skills. They provide the opportunity for students to reflect upon the relationship between their academic studies and the workplace environment, whilst being employed at an appropriate level within the international tourism, hospitality, and events industry.

## 2. Roles and responsibilities

### 2.1 Career Services and Industry Relations department

Is responsible:

- to mentor and coach students through the job application process (CV design, motivation letter correction, job search techniques, mock interviews, pre-placement interviews, assistance with securing an industry placement with an approved employer);
- to provide ongoing support and guidance whilst the student is on campus or during the student's industry placement experience (through tutorials, individual meetings, assessments, phone and email contact).

### 2.2 Student

Is responsible:

- to meet all pre-requisites to undertake each industry placement as required or have completed the relevant industry placement validated by the Institution;
- to actively search for an approved industry placement that meets course requirements;
- to meet the requirement of an organization's recruitment and selection process;
- to adhere to the **Code of conduct for students (15-A001-GW)**; any breach will result in disciplinary action, which may result in suspension or recommendation to exit the Institution;

- to successfully achieve a 24-week employment contract at a single establishment, which under no circumstance is managed by a member of the students' family, and meets the Institution's approved employer checklist;
- to meet all course requirements whilst on campus and during industry placement;
- to meet all employer expectations and requirements whilst on industry placement;
- to submit all assessment items as instructed to Career Services and Industry Relations department prior to the due date.

## 3. Rules

Students must meet the pre-requisites defined by the Institution and maintain a professional level of conduct for all dealings with the Career Services and Industry Relations department, and employers.

After a student has rejected two industry offers, the Institution no longer provides recommendations to employers for obtaining a student industry placement (case by case approach).

Should a student go back on their word with an employer after having either verbally or in writing accepted an offer (even if no contract has been signed), the Institution is under no obligation to provide further support to this student and disciplinary action may be taken.

Failure to meet the code of practice requirements may prevent the student from continuing with their studies until all these requirements have been fully met.

## 4. Common situations relating to industry placement

### 4.1 Fail to attend the place of work

The 24-week industry placement is a core component of the course. Failure to respect the terms of the signed contract, may result in disciplinary action according to the [Student Code of Conduct \(15-A001-GW\)](#).

Important: If students cannot attend their place of work they must notify the Career Services and Industry Relations department as soon as possible. If the Career Services and Industry Relations department has not heard from the student after seven (7) days of non-attendance at their work placement, this may result in disciplinary action according to the [Student Code of Conduct \(15-A001-GW\)](#).

### 4.2 Wish to leave the industry placement position early

Students are not allowed to leave their industry placement before the date agreed upon in the signed contract. Should there be exceptional circumstances which require them to do so, the Career Services and Industry Relations department must be immediately informed before any action is taken with the employer. Each case will be dealt with on an individual basis.

## 4.3 Wish to extend the duration of the industry placement

### 4.3.1 Short extension (within the semester time-frame)

Each case will be evaluated individually. Decisions will be based on visas, permits, contract limitations etc.

### 4.3.2 Extension of one additional full semester or more

Student would be required to request a leave of absence. GIHE is unable to issue any additional documents to support an extended industry placement of this sort.

## 4.4 Annual leave (holidays) during the industry placement

Any student wishing to take annual leave / holidays during their allocated industry placement must adhere to the employer's policies and procedures. Once the annual leave is approved by the employer, the student has the responsibility to notify the Institution of the dates.

# 5. Conclusion

The above conditions cover many of the industry placement processes implemented by the Career Services and Industry Relations department as well as the [Student Code of Conduct \(15-A001-GW\)](#).

If students are uncertain of their situation, they are asked to contact GIHE immediately for clarification in order to avoid any implications with their course enrolment and visa conditions.

# Related documents

## Policies

Code of conduct for students (15-A001-GW)

## Procedures

Internship preparation (09-B001-GW)

Internship attestation preparation (09-B004-GW)

Internship contract preparation (09-B005-GW)

Internship procedure booklet (09-B008-GW)

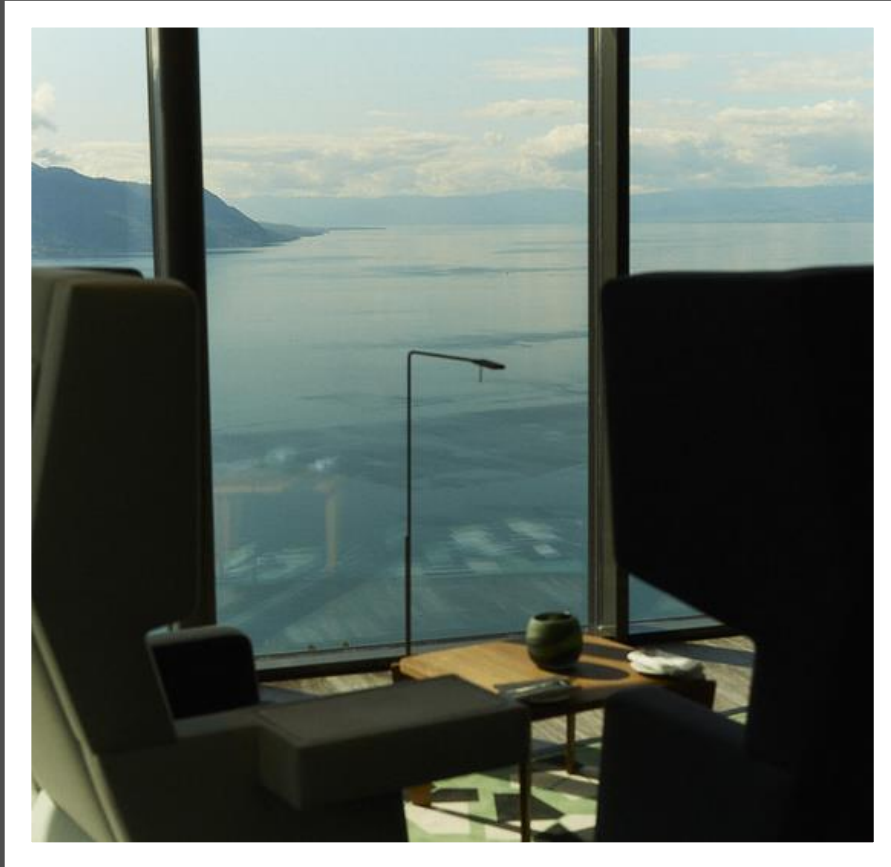
## Department contacts & links

For any questions or clarification on this, please contact your Career Services representative or the relevant Program team:

Career Services and Industry Relations department: [career.services@glion.edu](mailto:career.services@glion.edu)

## Publication approval

This policy has been approved for publication by the Quality Oversight Committee on 29.11.2023.



# Library and Information Services

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Valid until:	31.12.2026



# Table of contents

<b>Headline</b> .....	<b>2</b>
<b>Introduction</b> .....	<b>3</b>
<b>1. Role of the Library &amp; Information Services</b> .....	<b>3</b>
<b>2. Access and conditions</b> .....	<b>3</b>
2.1 Roles and responsibilities .....	3
2.1.1 Risks .....	4
2.2 Opening hours .....	4
2.3 General access rules .....	4
2.4 Noise regulations .....	5
2.4.1 Electronic devices .....	5
2.4.2 Study spaces available .....	5
2.5 Borrowing conditions .....	6
2.5.1 Renewals .....	6
2.5.2 Reservations .....	6
2.5.3 Reminders and fine system for students .....	6
2.5.4 Reminders and fine system for employees .....	6
2.5.5 Lost, damaged or stolen items .....	6
2.6 Textbooks collection for students .....	7
2.6.1 Deadline for distribution .....	7
2.6.2 Special cases .....	7
<b>3. Data collection and protection</b> .....	<b>7</b>
<b>4. Available resources</b> .....	<b>7</b>
4.1 Available to all LIS users .....	7
4.2 Available only to Faculty .....	8
<b>5. Collection development</b> .....	<b>8</b>
<b>6. Records retention</b> .....	<b>9</b>
<b>7. Copyright laws for educational purposes</b> .....	<b>9</b>
7.1 Compliance .....	9
7.1.1 Swiss law specifics .....	10
7.1.2 Swiss law copyright rules for Faculty .....	10
7.1.3 Swiss law copyright rules for students .....	11
7.1.4 Swiss law copyright rules for librarians .....	12
7.1.5 UK law specifics .....	12
7.1.6 Roehampton library resources .....	12
7.1.7 UK law copyright rules for Faculty .....	13
7.1.8 UK law copyright rules for students .....	14
7.1.9 UK law copyright rules for librarians .....	14
<b>8. Cross-charges for London and online programs</b> .....	<b>14</b>
<b>Related documents</b> .....	<b>15</b>

# Headline

## Glossary of terms

**Access:** refers to the ability of library users to use and borrow materials from the Library and Information Services (LIS)'s collections, whether physical or electronic.

**Acquisition:** refers to the process of procuring and providing access to resources, including but not limited to print, electronic, multimedia, and other formats, to meet the curricular, research and informational needs of the academic community.

**Circulation:** encompasses the processes related to borrowing, renewing, and returning library materials.

**Copyrighted materials:** refers to any intellectual property protected by Swiss or UK copyright laws, including but not limited to text, images, audio, video, and multimedia content.

**Cross-Charges:** Cross-charges refer to the financial transactions between different campuses or programs within GIHE. These charges may include, but are not limited to, fees for shared services, and other resources (e.g. eTextbooks).

**Educational purposes:** Encompasses activities directly related to teaching, learning, research, and scholarly pursuits carried out by students and employees within the Institution.

**Inspection copies:** copies of textbooks or educational materials provided to faculty for evaluation and consideration before making a final decision on course adoption.

**Teaching materials:** any supplementary materials, such as case studies, multimedia resources, lecture notes, and other materials, used to support course instruction.

## List of acronyms

**GIHE:** Glion Institute of Higher Education

**LIS:** Library and Information Services (department)

**APA:** American Psychological Association

**DAU:** Duration of administrative usefulness

**DRM:** Digital rights management

## Compliance

This policy responds to GIHE's Quality standards 6.2 and 8.2.

For more information about GIHE's Quality standards, please refer to [Quality standards \(02-A002-GW\)](#).

Some of the referenced materials in this policy may be intended for a different target audience, and as a result, may not be accessible to all readers of this policy.

# Introduction

This policy is designed to facilitate the efficient use of library resources, provide equitable access to these resources, and uphold the principles of responsible and ethical use. This policy aims to serve the diverse needs of our academic community while preserving the integrity of our collection within the Glion Institute of Higher Education (GIHE) and its 3 campus locations. GIHE is committed to providing the employees and students of GIHE (hereafter referred as the Glion community) with the necessary resources to enhance the teaching and learning experience. GIHE recognizes the importance of respecting intellectual property rights and adhering to Swiss and UK copyright laws. For ease of reference, the term "employees" will be used to describe "GIHE faculty and staff" where applicable.

## 1. Role of the Library & Information Services

The Library and Information Services department, hereafter referred as "LIS", assists in the retrieval and renewal of library materials. It ensures the proper handling and care of library materials and maintains user confidentiality.

When required by teaching faculty, LIS is committed to providing affordable and accessible course materials to support students' success and academic excellence and to promote transparency, affordability, and inclusivity in the textbook ordering process. See [LIS course material requests \(Reference pending\)](#).

LIS is also responsible for ordering inspection copies and teaching materials to support academic instruction. See [LIS course material requests \(Reference pending\)](#).

## 2. Access and conditions

The following applies to all users of the LIS department, including the Glion community, and authorized external users such as visiting lecturers or guest speakers. It covers the borrowing privileges, loan periods, access criteria, and responsible use of library resources.

In case of non-compliance to this policy, members of the Glion community could see their access to the library and its services limited.

### 2.1 Roles and responsibilities

#### Library users

All users must present valid identification when checking out library materials and should promptly report lost, stolen or damaged materials.

#### The LIS team

is responsible for verifying user eligibility, checking out materials, and explaining loan policies to users.

#### Faculty

have borrowing privileges with extended loan periods to support teaching and research needs. If required, they are responsible for providing the LIS team with the complete reference of the course materials they want the students to access at least one month prior to the start of their course. This ensures that the LIS team has enough

time to purchase and handle these new acquisitions and make them available to students when required and where possible.

### **Staff members**

have borrowing privileges with extended loan periods. They are encouraged to use library resources for professional development.

### **Students**

are eligible to borrow library items upon presentation of a valid GIHE ID card. Loan periods for students vary by type of document and whether the books are required / recommended or standard resources.

### **Alumni**

Currently and due to GIHE agreements with resource providers, access cannot be granted to alumni.

### **Program Directors/ Coordinators**

are responsible for regularly providing the LIS team with the names and details latest updates on special cases (see [2.6.2 Special cases](#)).

### **Student Registry Services**

are responsible for providing the LIS team with the latest numbers of students enrolled on each course to ensure a smooth eTextbooks ordering process. See below [2.1.1 Risks](#).

## **2.1.1 Risks**

In case of non-compliance to the last two points above there could be several consequences, such as:

- the number of eTextbooks ordered not being correct (too many or not enough);
- students not receiving the correct title;
- students receiving an eText they don't need because not enrolled in the course;
- order placed too late which implies that it won't be delivered on time.

## **2.2 Opening hours**

The opening hours are posted on the door of the library and may be subject to minor modifications during the semester.

## **2.3 General access rules**

When accessing the Library, please ensure to respect the following :

- GIHE ID card is used as the library card, and is mandatory for every loan / renewal transaction;
- Professional image policy applies (see [Professional image policy \(Reference pending\)](#));
- No food, uncovered drinks or alcoholic drinks allowed;
- The library is a silent place, please respect your colleagues' work;
- Mobile phone must be switched to silent mode;
- Every user cleans up their study place before leaving.

Feel free to ask a member of the LIS for assistance.

## 2.4 Noise regulations

GIHE libraries prioritize a study-friendly environment free from excessive noise. To accommodate the needs for both individual and collaborative study, different spaces can be identified across the campus. While the Quiet Study area aims for minimal noise, occasional librarian conversations and inherent sounds like keyboard clicks or printing are inevitable. Your understanding contributes to a positive library experience for all.

The GIHE libraries on the Glion and the Bulle campuses are committed to providing a study-friendly and welcoming environment. All library users must respect the rights of others and refrain from making excessive noise while using the GIHE library.

Our goal is that everyone's experience in our library spaces is productive and positive. To accommodate the needs for both individual and collaborative study, different spaces can be identified across the campus.

Please be aware that there may not be constant silence in the Quiet Study area as librarians may need to talk to each other or to library users for business reasons. Sound may bleed through walls from adjacent offices or areas like the printing area, plus, library users will also generate some noises like keyboard clicks, pages turning, coughing, etc.

### 2.4.1 Electronic devices

**Smartphones:** must be set to silent (no sound, no vibration). Calls are to be taken outside the library spaces.

**Electronic devices:** Library users may only listen to audio devices using headphones at all times. Noise levels must be maintained at level that are not audible by other users.

### 2.4.2 Study spaces available

- **Silent study area:** This space is ideal for individual silent study. No conversations are allowed and devices must be set to silent (no sound or vibration) and used with headphones. No food or uncovered drinks will be tolerated in this area. Group study is not permitted in the Silent study area.
- **Quiet study area:** This space is ideal for quiet individual study, alongside others. Whispered conversations will be tolerated but devices must be set to silent (no sound nor vibration) and used with headphones. No food or uncovered drinks will be allowed in this area.  
Group study is only permitted in the Quiet study area. Conversations must be held in low tone so as not to disturb others. Sound levels are regulated on a peer-to-peer basis.
- **Conversation areas:** These areas are located outside the library, across the campus. These are ideal for collaboration and talking at a reasonable level.
- Collaborative or group work study rooms available on the Bulle campus:

Groups study rooms	Seats	Building	Opening hours
<b>2 classrooms (AAG, Disney)</b>	26, 22 seats	Main building	Mo-Fr, 18h15-midnight
<b>3 small rooms</b>	4 seats each	Building 4	08h00-22h00
<b>5 study rooms</b>	10 seats each	Academic Centre, 1 <sup>st</sup> floor	24/7
<b>Kiawah Island</b>	31 seats	Raymond Jaussi	24/7
<b>Lower ground floor</b>		Tissot 1	24/7

Library users will be directed to leave if their behavior is not conducive to study or for not respective the above guidelines or acting in a disruptive manner.

## 2.5 Borrowing conditions

- Students can borrow 15 documents, plus 3 DVDs at a time.
- Employees can check out up to 20 documents, plus 3 DVDs at a time.

Items can be checked out as follows:

- 21 days for Bulle.
  - **Exceptions:**
  - Items with a green sticker (course required readings), as well as library copies of textbooks can only be checked out for 3 days.
  - Items with a yellow sticker (course recommended readings) can only be checked out for 5 days.
  - Items with a red sticker on the spine, as well as dissertations and past projects cannot be checked out at any time.
  - DVDs, academic journals and magazines can only be checked out for 5 days.

### 2.5.1 Renewals

Maximum 2 renewals per item unless the item is reserved by another user. Finished the allowed time, users must bring it back to the library (item must stay on the shelf minimum for one day).

### 2.5.2 Reservations

Maximum of 3 reservations at the same time. They can be done through the User account on the library catalog or asking a LIS team member. A notification will be sent by email as soon as the item becomes available.

### 2.5.3 Reminders and fine system for students

- 1 day prior to due date, an email is sent to remind the student that the library item(s) are about to expire and that they should come to the Library to return or extend the item(s).
- After 1 day past the due date, a second email is sent reminding the student to come to the library to return or to extend the library item(s).
- 7 days past the due date, a third reminder is sent, and the student's library account will be blocked until the item(s) are returned to the library, excluding the student from further access to the library services. This exclusion is temporary and can be overcome by bringing back all items.
- 14 days past the due date, the student receives a warning letter.
- 21 days past the due date, the student will receive an oral warning, will be charged for the non-returned item(s), and with a final fine and administration costs fee. See [Incidental charges and penalties \(16-C001-GW\)](#).

### 2.5.4 Reminders and fine system for employees

- After 1 day of delay, the employee will receive a first reminder which is a formal warning to remind the employee to come to the library to return or extend the library item(s).
- After 1 week of delay, the employee will receive a second reminder.
- After 2 weeks of delay, the employee will receive a third and last reminder.
- After that, if the item(s) are still not returned within 24 hours, the library will have to inform the line manager and the amount of the item(s) with a supplement of CHF 50.- for administration costs will be deducted from the employee's salary.

### 2.5.5 Lost, damaged or stolen items

For any lost, damaged, or stolen item, please inform LIS as soon as possible. They will be charged according to the [Incidental charges and penalties \(16-C001-GW\)](#)\*

Library items cannot be taken out of the library unless they are checked out on the library account. This is called theft and further sanctions may apply. See [Code of conduct for students \(15-A001-GW\)](#).

\*For employees only: Same charges apply. If the amounts are not settled directly by the employee, the library will have to inform the line manager and the amount will be deducted directly from the employee's salary.

## 2.6 Textbooks collection for students

Textbooks are distributed in electronic format at the beginning of every semester by the LIS team.

### 2.6.1 Deadline for distribution

Textbooks will be distributed 3 weeks after classes start or before based on the suppliers' conditions.

### 2.6.2 Special cases

#### Retake students

Students retaking a course on campus will be charged in pro-rata depending on the number of credits to retake. See [Incidental charges and penalties \(16-C001-GW\)](#).

As most eTexts have perpetual access once activated, no additional codes will be issued for retake students. A few titles are individual purchases and have a limited validity (6 month to 1 year). If necessary, a new code will be issued for the retaking student.

#### New title of textbooks

If there has been a change of textbook title, then every student should receive a new copy of it, retake or not.

#### New editions

If a new edition exists, all students should receive a new copy of it, retake or not.

## 3. Data collection and protection

Please refer to GIHE's [Data protection and privacy policy \(02-A005-GW\)](#).

## 4. Available resources

### 4.1 Available to all LIS users

- **Library website:** <https://library.glion.edu/>  
A website full of information that helps the Glion community to complete their research and projects. More specifically, it gives access to the databases and online journals, as well as a Learning Support section designed to support the students' learning and help develop their study skills. In addition, a Health & Wellbeing section provides a series of self-help guides on a diversity of topics and issues students could encounter during their studies. Finally, the CELT (Centre for Excellence in Learning and Teaching) section offers targeted information for faculty on educational development.
- **Library catalog:** <https://glion-library.online/NetBiblio/>

A place to search for books and hard copies of journals / magazines / newspapers.

- **Interlibrary loan:** <https://swisscovery.slsp.ch/>  
If the document needed is not part of GIHE's libraries, users can borrow books from other libraries, such as Geneva University, IOC Library, Zürich University, EPFL, etc.
- **Suggestion of purchase for the library**  
If a member of the Glion community would like to recommend a book, DVD or journal, they should fill in the online form available on [the contact page of the library website](#) or send their request to [library@glion.edu](mailto:library@glion.edu).

## 4.2 Available only to Faculty

- **Case studies:** <https://www.thecasecentre.org/>  
The Case Centre is the main supplier of the school. Faculty should register individually to obtain access to an inspection copy. To let the Academic Dean know what is being ordered under their pedagogic budget, Faculty are requested to obtain approval before ordering any case studies.  
Subsequently, the LIS can order the case(s) for them. Faculty need to provide LIS with the Academic Dean's approval, plus the title and reference number of the case(s), the number of copies needed – which correspond to the students enrolled in class – as well as the course name.
- **Textbooks**  
Any changes to textbooks should be agreed by the Academic Dean and approved in the Program Committee one semester in advance (e.g. A new textbook for accounting being announced in 2023.04 will only be used in 2024.02).  
The authorization to change a textbook depends on LIS stock and any other conditions established by suppliers.
- **Inspection copies and teaching materials policy**  
Faculty will be requested to order their own inspection copies. Any teaching materials that are not available for free through the publishers' websites will be added to the pedagogic budget and will need approval from the Academic Dean and go through the Purchase Request process (see [Sommet Education End-user PR guide](#)) successfully before being ordered. The LIS is at disposal to guide Faculty through the ordering process.

See [LIS course material requests \(Reference pending\)](#).

# 5. Collection development

By developing its collection, the LIS department supports GIHE's academic and research missions while maintaining academic integrity and budgetary responsibility.

The LIS is committed to upholding ethical and legal standards in the acquisition of materials, including copyright compliance, and will adhere to copyright laws and licensing agreements in the acquisition, access, and use of copyrighted materials. Fair use and fair dealing principles will be upheld. This applies to all materials acquired by the LIS at GIHE and encompasses the selection criteria, acquisition methods, budget allocation, accessibility, equity, copyright compliance, and preservation of resources. See [Academic integrity \(03-A003-GW\)](#) and [Collection development procedure \(Reference pending\)](#).



## 6. Records retention

The following retention schedule is based on the library duration of administrative usefulness (DAU), as well as the legal requirements. The LIS will apply disposition to all records once the retention period has been met.

As all the original invoices are sent to the accounting department, the retention period applies to the digital records only.

For all the subscriptions as well as every record related to eTexts, LIS retains the digital records (invoices, agreements, etc.).

Records series title	Retention	Disposition	Comments
Credit card (VISA) statement	5 years: scanned statements	Archiving of digital records	Original statements sent to accounting department
Stationery/Office supplies	5 years: scanned invoices / receipts		Original invoices sent to accounting department
Library documents (incl. case studies, ILL)			
Journals / Magazines renewals			
Database renewals			
Textbooks order			
Textbooks distribution lists	5 years: scanned lists		

## 7. Copyright laws for educational purposes

GIHE recognizes the importance of respecting intellectual property rights and adhering to Swiss copyright law. The LIS department will regularly review and amend this policy to ensure its alignment with changes in Swiss and UK copyright laws and the evolving needs of the educational environment. Compliance with the policy will be monitored through periodic audits.

### 7.1 Compliance

This policy is aligned with Swiss copyright laws, including but not limited to the Federal Act on Copyright and Related Rights ([Copyright Act, CopA](#)), as well as UK copyright laws, including but not limited to the [Copyright, Designs and Patents Act 1988](#).

GIHE employees, depending on their work campus, have the responsibility to make sure that all the contents are made available to students in accordance with the Swiss or the UK copyright law. They are also responsible for informing the students about the restrictions of the use and re-use of protected works outside the class.

Students are responsible for not re-using teaching materials shared on Moodle outside the class.

LIS offer support to anyone who needs more information on how to comply to this text.

In case of non-compliance with the copyright laws, the person at fault incurs civil and criminal penalties.

### Permissions and licensing

Prioritize obtaining necessary permissions or licenses for the use of copyrighted materials. This includes proper attribution and adherence to any usage restrictions specified by the copyright holder.

### Fair use

Adhere to the principles of fair dealing as defined by Swiss and UK copyright laws when using copyrighted materials without explicit permission for purposes such as research, private study, criticism, review, and reporting current events.

### Digital content

Respect digital rights management (DRM) and technological protection measures applied to digital content, ensuring compliance with copyright regulations.

## 7.1.1 Swiss law specifics

The Federal Act on Copyright and Related Rights applies to all GIHE Swiss campuses, based on territoriality.

According to it, the author is defined as the rights owner of the content. This law regulates copyright protection for authors of literary and artistic works, as well as performers, producers of sound and audio-visual media, as well as broadcasters. Therefore, individuals must obtain an authorization from the rights holder (author or publisher) to use protected works.

However, there are exceptions to this law. For the following uses, permission of the author or the beneficial owner is not required ([Art.19 CopA](#)):

- Any personal use in private (relatives and friends),
- Any use of content for teaching purposes;
- Any reproduction of works in a work environment for internal information or documentation.

In Switzerland, libraries pay an annual fee for copyright reproduction (ProLitteris). Faculty are allowed to photocopy or scan chapters and make them available to students for teaching use, e.g. readings assignments. They are not allowed to make copies for commercial purposes. It is not allowed to photocopy an entire book, if it is still available on the market. The same conditions apply to images and documentaries.

## 7.1.2 Swiss law copyright rules for Faculty

Permitted (for teaching purposes only)	Not permitted
Copy or scan parts of a protected work, but not more than half it (e.g. if a book has 10 chapters, it is ok to scan 4)	Copy or scan more than half of a protected work (e.g. If a book has only 2 chapters, it is not ok to copy or scan even 1 chapter)
Copy or scan an entire work only if it is no longer available on the market (e.g. out of print books)	Copy or scan and share the full text of a protected work (book or DVD) which is still available on the market.
Copy or scan an entire work only if the author has been dead for over 70 years	
Copy or scan excerpts or illustrations from books, newspapers, magazine and works of fine art, such as paintings or drawings	

Use sound and show audio-visual media (CD and DVD) available on the market and copy extracts of them	Copy in its entirety sound and audio-visual media (CD and DVD), even if it is for teaching purposes.
Fully copy and broadcast a radio or TV show (even on an intranet)	Broadcast a movie during an extra-curricular activity requires an authorization from the Société Suisse des Auteurs (SSA) in Lausanne for Switzerland. A fee may apply.
Share a link of a Youtube video on Moodle	Embed an entire Youtube video on Moodle
Share documents (articles or parts of a book) on Moodle only if the access is restricted to students and faculty and instructors enrolled in the specific course or protected by a personal access key.	Students are not allowed to re-use works (articles or part of a book) made available on Moodle outside the specific course. Faculty/Instructors have the responsibility to inform the students accordingly.
Share their own course materials on Moodle which include parts of a textbook on the school's intranet, provided that the access is protected by a password reserved to students and faculty/instructors enrolled in the class.	
Include excerpts of works of another author, as well as quotations in the course materials created by the faculty/instructor, as long as they are all listed as such (complete citation in APA style).	
Store protected works on Dropbox or Google Drive	Store students' works on the Internet, unless authorized by the author or their legal representative.
Have protected musical performances done by staff or students, or play protected musical works during an extra-curricular activity (e.g. Talent show, Party events...)	Put on a play is not allowed as performance rights need to be obtained from a copyright company such as the SSA for Switzerland. A fee may apply.

### 7.1.3 Swiss law copyright rules for students

Permitted (for learning purposes only)	Not permitted
	Students are not allowed to re-use works (articles or part of a book) made available on Moodle outside the specific course.
Copy or scan parts of a protected work, but not more than half it (e.g. if a book has 10 chapters, it is ok to scan 4)	Copy or scan more than half of a protected work (e.g. If a book has only 2 chapters, it is not ok to copy or scan even 1 chapter)
Copy or scan an entire work only if it is no longer available on the market (e.g. out of print books)	Copy or scan and share the full text of a protected work (book or DVD) which is still available on the market.
Copy or scan an entire work only if the author has been dead for over 70 years	
Copy or scan excerpts or illustrations from books, newspapers, magazine and works of fine art, such as paintings or drawings	

### 7.1.4 Swiss law copyright rules for librarians

Permitted	Not permitted
Lend CDs and DVDs as long as the rental is free.	Lend software, as only producers or authorized retailers have the right to sell licensing agreements.
Fully copy CDs or DVDs, but only the same number held in the library collection (e.g. if we own 2 copies of a DVD, we can do up to 2 copies of it)	Copy software, as only producers or authorized retailers have the right to sell licensing agreements.
Lend copies of CDs and DVDs, as long as the rental is free.	
Record and add to the library collection and lend radio and television show in their entirety as long as the rental is free.	

### 7.1.5 UK law specifics

The UK copyright law applies to the GIHE London campus, based on territoriality and only applicable for the use of resources from the Roehampton library. The Swiss copyright law applies to the GIHE London campus as far as the use of the Glion library resources is concerned. As the Roehampton library guide on [Copyright for partnership institutions indicates](#): "overseas partnerships must ensure they are abiding by the terms of the law in their country. UK Copyright law and associated exceptions will not apply in these cases."

### 7.1.6 Roehampton library resources

When using works providing from the Roehampton library, please refer to the list below as far as to what is or isn't permitted:

Based on the CLA "User Guidelines: Higher Education License", employees have permission to:

- Make copies from digital and print books, magazines, journals and websites;
- Share copies with students and employees;
- Store copies on personal intranet;
- Copy up to one article, chapter or 10% of the total, whichever is greater;
- Copy publications from the UK plus 38 international territories.

#### Who can make copies? And who can I make copies for?

Any employee can make copies, but only for registered students and employees.

#### What can I copy and how much can I copy?

The Copyright License Agency recommends referring to the "Check Permissions" tool on their website to verify if a work can be copied, shared or re-used legally: <http://www.cla.co.uk/check-permissions-start>.

You can copy up to the following amount for each course, whichever is the greater:

- Whole chapter from a book
- Whole article from a magazine / journal issue
- Whole scene from a play
- Whole paper from a set of conference proceedings
- Whole report of a single case from a volume of judicial proceedings
- Short story, poem or play (not exceeding 10 pages in length) from an anthology

OR

- 10% of the total publication

### 7.1.7 UK law copyright rules for Faculty

Permitted (for teaching purposes only)	Not permitted
Copy or scan limited extracts of a protected work, but only when it is “fair dealing” (e.g. 1 entire book chapter; or 1 short story or poem not exceeding 10 pages in length from an anthology; or 5% of the publication, if greater than the above)	Copy or scan more than 5% of a protected work, unless you have received the permission from the publisher
Copy or scan an entire work only if it is no longer available on the market (e.g. out of print books)	
Copy or scan an entire work only if the author has been dead for over 70 years	Copy or scan and share the full text of a protected work (book or DVD) which is still available on the market.
Copy or scan excerpts or illustrations from books, newspapers, magazine and works of fine art, such as paintings or drawings	
Use sound and show audio-visual media (CD and DVD) available on the market and copy extracts of them	Copy in its entirety sound and audio-visual media (CD and DVD), even if it is for teaching purposes.
Fully copy and broadcast a radio or TV show (even on an intranet)	Broadcast a movie during an extra-curricular activity requires an authorization from the Société Suisse des Auteurs (SSA) in Lausanne for Switzerland. A fee may apply.
Share a link of a YouTube video on Moodle	Embed an entire YouTube video on Moodle
Share documents (articles or parts of a book) on Moodle only if the access is restricted to students and faculty and instructors enrolled in the specific course or protected by a personal access key.	Students are not allowed to re-use works (articles or part of a book) made available on Moodle outside the specific course.
Share their own course materials on Moodle which include parts of a textbook on the school’s intranet, provided that the access is protected by a password reserved to students and faculty/instructors enrolled in the class.	Faculty/Instructors have the responsibility to inform the students accordingly.
Include excerpts of works of another author, as well as quotations in the course materials created by the faculty/instructor, as long as they are all listed as such (complete citation in APA style).	
Store protected works on Dropbox or Google Drive	Store students’ works on the Internet, unless authorized by the author or their legal representative.
Have protected musical performances done by staff or students, or play protected musical works during an extra-curricular activity (e.g. Talent show, Party events...)	Put on a play is not allowed as performance rights need to be obtained from a copyright company such as the SSA for Switzerland. A fee may apply.

### 7.1.8 UK law copyright rules for students

Permitted (for learning purposes only)	Not permitted
	Students are not allowed to re-use works (articles or part of a book) made available on Moodle outside the specific course.
Copy or scan parts of a protected work, but not more than half it (e.g. if a book has 10 chapters, it is ok to scan 4)	Copy or scan more than half of a protected work (e.g. If a book has only 2 chapters, it is not ok to copy or scan even 1 chapter)
Copy or scan an entire work only if it is no longer available on the market (e.g. out of print books)	Copy or scan and share the full text of a protected work (book or DVD) which is still available on the market.
Copy or scan an entire work only if the author has been dead for over 70 years	
Copy or scan excerpts or illustrations from books, newspapers, magazine and works of fine art, such as paintings or drawings	

### 7.1.9 UK law copyright rules for librarians

Permitted	Not permitted
Lend CDs and DVDs as long as the rental is free.	Lend software, as only producers or authorized retailers have the right to sell licensing agreements.
Fully copy CDs or DVDs, but only the same number held in the library collection (e.g. if we own 2 copies of a DVD, we can do up to 2 copies of it)	Copy software, as only producers or authorized retailers have the right to sell licensing agreements.
Lend copies of CDs and DVDs, as long as the rental is free.	
Record and add to the library collection and lend radio and television show in their entirety as long as the rental is free.	

## 8. Cross-charges for London and online programs

GIHE recognizes the need for a fair and transparent system for cross-charges between different campuses or programs within the Institution in relation to LIS services. See [Cross-charges for London and other programs \(Reference pending\)](#).

# Related documents

## Policies

Data protection and privacy policy (02-A005-GW)

Academic integrity (03-A003-GW)

Faculty Handbook (Reference pending)

## Procedures

Collection development procedure (Reference pending)

LIS course material requests (Reference pending)

Cross-charges for London and online programs (Reference pending)

## Other

Federal Act on Copyright and Related Rights ([Copyright Act, CopA](#))

[UK Copyright, Designs and Patents Act 1988](#)

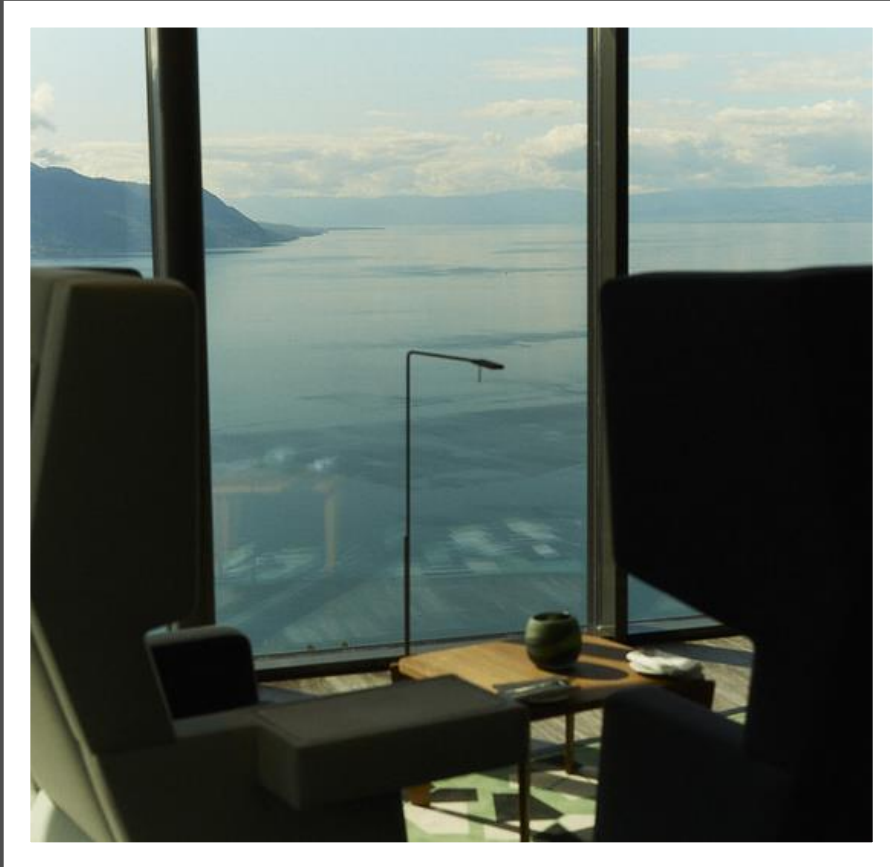
[UK Copyright for partnership institutions indicates](#)

## Department contacts & links

Library: [library@glion.edu](mailto:library@glion.edu)

## Publication approval

This policy has been approved for publication by the Quality Oversight Committee on 29.11.2023.



# GIHE Quality standards

Established in 2017 – Revised in 2023

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# Table of contents

Headline .....	2
1. Governance & organization .....	3
2. Mission & planning .....	4
3. Quality & information management .....	5
4. Academic programs & standards.....	7
5. Teaching, learning, research, scholarship & faculty .....	9
6. Student Support .....	11
7. Human resources & development .....	12
8. Finance & infrastructure .....	13
9. Communication, integrity & transparency .....	14
Related documents.....	16

# Headline

## Glossary of terms

**(Quality) Standards:** These are detailed documents providing requirements, specifications, guidelines, or characteristics used consistently to ensure that delivered services and processes are fit for the purpose of the Institution and meet with the expectations of its stakeholders.

## List of acronyms

- EQA:** External Quality Assurance
- GIHE:** Glion Institute of Higher Education
- GIQF:** GIHE's Institutional Quality Framework
- QOC:** Quality Oversight Committee

## Compliance

This policy responds to GIHE's Quality standards 3.1, 3.2 and 3.3.

Some of the referenced materials in this policy may be intended for a different target audience, and as a result, may not be accessible to all readers of this policy.

Please note that any new version of this document supersedes and replaces all previous versions. It is the responsibility of the recipient to ensure they are referring to the most recent version for accurate information and compliance.

# 1. Governance & organization

This standard addresses the structure and leadership of GIHE. It encompasses policies and procedures related to board governance, leadership roles, decision-making processes, and accountability mechanisms. It helps ensuring effective leadership and a responsible management of resources.

## 1.1 GIHE's governance and organizational structure and decision-making processes support institutional effectiveness and integrity.

- a. GIHE enjoys sufficient independence from any other entity to be held accountable for meeting the standards of its accrediting bodies and its own standards.
- b. GIHE's system of governance facilitates the accomplishments of its mission and purposes and supports institutional effectiveness and integrity. Through its organizational design and governance structure, GIHE creates and sustains an environment that encourages teaching, learning, service, research and scholarship.
- c. GIHE's organizational structure and decision-making processes enable it to fulfil its mission and achieve its strategic goals. GIHE clearly communicates the roles of all constituencies involved in the governance and organizational structure, which is consistent with GIHE's mission and supports institutional effectiveness. Stakeholders clearly understand and fulfill their roles, with regular communication among them.
- d. GIHE's governing board is ultimately responsible for institutional quality and integrity, demonstrating sufficient independence and fiduciary responsibility. GIHE's governing board understands GIHE's mission and ensures that periodic review takes place regarding its fulfillment. The board approves and reviews the Institutional strategy, monitors finances, and decides on major new initiatives. It reviews enterprise risk management, external audits, regulatory compliance, internal quality assurance and contingency management.
- e. GIHE's governing board enhances its own effectiveness through orientation, professional development, and periodic evaluation. It meets and uses committees to fulfil its functions effectively.
- f. GIHE's governing board appoints and reviews the performance of the Brand Managing Director delegating authority to manage the institution and evaluate its effectiveness. The governing board assures that the Institution identifies, assesses, and manages risks and ensures regulatory compliance.
- g. GIHE's governance system includes students' views in areas in which they have a direct and reasonable interest.
- h. GIHE ensures that representative groups at the institution have an appropriate participatory right and that basic conditions are in place allowing them to independently operate.

### *Related policies*

- Governance policy (01-A001-GW)
- Risk management (01-A003-GW)
- Institutional strategy (01-C002-GW)
- Communication, integrity and transparency (02-A003-GW)

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## 1.2 GIHE's management and administration help it reach its goals and operate effectively.

- a. GIHE's Brand Managing Director is responsible for managing the institution, allocating resources, employing adequate staff, and establishing means of assessing institutional effectiveness.

- b. Through its internal governance systems, GIHE's Brand Managing Director and Leadership Committee consult with all members of the GIHE community and are responsive to their concerns, needs and initiatives as appropriate. The internal governance system provides for appropriate participation of its members, promotes communications, and advances institutional quality.
- c. GIHE's Leadership Committee members report directly to the Brand managing Director and, in collaboration with GIHE stakeholders are responsible for institutional quality. GIHE's organization and governance structure assures the integrity and quality across the entire Institution.
- d. GIHE demonstrates administrative capacity by assuring provision of support adequate for the appropriate functioning of each organizational component.
- e. GIHE reviews contractual agreements and maintains sufficient control to ensure quality.
- f. GIHE periodically reviews and improves the effectiveness of its governance and leadership structure.

#### ***Related policies***

- Governance policy (01-A001-GW)
  - Institutional strategy (01-C002-GW)
- 

## **2. Mission & planning**

This standard focuses on the development and execution of GIHE's mission, vision, and strategic goals. It guides the establishment of clear objectives, the allocation of resources, and the creation of actionable plans to achieve long-term success. It ensures that GIHE is aligned with its mission and continually working toward its objectives.

### **2.1 GIHE's mission, vision and values are appropriate for its mandate as an institution of higher education.**

- a. In setting its mission, vision and goals, GIHE follows a clear mandate articulated in its charter.
- b. GIHE's mandate and mission are compatible with status as a Swiss / UK / USA accredited institution of higher education, as well as with the principles of the European Higher Education Area. GIHE respects the principles of freedom and unity of research and teaching.
- c. GIHE's mission and vision describe the communities it serves. GIHE's activities mainly relate to teaching, research and services and are carried out in accordance with the principle of freedom and independence within the limits of its mandate. GIHE is committed to educating students who upon graduation are excellently equipped to compete in international environments.
- d. GIHE's mission is formally adopted by its Governing Board and its mission and purposes are accepted and widely understood by its stakeholders. GIHE's mission statement is widely published.
- e. GIHE periodically evaluates its mission and purposes, ensuring they are current and provide overall direction in planning, evaluation, and resource allocation.

#### ***Related document***

- Mission and Vision (01-C001-GW)
-

## 2.2 GIHE utilizes strategic planning and evaluation to achieve its mission and goals and appraise its effectiveness.

- a. GIHE carries out long-term strategic planning and evaluation that involves those responsible for its success and includes external perspectives.
- b. All departments use strategic planning results in developing financial, academic, enrollment and other supporting plans.
- c. Institutional decision-making and resource allocations are consistent with planning priorities.
- d. GIHE evaluates its goals regularly and systematically and demonstrates success in using the results of evaluation for planning, changes, and resource allocation. The institution undertakes planning and evaluation to accomplish and improve the achievement of its mission and purposes. It identifies its planning and evaluation priorities and pursues them effectively. The institution demonstrates its success in strategic, academic, financial, and other resource planning and the evaluation of its educational effectiveness.
- e. GIHE demonstrates excellence through external recognition of achievements in the range of academic research; in staff and student achievements; and in demonstrated industry leadership, across the spectrum of its educational activities as well as through significant partnerships and membership in academic and professional associations.
- f. GIHE integrates international, intercultural, and global dimensions into its strategies, purposes and programs.
- g. GIHE engages in institutional memberships of professional associations and partnerships with major companies in relevant sectors.
- h. GIHE considers economically, socially, and environmentally sustainable development in the completion of its tasks. It sets and implements objectives in this area. GIHE regularly monitors and reviews its contributions in these three areas of sustainability and makes changes accordingly.

### *Related policies*

- Sustainability policy (01-A002-GW)
  - Institutional strategy (01-C002-GW)
- 

## 3. Quality & information management

This standard pertains to the systematic processes and practices to ensure the accuracy, reliability, and accessibility of information. This includes data collection, storage, analysis, and dissemination. It ensures that data and information are managed effectively to support decision-making, meet regulatory requirements, and enhance overall organizational quality.

### 3.1 GIHE has an internal quality assurance strategy and maintains an internal quality assurance system.

- a. GIHE articulates and publishes a GIHE Institutional Quality Framework (GIQF) that defines its internal quality assurance system and policies. The quality assurance system is incorporated into GIHE's strategy and efficiently supports its development. It includes processes verifying whether or not GIHE fulfils its mandate.
- b. GIHE's internal quality system ensures GIHE's institutional and educational effectiveness.
- c. GIHE's internal quality assurance system ensures long-term quality enhancement and the development of a quality culture.

- d. GIHE take steps to engage all stakeholders, individually and collectively, as partners in the assurance and enhancement of institutional quality.

***Related policies***

- GIHE Institutional Quality Framework (02-A001-GW)
  - GIHE Quality standards (02-A002-GW)
  - PDCA Quality cycle (02-B001-GW)
- 

### **3.2 GIHE utilizes external quality assurance.**

- a. GIHE undergoes external quality assurance processes on a cyclical basis and utilizes the results in its internal quality assurance processes. GIHE carries out changes as necessary subsequent to external quality assurance assessments.
- b. GIHE is recognized by national and international bodies and meets its national and international requirements as a legal entity and a reputable educational provider in the countries in which it operates.
- c. GIHE reviews and adjusts its use of external quality assurance to meet the requirements and goals of the institution.

***Related policies***

- GIHE Institutional Quality Framework (02-A001-GW)
  - GIHE Quality standards (02-A002-GW)
- 

### **3.3 GIHE collects, analyzes and uses relevant information for the effective management of its programs and activities.**

- a. Glion has systems for collecting and using data to support planning and evaluation, to make current and strategic decisions, and to enhance institutional effectiveness. Glion periodically reviews its data collection and analysis systems and makes changes as necessary.
- b. Glion tracks key performance indicators of its institutional effectiveness derived from its mission, vision, and strategic plan. Glion also tracks key performance indicators of its educational effectiveness, which is included in institutional effectiveness, derived from intended goals for student success and learning.
- c. Glion tracks and publishes aggregate student data such as progression, success, and dropout rates. It makes available a profile of the student population.
- d. Data from all departments of the Institution is collected and used for decision-making processes.
- e. Glion articulates and implements policies for academic records and individual privacy rights that include procedures for retention, safety and security, and disposal of records.

***Related policies***

- GIHE Institutional Quality Framework (02-A001-GW)
  - GIHE Quality standards (02-A002-GW)
  - Student surveys and feedback mechanism policy (02-A004-GW)
  - Data protection and privacy policy (02-A005-GW)
  - Student Registry Services (14-A001-GW)
-

## 4. Academic programs & standards

This standard focuses on the design, delivery, and assessment of educational programs. It covers curriculum design, program evaluation, student assessment, and adherence to academic quality benchmarks. It ensures that educational offerings meet established criteria and provide students with valuable learning experiences.

### 4.1 GIHE's academic programs serve to fulfil its mission and meet expectations for Swiss, European, UK, and USA recognized institutions of higher education.

- a. GIHE's academic programs blend practical studies, applied research and development, and general education. They prepare students to carry out activities associated with a specific profession that requires research findings and methods. Students obtain a qualification that enables them to work in a given profession. Academic programs reflect the purposes of higher education in the European Higher Education Area.
- b. GIHE awards qualifications that are specified and communicated at the correct level of Swiss, European, UK and USA frameworks. GIHE uses external reference points in program design and communicates expected student workload.
- c. GIHE communicates expectations for student achievement and learning of its programs, including those for independent learning, information literacy, skills in inquiry, and critical judgment as appropriate to the subject matter and degree level and in keeping with generally accepted practice. All programs leading toward qualifications in luxury and hospitality business fields have sufficient course content in these fields within the curriculum structure with clearly defined learning objectives and graduate outcomes. GIHE balances consistency in learning outcomes with flexible learning paths for its students that include elective courses. Where appropriate, GIHE's programs include structured work placement opportunities. Students completing undergraduate or graduate degree programs demonstrate collegiate-level skills in the English language.
- d. Undergraduate degrees include broad areas of human knowledge as well as in-depth mastery of at least one disciplinary or interdisciplinary area. General education requirements for undergraduates embody GIHE's definition of an educated person and prepare students for the world in which they will live. At the undergraduate level, students' progress in written and oral communication in English; scientific and quantitative reasoning; critical analysis and logical thinking; continuing learning; information literacy; cultural awareness; aesthetic appreciation; and ethical reasoning. At least a third of GIHE's undergraduate requirements is comprised of general education and includes the arts and humanities, sciences and mathematics, and the social sciences.
- e. GIHE articulates graduate program descriptions, objectives, rationale and learning outcomes, including expectations for students in comparison with those for undergraduate programs.
- f. GIHE articulates and implements effective program design and approval processes. Programs are designed to meet their objectives, including intended student learning outcomes. External expertise, including industry, is engaged in program design, as are students and other stakeholders.
- g. GIHE's standards for admissions and recognition of prior learning are compatible with Swiss, European, UK and USA requirements.
- h. GIHE carries out on-going monitoring and periodic review of its academic programs, involving staff, faculty and external perspectives.

#### *Related policies & strategies*

- Academic strategy (03-C001-GW)
- Academic integrity (03-A003-GW)

- Program review (Reference pending)
- 

## **4.2 The criteria for admissions and recognition of prior learning are consistent with GIHE's mission and support the selection of students who are able to complete the program.**

- a. Undergraduate student admissions criteria are compatible with those of admission to Swiss / UK / USA higher education institutions.
- b. Graduate school admissions criteria ensure the readiness of students to complete the program and are compatible with those for graduate degrees in the European Higher Education Area.
- c. Admission criteria are defined, communicated and applied systematically, transparently and consistently utilizing appropriate organizational structures and processes.

### ***Related policies***

- Recognition and accreditation of prior learning (APL) (03-A007-GW)
  - Admission policy (08-A001-GW)
- 

## **4.3 GIHE's academic standards for student achievement, progression and awarding of credit and degrees are compatible with Swiss, European, UK and USA requirements.**

- a. GIHE uses equitable, valid and reliable standards and processes for the recognition of prior learning and assigning of advanced standing and transfer credits, which enable every student to demonstrate the extent to which they have achieved the intended learning outcomes.
- b. GIHE consistently applies pre-defined and published regulations covering all phases of the student "life-cycle", e.g. student admission, progression, recognition and certification. GIHE ensures compliance with the criteria for admission, for the assessment of student performance and for issuing final diplomas.
- c. GIHE sets standards for student achievement, validation of learning outcomes and awarding of credits and degrees appropriate to those of Swiss / UK / USA accredited institutions. Student achievement is at a level appropriate for the degree awarded.
- d. GIHE maintains authority and administrative oversight for the academic elements of all courses for which it awards institutional credit or credentials, as well as institutional responsibility for the design, content and delivery of courses for which academic credit or degrees are awarded. Any joint, dual or concurrent degrees awarded in partnership with other institutions must meet the same standards as stand-alone GIHE degrees. Standards apply to programs delivered in all types of modalities.
- e. GIHE publishes explicit criteria for how student work is assessed and grades are assigned. Policies, regulations and processes for individual student assessment are rigorous, equitable, transparent and designed by competent staff. Processes for marking are clearly articulated and consistent, including any terms of reference for examination boards, assessment panels and/or progression boards. Student assessment is carried out in English. The volume, timing and nature of assessment enable students to demonstrate the extent to which they have achieved the intended learning outcomes and feedback on assessment is timely, constructive and developmental.
- f. GIHE articulates and implements explicit regulations for testing and examinations. GIHE faculty and administration assure the academic integrity of the award of grades and certification of competencies, with processes to prevent and respond to cheating, plagiarism and other unacceptable academic practices.



Distance education programs have procedures for ensuring student identity in registering and completing the program.

- g. GIHE provides reasonable accommodation on assessment tasks to provide equal opportunity for students with learning differences or disabilities (inclusive assessment design).
- h. GIHE takes ultimate responsibility for academic standards and the quality of learning opportunities, irrespective of where these are delivered or who provides them. GIHE manages securely and effectively arrangements for delivering learning opportunities with other institutions.
- i. GIHE has processes to protect the academic interests of students if a program should be changed or discontinued.
- j. GIHE articulates and implements policies and procedures for handling academic appeals and student complaints that are fair, accessible and timely, and enable enhancement of learning opportunities.

#### ***Related policies***

- Academic Rules and regulations (03-A001-GW)
  - Academic Rules and regulations\_GEM (03-A002-GW)
  - Academic integrity (03-A003-GW)
  - Teach-out policy (03-A011-GW)
- 

## **5. Teaching, learning, research, scholarship & faculty**

This standard addresses the quality of research, academic programs and the qualifications and performance of faculty members. It includes curriculum development, pedagogical methods, faculty recruitment, evaluation, and scholarly activities. It aims to enhance the educational experience and academic rigor.

### **5.1 Learning and teaching practices are informed by reflection, evaluation of professional practice, and subject-specific and educational scholarship.**

- a. GIHE articulates and implements its philosophy and approach to teaching and learning, which includes innovation in teaching methods and the use of new technologies as relevant, as well as processes that guarantee the connection of teaching with research and with changes in society and professional fields. Learning, teaching and assessment at GIHE is student-centered. GIHE encourages students to play an active part in the creation of learning processes, which includes student interaction with faculty regarding course content and related academic matters (in both distance or traditional education).
- b. GIHE demonstrates its educational effectiveness by ensuring satisfactory levels of student achievement on mission-appropriate student outcomes for all students by degree level, location, modality or other variables. GIHE's processes for understanding the experiences and learning outcomes of its students utilize quantitative and qualitative methods, as well as direct and indirect measures. Every GIHE student is enabled to develop as an independent learner, study their chosen subject(s) in depth and enhance their cognitive abilities.
- c. Instructional techniques, delivery systems and methods of instruction at GIHE are compatible with its mission and meet academic and professional standards and expectations. Students are taught by a variety of faculty, who are encouraged to experiment and improve instructional effectiveness while ensuring

appropriate balance between consistency in learning outcomes and flexibility. Faculty and students undertake scholarship and research.

- d. GIHE assesses learning opportunities and teaching practices independent of assessment of teaching staff. This includes program reviews and assessment of the effectiveness of different modes of teaching. Program assessment includes involvement by individuals external to the program itself. Assessment of teaching activities includes not only the teaching process, but also its impact and outcomes utilizing student course evaluation results and student learning outcomes assessment. Based on verifiable information, the institution understands what its students have gained as a result of their education and has useful evidence about the success of its recent graduates. This information is used for planning and improvement, resource allocation, and to inform the public about the institution.

#### *Related policies & strategies*

- Student surveys and feedback mechanism policy (02-A004-GW)
  - Academic strategy (03-C001-GW)
  - Academic integrity (03-A003-GW)
  - Faculty handbook (Reference pending)
  - Program review (Reference pending)
- 

## **5.2 GIHE's research and scholarship activities are appropriate to those of a Higher Education institution with GIHE's specific characteristics and strategic objectives.**

- a. GIHE carries out research and scholarship in accordance with best international practice that is appropriate to its mandate and mission and that emphasizes the unity of research and student education. GIHE makes explicit the scholarly expectations for faculty, and faculty remain current in their field through scholarly activity.
- b. GIHE's research and scholarship activities receive adequate support, including through mechanisms that allow the freedom and independence of research to be guaranteed (e.g. regulations connected to third-party funds, to secondary services of academic staff, research contracts, sponsorship contracts, procedures and guidelines for the selection and appointment of staff, description of terms and conditions laid down for reporting abuse).
- c. GIHE evaluates its research and service activities and results achieved as well as impact in accordance with best international practices.
- d. GIHE respects the principles of freedom and unity of research and teaching.

#### *Related strategy*

- Academic strategy (03-C001-GW)
  - Applied research strategy (07-C001-GW)
- 

## **5.3 GIHE supports teaching and learning through well-qualified faculty and academic staff.**

- a. GIHE ensures the excellence of its programs by employing, in adequate number, well-qualified and experienced faculty who engage in scholarly activities. Faculty have primary responsibility for advancing GIHE's academic initiatives through teaching, learning and scholarship.
- b. GIHE ensures the competences of its teachers.

- c. GIHE specifies the qualifications of faculty involved in the graduate program and their scholarly expectations.
- d. GIHE applies fair and transparent processes for the recruitment and development of faculty.

#### *Related policies*

- Faculty handbook (Reference pending)
- 

## 6. Student Support

This standard encompasses services and resources provided to support the holistic well-being and success of students. It includes academic advising, counselling, career services, accessibility accommodations, and extracurricular opportunities. It aims to create an environment where students can thrive academically and personally.

### 6.1 GIHE enables the development and success of its students.

- a. GIHE enables student development and achievement by creating, monitoring and evaluating arrangements and resources which enable students to develop their academic, personal and professional potential. GIHE ensures that students are provided with adequate and readily accessible learning resources, residential life facilities, and student support.
- b. GIHE orients students on student services, academic opportunities, expectations and support services, as well as on the opportunities designed to enable their development and achievement. GIHE takes deliberate steps to assist every student to understand their responsibility to engage with the learning opportunities provided and shape their learning experience.
- c. GIHE provides students with a range of co-curricular activities and opportunities for student leadership and participation in campus organization and governance. GIHE's professional and personal development programs are appropriate to its mission and support sound educational policy and standards of integrity.
- d. GIHE supports students' career development, including assisting students in obtaining internships.

#### *Related policies*

- Code of practice for industry placement (09-A001-GW)
  - Special educational needs (11-A001-GW)
  - Accommodation policy (18-A001-GW)
- 

### 6.2 GIHE offers an array of student services from qualified professionals.

- a. GIHE offers an array of student services, including physical and mental health services.
- b. GIHE respects equal opportunity and diversity in providing student services.
- c. GIHE ensures the qualifications and expertise of staff involved in student services.
- d. GIHE articulates and implements ethical standards to guide services as well as student conduct and grievance procedures.
- e. GIHE reviews and evaluates the appropriateness and effectiveness of the student services in relation to institutional purposes.

- f. GIHE prioritizes campus security and safety by implementing comprehensive measures, emergency response plans, and ongoing training / awareness for staff and students to create a safe and secure environment for all students.

***Related policies***

- Code of practice for industry placement (09-A001-GW)
  - Fitness to study (10-A001-GW)
  - Counselling student confidentiality (10-A002-GW)
  - Special educational needs (11-A001-GW)
  - Library and Information Services (12-A001-GW)
  - Code of conduct for students (15-A001-GW)
  - Sexual misconduct policy (15-A002-GW)
- 

## 7. Human resources & development

This standard pertains to the recruitment, management, and professional development of personnel within an organization. It covers hiring practices, training and development programs, performance evaluations, and employee well-being. It aims to foster a skilled and motivated workforce.

### 7.1 GIHE ensures that it has sufficient human resources and that its entire staff is qualified as appropriate for a higher education institution.

- a. GIHE has sufficient human resources to support its mission. Through periodic evaluation, the institution demonstrates that its resources are sufficient to sustain the quality of its educational program and to support institutional improvement now and in the foreseeable future.
- b. GIHE ensures that the entire staff is qualified for the positions undertaken, this includes providing periodic assessment.
- c. GIHE rigorously abides by its human resource policies, particularly in recruitment, admissions, employment, evaluation, disciplinary action, and promotion, and regarding non-discrimination.

***Related policies***

- Sommet Education - Recruitment Guidelines
- 

### 7.2 GIHE supports the career development of its entire staff, promotes equal opportunities and actual gender equality for its staff and students.

- a. GIHE is deeply committed to fostering the professional growth and career development of its entire staff. Investing in employees' development not only benefits them personally but also enriches the overall environment within the institution.
- b. GIHE promotes equal opportunities and gender equality among its staff and students. GIHE endeavors to create a safe and fair environment where diversity and inclusivity thrive, striving for equal representation and providing support at all levels of the institution.

**Related policies**

- Sexual misconduct policy (15-A002-GW)
  - Sommet Education - Training & Development Policy
- 

## 8. Finance & infrastructure

This standard relates to the financial management and physical resources of GIHE. It encompasses budgeting, financial planning, asset management, and facilities maintenance. It ensures that an organization's financial health is stable and that its infrastructure supports its mission and operations.

### 8.1 GIHE's financial means allow for on-going operations and achieving strategic objectives.

- GIHE manages its financial resources to ensure it fulfils its mission and maintains long-term financial and operational stability while maintaining the integrity of the institution and its academic quality, including in the case of substantive change. Its funds are devoted primarily to its educational and research activities, and GIHE guarantees that students can complete their study programs.
- GIHE's financial planning, budgeting and monitoring processes are realistic, integrated, consultative, transparent and ethical, with clear fiscal, budgetary and financial aid policies that are implemented and reviewed. Financial planning, including contingency planning, is integrated with overall planning and evaluation processes.
- GIHE's governing board reviews and approves financial plans, and has appropriate autonomy in all budget and financial matters.
- GIHE's financial statements are independently audited, and the institution takes appropriate action on resulting recommendations or conclusions.
- GIHE has sufficiently qualified finance staff, led by a Director of Finance.

### 8.2 GIHE has sufficient and appropriate information, physical and electronic resources to support its mission and fulfil its goals.

- GIHE maintains infrastructure and staff for teaching, research and services including residential life. GIHE has sufficient information, physical and technological resources and capacity to support its mission. Facilities are constructed and maintained in accordance with legal requirements to ensure access, safety, security and a healthy environment.
- GIHE's library and information resources adequately support the institution's teaching, learning and scholarship activities.
- GIHE implements policies and procedures for the acquisition and conservation of the library and other learning resources.

**Related policies**

- Data protection and privacy policy (02-A005-GW)
  - Library and Information Services (12-A001-GW)
  - Student Registry Services (14-A001-GW)
  - Accommodation policy (18-A001-GW)
-

## 9. Communication, integrity & transparency

This standard focuses on how an organization communicates with its stakeholders, maintains ethical standards, and provides transparent information. It encompasses practices related to internal and external communication, ethical conduct, and disclosure of information to the public. It ensures trust and credibility.

### 9.1 GIHE publishes clear, accurate, objective, up-to-date and readily accessible information about its activities and programs.

- a. GIHE ensures that the results of quality assurance processes are available to employees, students and appropriate external stakeholders.
- b. Students are provided information on financial aid opportunities.
- c. Students receive documentation explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.

#### *Related policies*

- Communication, integrity and transparency (02-A003-GW)
- 

### 9.2 GIHE respects expectations for public disclosure.

- a. GIHE regularly publishes information about its activities, its academic programs and the qualifications awarded that is objective, clear, accessible, trustworthy, up-to-date and sufficient for intended audiences to make informed decisions about the institution.
- b. GIHE publishes public disclosure information expected by its accreditors.
- c. Based on verifiable information, GIHE informs the public of what students have gained as a result of their education.

#### *Related policies*

- Communication, integrity and transparency (02-A003-GW)
- 

### 9.3 GIHE follows high ethical standards in the management of its affairs and in its dealings with students, faculty, staff, its governing board, external agencies and organizations, and the general public.

- a. GIHE subscribes to and advocates high ethical standards in the management of its affairs and in its dealings with students, faculty, staff, its governing board, external agencies and organizations, and the general public. Through its policies and practices, the institution endeavors to exemplify the values it articulates in its mission and related statements. GIHE evaluates and reviews its policies on integrity.
- b. GIHE specifies staff responsibilities in the pursuit of integrity and responsible and ethical behavior.
- c. GIHE complies with the spirit and letter of its legal responsibilities.
- d. GIHE makes available valid documentation on any statements and promises regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty.
- e. GIHE is responsible for all activities legitimately carried out in its name. GIHE communicates clearly the relationship of individuals acting on its behalf who interact with students, prospective students and the public.

- f. GIHE's print and digital communications that represent the institution are consistent with catalogue content. GIHE systematically reviews that its print and digital publications are complete, accurate, readily accessible and current. The results of review are used for improvements.

***Related policies***

- Communication, integrity and transparency (02-A003-GW)
  - Data protection and privacy policy (02-A005-GW)
  - Academic integrity (03-A003-GW)
  - Code of conduct for students (15-A001-GW)
  - Sexual misconduct policy (15-A002-GW)
  - Social media policy (23-A001-GW)
  - Sommet Education - 2023 - Code of Conduct & Ethics for Employees
-

# Related documents

## Policies

Governance Policy (01-A001-GW)  
Sustainability policy (01-A002-GW)  
Risk management (01-A003-GW)  
GIHE Institutional Quality Framework (02-A001-GW)  
Communication, integrity and transparency (02-A003-GW)  
Student surveys and feedback mechanism policy (02-A004-GW)  
Data protection and privacy policy (02-A005-GW)  
Academic Rules and regulations (03-A001-GW)  
Academic Rules and regulations\_GEM (03-A002-GW)  
Academic integrity (03-A003-GW)  
Faculty handbook (Reference pending)  
Program review (Reference pending)  
Recognition and accreditation of prior learning (03-A006-GW)  
Teach-out policy (03-A011-GW)  
Admission policy (08-A001-GW)  
Fitness to study (10-A001-GW)  
Counselling student confidentiality (10-A002-GW)  
Special educational needs (11-A001-GW)  
Student Registry Services (14-A001-GW)  
Code of conduct for students (15-A001-GW)  
Sexual misconduct policy (15-A002-GW)  
Sommet Education - Recruitment Guidelines  
Sommet Education - Training & Development Policy  
Sommet Education - 2023 - Code of Conduct & Ethics for Employees

## Procedures

PDCA Quality Cycle (02-B001-GW)

## Other documents

Mission and Vision (01-C001-GW)  
Institutional Strategy (01-C002-GW)  
Academic strategy (03-C001-GW)  
Applied research strategy (07-C001-GW)

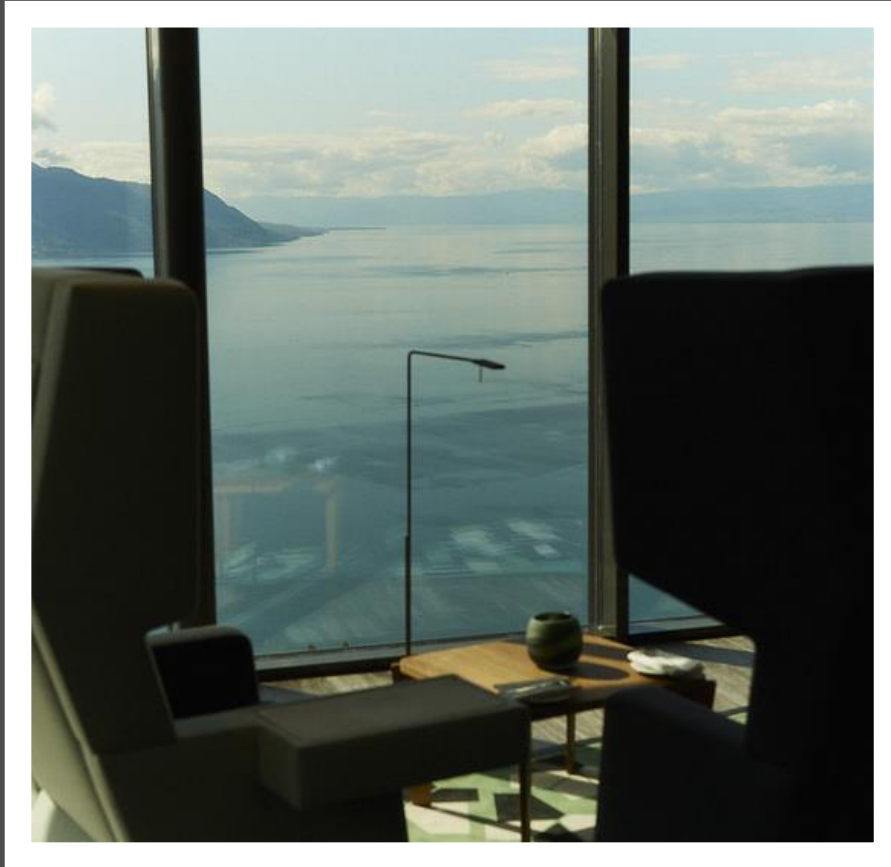
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## Publication approval

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# Sexual misconduct

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# Table of Contents

<b>Headline .....</b>	<b>2</b>
<b>1. Introduction .....</b>	<b>3</b>
<b>2. Definitions .....</b>	<b>3</b>
2.1 Sexual harassment .....	3
2.2 Domestic and dating violence .....	4
2.3 Indecent assault and battery .....	4
2.4 Sexual exploitation .....	4
2.5 Rape.....	4
<b>3. Duty to report complaints.....</b>	<b>4</b>
<b>4. Retaliation .....</b>	<b>5</b>
<b>5. False or frivolous charges.....</b>	<b>5</b>
<b>6. Confidentiality .....</b>	<b>5</b>
6.1 Obligation of GIHE to respond to complaints .....	5
6.1.1 Confidentiality exceptions .....	5
<b>7. Records .....</b>	<b>5</b>
<b>Related documents.....</b>	<b>6</b>

# Headline

## Glossary of terms

**Quid pro quo:** refers to the exchange of goods, services, or favors with the expectation of receiving something in return.

## List of acronyms

**GIHE:** GIHE Institute of Higher Education

**HIV:** Human immunodeficiency virus

**STI:** Sexually transmitted infection

## Compliance

This policy responds to GIHE's Quality standards 6.2, 7.2 and 9.3.

For more information about GIHE's Quality standards, please refer to [Quality standards \(02-A002-GW\)](#).

Some of the referenced materials in this policy may be intended for a different target audience, and as a result, may not be accessible to all readers of this policy.

Please note that any new version of this document supersedes and replaces all previous versions. It is the responsibility of the recipient to ensure they are referring to the most recent version for accurate information and compliance.

# 1. Introduction

Glion Institute of Higher Education (GIHE) makes up a community of about 1,200 students from over 95 different countries and more than 250 employees. To help support a healthy community, GIHE places a strong emphasis on attitude and behaviour. For students, this also applies outside of GIHE campuses, during their entire study period including internships (see [Code of conduct for students \(15-A001-GW\)](#)).

It is important to know that what is acceptable behaviour to one person, may be unacceptable to another. The Institution is committed to providing an environment free of all forms of sexual misconducts and will not tolerate such behaviour affecting any person, perpetrated by any acquaintance or stranger.

The policy is intended to be consistent with the provisions of applicable laws and regulations. GIHE will operate a zero-tolerance policy for any form of sexual misconduct on campus, treat all incidents seriously and promptly investigate all allegations of sexual misconduct.

In cases of sexual misconduct, GIHE is committed to promptly addressing and halting the misconduct, implementing measures to prevent its recurrence, offering support services to those affected, and taking appropriate disciplinary actions or other necessary steps against the responsible parties, including students, employees, or any individual contracted by GIHE or Sommet Education.

## 2. Definitions

For the purposes of this policy, sexual misconduct is to be understood as encompassing the following behaviours:

### 2.1 Sexual harassment

Sexual harassment is unwelcome conduct of a sexual nature by employees or students which makes a person feel degraded, humiliated and / or intimidated, including unwelcome sexual advances, requests for sexual favours, and other verbal, nonverbal, graphic, or physical conduct of a sexual nature, when (1) such conduct is sufficiently severe, persistent, or pervasive that it interferes with or limits a person's ability to participate in or benefit from GIHE's life (hostile environment); or (2) submission to or rejection of such conduct is made either explicitly or implicitly a condition of an individual's academic standing or is used as the basis for academic evaluation, grades, or advancement (quid pro quo). Other forms include:

- Prohibited sex and gender-based discrimination, harassment, threats or intimidation;
- Observing, photographing, videotaping, or making other visual or auditory records of sexual activity or nudity, where there is a reasonable expectation of privacy, without the knowledge and consent of all parties;
- Sharing visual or auditory records of sexual activity or nudity without the knowledge and consent of all recorded parties and recipient(s);
- Unwelcome sexual advances, whether or not they involve physical touching;
- Commenting about or inappropriately touching an individual's body;
- Lewd or sexually suggestive comments, jokes, innuendoes, or gestures;
- Stalking: Stalking is defined as repeated, unwanted contact with any person, including contact by electronic means or by proxy, or the credible threat of repeated contact with the intent to place a reasonable person in fear for his or her safety or the safety of his or her family or close acquaintances or to inflict substantial emotional distress.

Such behaviours are unacceptable in our Institution and some of them are serious crimes under the laws of the country's jurisdiction. The individuals responsible for such acts are subject to prosecution and legal penalties. Being intoxicated does not diminish an individual's responsibility in perpetrating rape, sexual assault, or other sexual misconduct and harassment acts.

Any individual found to have sexually harassed another will face disciplinary action, up to and including permanent exclusion. All complaints of sexual misconduct will be taken seriously and treated with respect and in confidence. No one will be victimised for making such a complaint.

A hostile environment can be created by persistent conduct or by a single severe episode. The more severe the conduct, the less need there is to show a repetitive series of incidents to prove a hostile environment.

## 2.2 Domestic and dating violence

Dating violence is defined as violence or behaviour against an intimate partner (romantic, dating or sexual partner) that seeks to control the partner or has caused harm to the partner (the harm may be physical, verbal, emotional, or sexual in nature).

## 2.3 Indecent assault and battery

Sexual assault is defined as any intentional sexual touching with any object(s) or body part(s) that is against a person's will or without consent or that is perpetrated through coercion or threat of bodily harm.

## 2.4 Sexual exploitation

Sexual exploitation is taking sexual advantage of another, for one's own advantage or benefit, or to benefit or advantage anyone other than the one being exploited. Examples include, but are not limited to: recording, photographing or transmitting sexual photos, sounds, images or other information; voyeurism; indecent exposure; prostitution or soliciting another person; including incapacitation to commit acts of sexual misconduct; knowingly exposing another person to sexually transmitted infection (STI) or human immunodeficiency virus (HIV).

## 2.5 Rape

It includes any act of sexual intercourse that takes place against a person's will or that is accompanied by physical coercion or the threat of bodily injury. Unwillingness may be expressed verbally or physically. Rape may also include intercourse with a person who is incapable of expressing unwillingness or is prevented from resisting, as a result of conditions including, but not limited to, those caused by the intake of alcohol or drugs. Rape includes not only unwilling or forced vaginal intercourse, but also the sexual penetration of any bodily orifice with a body part or other object.

# 3. Duty to report complaints

All GIHE community members who are aware of, or witness prohibited conduct must report these matters following the [Sexual misconduct reporting \(15-B001-GW\)](#) procedure.

## 4. Retaliation

Retaliation is any action that would dissuade a reasonable person from making or supporting a claim of harassment or discrimination. Retaliation is against GIHE policies. Retaliation can be direct, such as changing a grade or denying access to a program, or it can be indirect such as intimidating, threatening, or harassing a an individual who has raised a claim or participated as a witness in an investigation. All parties to a concern are prohibited from engaging in intimidating actions directly or through support persons.

## 5. False or frivolous charges

This policy shall not be used to bring false or frivolous charges against individuals. Those bringing such charges may be subject to disciplinary action.

## 6. Confidentiality

### 6.1 Obligation of GIHE to respond to complaints

GIHE recognizes the importance of confidentiality. GIHE will respect the confidentiality and privacy of individuals reporting or accused of sexual misconduct to the extent reasonably possible.

#### 6.1.1 Confidentiality exceptions

It is important to know that there are two instances where confidentiality cannot be maintained:

- circumstances when the law requires disclosure of information;
- when disclosure by GIHE is necessary to protect the safety of others.

## 7. Records

Records of informal and formal complaints will be maintained in the case of a student by the Student Registry Services and in the case of an employee by Human Resources. Complaints against individuals that result in a personnel or disciplinary action will also be part of the respondent's personnel or disciplinary record. All records are confidential with access only to individuals with a legitimate need to know. Records of complaints will be kept on file, in accordance with the [Data protection and privacy policy \(02-A005-GW\)](#).

# Related documents

## Policies

Code of conduct for students (15-A001-GW)

Data protection and privacy policy (02-A005-GW)

## Procedures

Sexual misconduct reporting (15-B001-GW)

## Other

Incident report form (15-E001-GW)

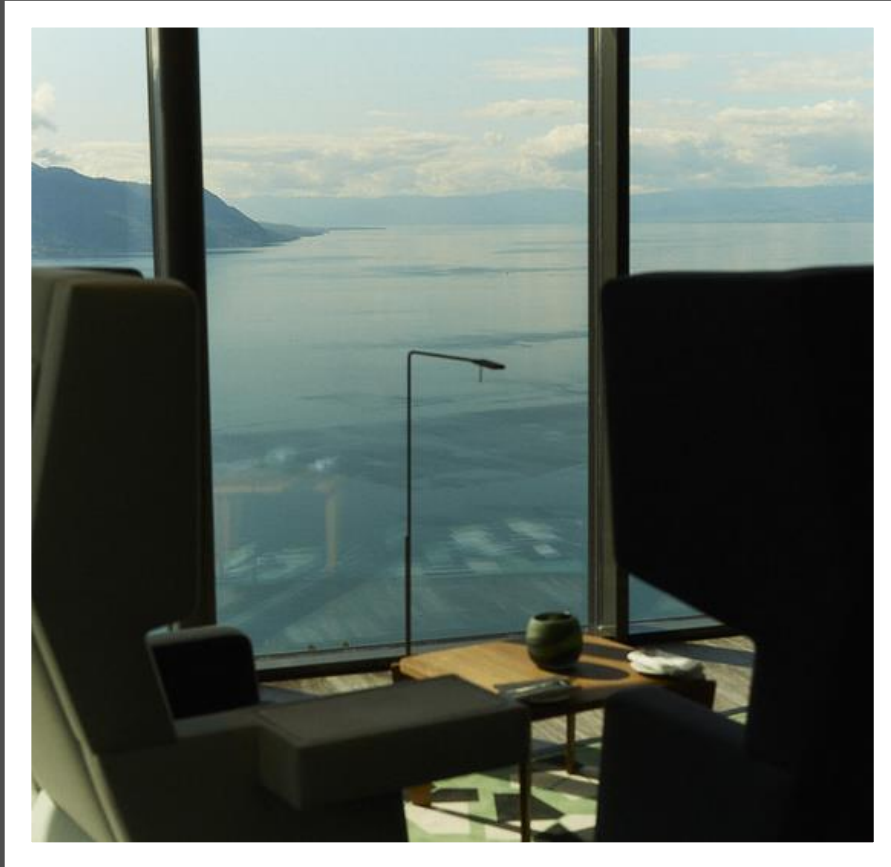
## Department contacts & links

Security Bulle: [security.bulle@glion.edu](mailto:security.bulle@glion.edu)

Security Glion: [security.glion@glion.edu](mailto:security.glion@glion.edu)

## Publication approval

This policy has been approved for publication by the Quality Oversight Committee on 29.11.2023.



## Special educational needs

Reference:	11-A001-GW
Distribution:	GIHE Worldwide
Department:	Learning Support
Updated by:	Andrew Keohane
Updated on:	27.10.2023
Valid until:	31.12.2026



# Table of contents

<b>Headline .....</b>	<b>2</b>
<b>Introduction .....</b>	<b>3</b>
<b>1. Policy statement .....</b>	<b>3</b>
1.1 Allowances.....	3
<b>Related documents.....</b>	<b>4</b>

# Headline

## Glossary of terms

**Learning difficulty:** A person with a learning difficulty may be described as having specific problems processing certain forms of information. A learning difficulty does not affect general intelligence (IQ). The most common **learning difficulties** of GIHE students with special educational needs are:

- **Attention Deficit Hyperactivity Disorder (ADHD):** a difficulty in remaining physically still as well as not being able to keep focused on tasks.
- **Dyslexia:** a condition which mainly affects reading, writing, and spelling.
- **Dyspraxia:** a disorder which affects balance and fine motor control.
- **Dysphasia:** a condition that affects the ability to produce and understand spoken language. It can also cause reading, writing, and gesturing impairments.
- **Dysgraphia:** a difficulty in expressing thoughts in writing. It generally refers to extremely poor handwriting.
- **Dysorthographia:** a disorder that interferes with an individual's ability to spell and/or write correctly.
- **Dyscalculia:** a difficulty in understanding mathematical concepts and using numbers in calculations.

“Special Educational Needs can affect a child or young person’s ability to learn. They can affect their:

- reading and writing, for example because they have dyslexia.
- ability to understand things.
- concentration levels, for example because they have attention deficit hyperactivity disorder (ADHD).”

Source: Adapted from <https://www.gov.uk/children-with-special-educational-needs>

## List of acronyms

**GIHE:** Glion Institute of Higher Education

**SEN:** Special Educational Needs

## Compliance

This policy responds to GIHE’s Quality standards 6.1 and 6.2.

For more information about GIHE’s Quality standards, please refer to [Quality standards \(02-A002-GW\)](#).

Some of the referenced materials in this policy may be intended for a different target audience, and as a result, may not be accessible to all readers of this policy.

Please note that any new version of this document supersedes and replaces all previous versions. It is the responsibility of the recipient to ensure they are referring to the most recent version for accurate information and compliance.

# Introduction

Special Educational Needs (SEN) is used to describe learning difficulties or disabilities that make it harder for students to learn than most students of the same age. Students with SEN are likely to need extra or different help from that given to other students their age. This help is known as special educational provision.

## 1. Policy statement

Glion Institute of Higher Education (GIHE) aims to support students with certain learning difficulties by according their status and providing them with certain reasonable allowances and arrangements for timed assessments (exams, tests, quizzes) to enable them to achieve their full learning and academic potential.

Students with a diagnosed learning difficulty may be accorded SEN status and be entitled to certain reasonable allowances during timed assessments (exams, tests, quizzes).

### 1.1 Allowances

Reasonable allowances, depending on the student's condition, may include:

- 25% extra time in timed assessments (exams, tests, quizzes);
- Allowances for spelling errors in written exams;
- Allowances for handwriting in written exams;
- Allowances for use of a special calculator;
- Use of a computer for written assessments.

# Related documents

## Policies

Academic rules and regulations (03-A001-GW)

Academic rules and regulations\_GEM (03-A002-GW)

## Procedures

According special educational needs status procedure (11-B001-GW)

## Other

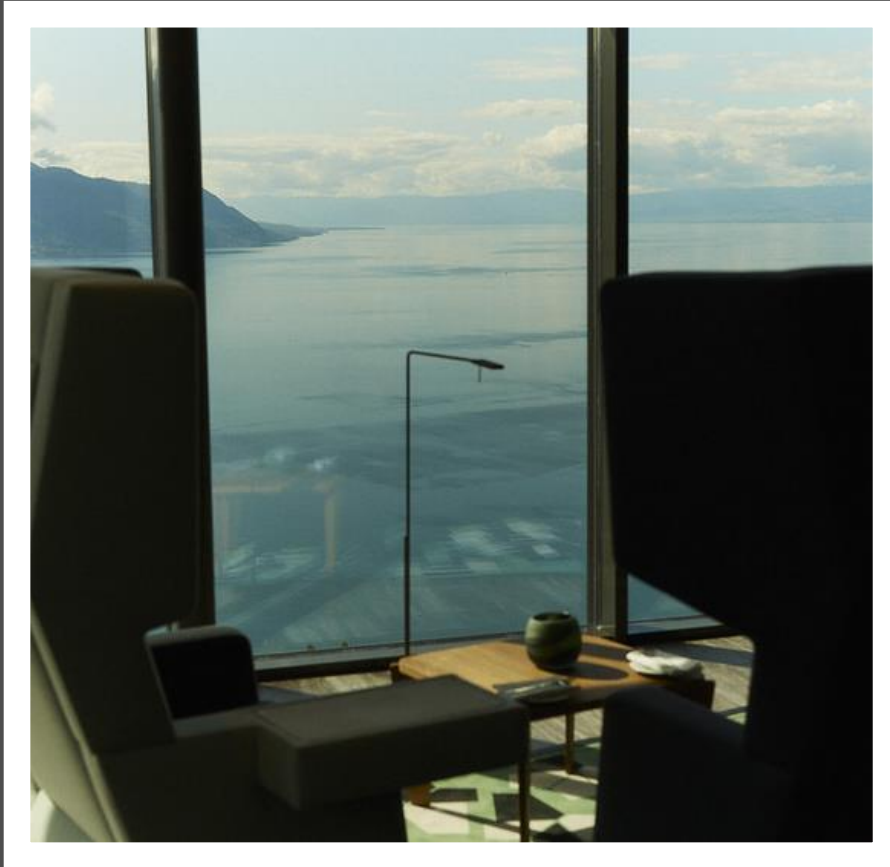
Specific learning difficulty informed consent form (11-E001-GW)

## Department contacts & links

Learning Support: [learningsupport@glion.edu](mailto:learningsupport@glion.edu)

## Publication approval

This policy has been approved for publication by the Quality Oversight Committee on 29.11.2023.



# Student surveys & feedback mechanisms

Reference:	02-A004-GW
Distribution:	GIHE Worldwide
Department:	Institutional Effectiveness
Updated by:	Damien Charles Vaney
Updated on:	16.01.2024
Valid until:	31.12.2026

# Table of Contents

<b>Headline</b> .....	<b>2</b>
<b>1. Statement</b> .....	<b>3</b>
1.1 Roles and Responsibilities .....	3
1.2 Timeline .....	3
<b>2. Student Surveys</b> .....	<b>4</b>
2.1 GIHE Course review and evaluation survey .....	4
2.2 GIHE arrival survey .....	4
2.3 GIHE NPS mid-semester survey .....	4
2.4 Student satisfaction survey .....	5
2.5 Graduate survey .....	5
<b>3. Other feedback mechanisms</b> .....	<b>6</b>
3.1 Student voice .....	6
<b>4. Surveys' results</b> .....	<b>6</b>
4.1 Results and Reporting .....	6
<b>Related documents</b> .....	<b>7</b>

# Headline

## Glossary of terms

**Microsoft Power BI:** It is a data visualization tool for creating interactive reports and dashboards.

**Symplicity:** It is a service for higher education institutions offering, among other things, platforms for career services.

**Watermark Course Evaluation and Surveys:** It is a service used to run surveys and course evaluations in educational settings.

## List of acronyms

**GIHE:** Glion Institute of Higher Education

**CRE:** Course review and evaluation

**NPS:** Net Promoter Score

**QOC:** Quality Oversight Committee

**SGA:** Student Government Association

**USAC:** Undergraduate Student Academic Council

## Compliance

This policy responds to GIHE's Quality standards 3.3 and 5.1.

For more information about GIHE's Quality standards, please refer to [Quality standards \(02-A002-GW\)](#).

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# 1. Statement

Glion Institute of Higher Education (GIHE) is committed to the continuous improvement of its services for enrolled students. Students are an integral part of this process, which includes anonymous surveys through various systems which gather student feedback and recommendations.

GIHE treats surveys and results with due care and confidentiality, and commits to considering the recommendations expressed by the students. All students are entitled to access the surveys to express their opinions and report on their experiences. Participating in a survey or not will have no effect on a student's grade or enrolment status.

The results of student surveys may be used in evaluation of Institutional Effectiveness. Student course review and evaluation (CRE) results may be used in faculty evaluation and development. Further information about how the feedbacks are treated are described in the [Student surveys and feedback mechanisms procedure \(02-B002-GW\)](#).

## 1.1 Roles and Responsibilities

### Academic Management

It supports and encourages reflectivity and maintains confidentiality when dealing with student feedback. Student feedback is obtained in various ways in GIHE to include CRE, student representative feedback and informal student feedback through faculty, or program managers / directors. These processes should enable faculty to reflect and when applicable redesign elements of a course or assessment.

### Program Directors and Program Managers

Overall responsibility for the follow up regarding academic feedback, which includes teaching methods, course design, transferable skills, and learning outcomes. Deans, program directors, program managers, program coordinators and faculty are responsible for promoting surveys in order to achieve the best potential answer rates in terms of CRE surveys.

### Operations and Student Affairs

They oversee all non-academic feedbacks, encompassing aspects related to Student Life, Accommodation, Food and Beverage, and Health and Safety. The Operations and Student Affairs teams are tasked with promoting surveys to maximize response rates and gather comprehensive insights.

### Platform administrators

They are tasked with ensuring that surveys include the agreed-upon content and are administered to the appropriate cohorts at the designated times.

### Survey content responsible

They must guarantee the survey content aligns with the Institution's requirements. As surveys are aligned with other institutions of the group, it is advisable to consult with them and the Parent company when considering necessary changes.

## 1.2 Timeline

The surveys structure maintains consistency across successive academic semesters, demonstrating a standardized approach. The commencement and conclusion times for each survey are decided by Quality Oversight Committee (QOC) in discussion with relevant department, ensuring a systematic and well-coordinated feedback mechanism throughout the semester.



## 2. Student Surveys

### 2.1 GIHE Course review and evaluation survey

#### Purpose

Course review and evaluation surveys serve to gather feedback from students on the effectiveness of instructors, course content, and overall academic and learning experience. The collected information is used for continuous improvement, curriculum development, and institutional research, aiding in decision-making processes within the Academic pillar.

#### Respondents

All enrolled students

#### Platform used

Watermark Course Evaluations & Surveys (formerly EvaluationKIT)

#### Platform administrator

Student Registry Services

#### Survey content responsible

Academic and Research Board

### 2.2 GIHE arrival survey

Formerly Induction survey

#### Purpose

This survey seeks to evaluate the entirety of the pre-arrival and arrival experiences, encompassing the admissions process, onboarding procedures, and initial impressions of the campus environment. The outcome provides valuable insights for continuous improvement and enhancing the overall newcomer experience.

#### Respondents

All newly enrolled students, only once over the entire studies.

#### Platform used

Watermark Course Evaluations & Surveys (formerly EvaluationKIT)

#### Platform administrator

Student Registry Services

#### Survey content responsible

Leadership Committee

### 2.3 GIHE NPS mid-semester survey

Also called NPS Pulse survey

#### Purpose

The mid-semester Net Promoter Score (NPS) survey is designed to promptly assess students' likelihood to recommend the course or educational experience to others, as well as providing a measure of overall satisfaction and potential areas for improvement at the mid-point of an academic semester. Its purpose is to enable swift adjustments during the ongoing semester.

#### Respondents

All enrolled students, each semester around mid-term.

**Platform used**

Watermark Course Evaluations & Surveys (formerly EvaluationKIT)

**Platform administrator**

Student Registry Services

**Survey content responsible**

Leadership Committee

## 2.4 Student satisfaction survey

Formerly End of semester survey

**Purpose**

The Student Satisfaction Survey oversees all departments and services, and is designed to systematically gauge students' experiences, providing a comprehensive overview of satisfaction levels and identifying areas for improvement across the institution. Its purpose is to enhance overall student experience by informing targeted audience and ensuring a high-quality educational environment.

**Respondents**

All enrolled students

**Platform used**

Watermark Course Evaluations & Surveys (formerly EvaluationKIT)

**Platform administrator**

Student Registry Services

**Survey content responsible**

Leadership Committee

## 2.5 Graduate survey

**Purpose**

This survey is meant to provide GIHE with valuable insights into the career and educational trajectories that students pursue after graduating from the institution.

**Respondents**

All graduating students

**Platform used**

Symplicity

**Platform administrator**

Career Services and Industry Relations

**Survey content responsible**

Career Services and Industry Relations

## 3. Other feedback mechanisms

### 3.1 Student voice

Student feedback is solicited through various mechanisms. These include Class representatives or Undergraduate Student Advisory Council (USAC) meetings, Student Government Association (SGA) meetings and presentations, and other relevant student experience related forums or surveys.

## 4. Surveys' results

### 4.1 Results and Reporting

GIHE is committed to a transparent and collaborative approach in sharing survey results. These results are shared through Microsoft Power BI by the institutional Effectiveness team with relevant stakeholders to disseminate both partial and comprehensive survey findings to faculty, administrators, and other members of the Glion Community. This proactive sharing of data fosters a culture of openness and inclusivity, allowing all involved parties to gain insights into various aspects of the institution's performance. Furthermore, GIHE utilizes the survey data as a strategic tool for continuous improvement. By analyzing the feedback, the institution identifies specific areas for enhancement, refines its services, and implements targeted improvements in response to the needs and expectations of its students. This data-driven approach not only facilitates informed decision-making but also ensures that the educational experience at GIHE remains dynamic and responsive to the evolving needs of its academic community.

# Related documents

## Policies

GIHE Quality Standards (02-A002-GW)

## Procedures

PDCA Quality Cycle (02-B001-GW)

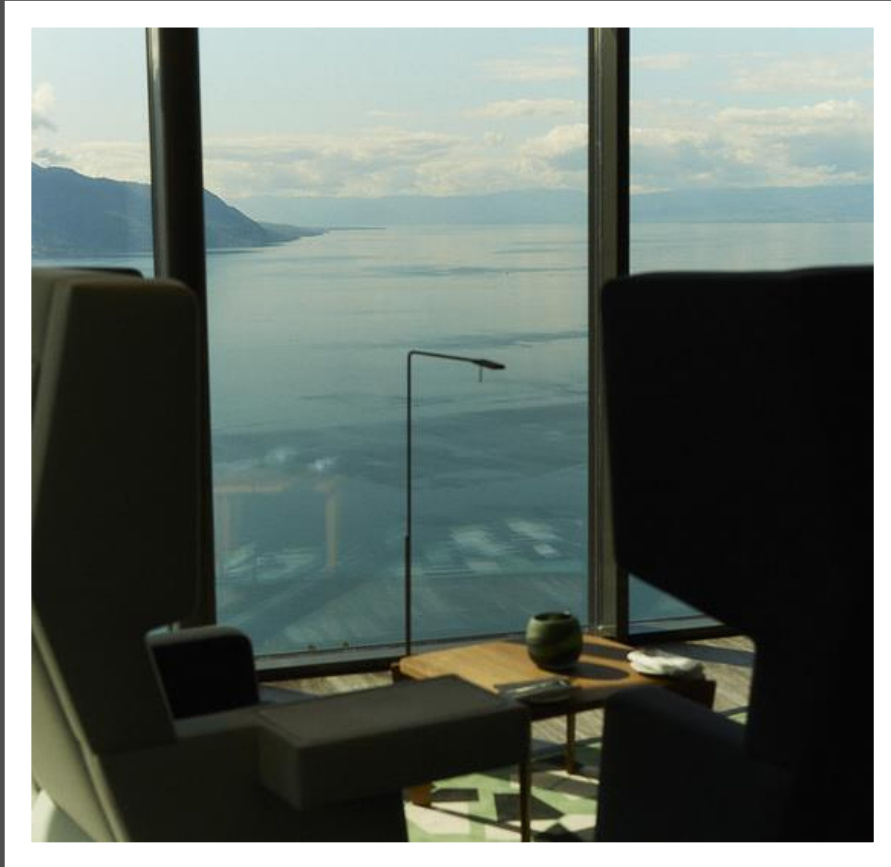
Student surveys and feedback mechanisms procedure (02-B002-GW)

## Department contacts & links

Email: [institutional.effectiveness@glion.edu](mailto:institutional.effectiveness@glion.edu)

## Publication approval

This policy has been approved for publication by the Quality Oversight Committee on 29.11.2023.



# Substance abuse and addiction

Reference:	15-A003-CH
Distribution:	GIHE Switzerland
Department:	Security
Updated by:	Giuseppe Petronio
Updated on:	29.11.2023
Valid until:	31.12.2026

# Table of Contents

<b>Headline .....</b>	<b>2</b>
<b>Introduction .....</b>	<b>3</b>
<b>1. Definition .....</b>	<b>3</b>
<b>2. Implementation and compliance .....</b>	<b>3</b>
2.1 Students .....	3
2.2 Individual and collective responsibility .....	3
2.3 Failure to comply and liability .....	4
<b>3. Prevention.....</b>	<b>4</b>
<b>4. Substances .....</b>	<b>4</b>
4.1 Drugs and other illegal substances.....	4
4.2 Alcohol .....	4
4.3 Smoking.....	4
4.4 Prescription drug abuse .....	5
4.5 Common characteristics among addictive behaviours .....	5
4.6 Substances' effects on health .....	6
<b>5. Disciplinary outcomes.....</b>	<b>7</b>
5.1 Students regulations .....	7
5.1.1 Testing in case of suspicion .....	7
5.1.2 Drug testing procedure .....	7
5.1.3 Refusal .....	8
5.1.4 Sanctions .....	8
5.2 Employees regulations .....	9
5.3 Legal consequences in case of positive results .....	9
<b>6. Advice seeking.....</b>	<b>9</b>
6.1 Assessing concerns and finding support .....	9
6.2 Confidentiality .....	9
<b>Related documents.....</b>	<b>10</b>

# Headline

## Glossary of terms

**Freedom with responsibility:** is a concept that encompasses individual autonomy while acknowledging the obligation to consider the ethical implications and potential impact on oneself and others in the exercise of that freedom.

## List of acronyms

**GIHE:** Glion Institute of Higher Education

**CBD:** Cannabidiol

## Compliance

This policy responds to GIHE's Quality standard 6.2.

For more information about GIHE's Quality standards, please refer to [Quality standards \(02-A002-GW\)](#).

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# Introduction

This comprehensive policy aims to ensure the safety of the learning and working environment as well as the safety of the Glion Institute of Higher Education (GIHE) community and that of the surrounding local community. Therefore, as such, GIHE adopts a zero-tolerance approach to drugs.

Although local legislations regarding illegal substances may change from time to time, GIHE employees and students are required to follow this policy. The term “employee” in this policy will refer as GIHE or Sommet Education employees as well as to other individuals contracted by GIHE or Sommet Education, such as e.g. visiting lecturers or consultants.

## 1. Definition

GIHE is sensitive to challenges in today’s society and therefore embraces a holistic definition of addictions. Being addicted means having a craving for something. This can be a substance (alcohol, drugs, nicotine, etc.) or an activity (gambling, shopping, social media, etc.).

Once the object of craving is consumed there is usually an emotional high before a downturn and a renewed craving. This forms a pattern of repeated (often compulsory) behaviour that can become very central to someone’s daily life – to a point where it interferes with the ordinary responsibilities and concerns, such as studies, work, relationships, or health. People who have developed an addiction may not be aware that their behaviour is out of control and causing problems for themselves and / or others.

See further details in the sections [Common characteristics about addictive behaviour](#) and the [Substances' effects on health](#).

## 2. Implementation and compliance

### 2.1 Students

Responsibility for student-led events lies with the student organization in charge of the event as well as with the Student Affairs Department. Those students or student organizations who have received authorisation for an event will be held responsible collectively.

### 2.2 Individual and collective responsibility

Each member of the GIHE community, including visitors, is expected to comply with this policy and the law, and to act in a way that demonstrates the principle of “freedom with responsibility”. Furthermore, each member of the community shares responsibility for other individuals and the collective health, safety and wellbeing of everybody. We therefore encourage a proactive and collegial approach to ensuring a drug and addiction free campus environment. This responsibility extends when interacting with the local communities, as well as during business trips, field trips, and industry placements.



## 2.3 Failure to comply and liability

Failure to comply with this policy may lead to refusal to use GIHE property, to organise events in the future as well as disciplinary and / or legal procedures as appropriate.

# 3. Prevention

GIHE is strongly committed to a holistic approach giving equal importance to prevention as to sanctions in case of abuse and addiction. This is achieved through different inductions, awareness days, prevention campaigns etc. Those differ from semester to semester and while some are mandatory, others are optional for students and employees to attend.

# 4. Substances

## 4.1 Drugs and other illegal substances

GIHE abides by all local laws where it operates regarding the use of controlled or illegal substances. The unlawful possession, use, distribution, sale, or manufacture of such substances by students or employees, whether inside or outside of GIHE, is strictly forbidden without distinction between those drugs known as “soft” drugs and those known as “hard” drugs.

## 4.2 Alcohol

While alcoholic beverages are not prohibited on campus, GIHE promotes an environment which fosters moderation, accountability and safety in alcohol consumption by persons of legal drinking age.

- Alcohol may only be distributed on the GIHE campus at registered and approved outlets or during registered and approved events.
- Alcohol that is not specifically manufactured for human consumption may not be offered, served, or consumed in any form (e.g., diluted or undiluted, or as an ingredient in punches or other admixtures) under any circumstances.
- Students can have beer and wine in their rooms; alcohol over 16% of volume is prohibited.
- The legal drinking age in Switzerland is 16 for beer, wine and cider and 18 for spirits, aperitif and alcopops. No individual underage may misrepresent their age for the purpose of obtaining alcoholic beverages, nor may an individual assist another in such a misrepresentation or assist an underage individual to get alcohol. This is punishable under criminal law.
- No alcohol is to be served to a person who is disorderly or who is or appears to be intoxicated.

Members of the community who violate this policy due to excessive alcohol consumption may be required to undergo an alcohol blood test (all costs incurred in relation to the blood test will be borne by the individual) and may be subject to specific measures (including but not limited to the prohibition to purchase alcohol on campus).

## 4.3 Smoking

Not only is smoking a health issue for smokers and non-smokers alike, un-extinguished cigarettes and matches constitute a major fire risk.

The use of tobacco products is prohibited on all property owned, leased or used by GIHE, including but not limited to all internal and external areas; parking and rooms. Smoking is permitted only in areas specifically designated and posted as smoking areas. GIHE will determine the number, nature and location of designated smoking areas. Community members who are caught smoking in non-dedicated areas may be fined.

Tobacco products include cigarettes, cigars, pipes, all forms of smokeless tobacco, clove cigarettes and any other smoking devices that use tobacco, such as hookahs, or simulate the use of tobacco such as electronic cigarettes. Smokers who wish to give up may seek assistance from the support staff such as the Institution Health Advisors.

#### 4.4 Prescription drug abuse

Considering the increase in recent years of prescription drug misuse or abuse, GIHE seeks to raise awareness amongst its community about other types of drugs and substances that can alter the structure and the function of the brain, and that can lead to equally serious addictions as illegal substances. This includes for example opioids (used to treat pain), central nervous system depressants (such as Xanax, Valium, Ativan, Klonopin) or stimulants such as amphetamine, dextroamphetamine (Adderall) or methylphenidate (Concerta, Daytrana, Methylin, Ritalin) used to treat attention deficit disorder and narcolepsy.

When taken as prescribed, they can effectively relieve pain and improve the quality of life. When used long-term or in case of overdose, opioids can be life threatening, especially when taken in combination with other substances such as alcohol.

#### 4.5 Common characteristics among addictive behaviours

There are many common characteristics among the various addictive behaviours:

- The person becomes obsessed (constantly thinks of) the object, activity, or substance.
- They will seek it out or engage in the behavior even though it is causing harm (physical problems, poor work or study performance, problems with friends, family, fellow workers).
- The person will compulsively engage in the activity, that is, do the activity over and over even if he/she does not want to and find it difficult to stop.
- Upon cessation of the activity, withdrawal symptoms often occur. These can include irritability, craving, restlessness, or depression.
- The person does not appear to have control as to when, how long, or how much he or she will continue the behavior (loss of control). (They drink 6 beers when they only wanted one, buy 8 pairs of shoes when they only needed a belt, ate the whole box of cookies, etc).
- The person often denies problems resulting from his/her engagement in the behavior, even though others can see the negative effects.
- The person hides the behavior after family or close friends have mentioned their concern. (hides food under beds, alcohol bottles in closets, doesn't show spouse credit card bills, etc).
- The person reports a blackout for the time they were engaging in the behavior (they don't remember how much or what they bought, how much they lost gambling, how many miles they ran on a sore foot, what they did at the party when drinking)
- Depression is common in individuals with addictive behaviors. That is why it is important to make an appointment with a physician to find out what is going on.
- Individuals with addictive behaviors often have low self-esteem, feel anxious if they do not have control over their environment, and come from psychologically or physically abusive families.

## 4.6 Substances' effects on health

The table below describes the impact on health resulting from the consumption of various substances. This table is adapted from *Policy 4.8 (Alcohol and Other Drugs (for Students, Staff, Faculty, and Visitors) of Cornell University, updated on March 22, 2019.*

Substance	Short-term effects	Long-term effects of heavy use	Dependency	
			Phys.	Psych.
<b>Alcohol</b>	<ul style="list-style-type: none"> <li>Depressed central nervous system</li> <li>Impeded attention and memory</li> <li>Impaired judgment</li> <li>Impaired vision, other senses and coordination</li> <li>Irregular or poor sleep</li> <li>Impaired driving</li> <li>High doses can result in unconsciousness and death</li> </ul>	<ul style="list-style-type: none"> <li>Damage to liver, heart, pancreas</li> <li>Irritation of gastrointestinal system</li> <li>High blood pressure</li> <li>Oral cancer</li> <li>Malnutrition and nutritional deficiencies</li> <li>Lowered resistance to disease</li> </ul>	Yes	Yes
<b>Depressants</b> Common names: blues (amobarbital); yellow jackets (pentobarbital); purple hearts (phenobarbital); reds (secobarbital); rainbows (secobarbital-amobarbital combinations)	<ul style="list-style-type: none"> <li>Depressed central nervous system</li> <li>Mildly impaired coordination</li> <li>Impaired judgment and short-term memory</li> <li>Impaired driving</li> <li>Reduced anxiety, lethargy</li> <li>Can control seizures</li> <li>High doses can cause irregular breathing, impaired reflexes, coma, and death</li> </ul>	<ul style="list-style-type: none"> <li>Disturbed sleep, chronic fatigue</li> <li>Anxiety, restlessness, depression</li> <li>Slower reflexes and impaired coordination</li> <li>Reduced sex drive, impotence</li> <li>Menstrual irregularities</li> <li>Hostility, mood swings</li> <li>Cross-tolerance to other depressants</li> </ul>	Yes	Yes
<b>Hallucinogens</b> Some common types: LSD, Ecstasy, PCP, STP, mushrooms (psilocybin), etc.	<ul style="list-style-type: none"> <li>Some of these are synthetic substances that are often much more potent than the drugs they are designed to mimic, and may contain impurities that can be hazardous to health.</li> <li>Changes in perception, mood, thought and brain function</li> <li>Loss of judgment</li> <li>Disorientation, mild confusion or hallucinations</li> <li>Visual disturbances</li> <li>Increased heart rate, blood pressure and body temperature</li> <li>Nausea, vomiting and abdominal discomfort</li> <li>High doses of some hallucinogens can cause death (e.g., MDA, PMA)</li> </ul>	<ul style="list-style-type: none"> <li>LSD could precipitate severe psychotic episodes</li> <li>Flashbacks can reoccur spontaneously</li> </ul>	No	No
<b>Opiates</b> Names: heroin, codeine,	<ul style="list-style-type: none"> <li>Impaired driving</li> </ul>	<ul style="list-style-type: none"> <li>Impaired vision</li> <li>Chronic constipation</li> </ul>	Yes	Yes

<p>morphine, Demerol, Darvon</p>	<ul style="list-style-type: none"> <li>Higher doses can cause drowsiness, sedation, dizziness, euphoria</li> <li>Some have a stimulating effect with increased heart rate, blood pressure, tremors, seizures</li> <li>Very high doses can cause decreased heart rate and blood pressure, muscle constriction, cyanosis, and death</li> </ul>	<ul style="list-style-type: none"> <li>Higher risk of pulmonary complications</li> <li>Mood swings</li> <li>Needle use can lead to abscesses, collapsed veins, infections</li> </ul>		
<p><b>Marijuana</b> Common names: pot, hashish, grass, weed, etc.</p>	<ul style="list-style-type: none"> <li>Has same effects as depressants, stimulants and hallucinogens</li> <li>Impaired judgment, short-term memory, and intellectual performance</li> <li>Reddening of eyes</li> <li>Sensory distortion,</li> <li>Impaired coordination, drowsiness</li> <li>Impaired driving</li> <li>Can aggravate pre-existing heart problems, mental health problems</li> </ul>	<ul style="list-style-type: none"> <li>Respiratory damage</li> <li>Impairment of memory and concentration</li> <li>Can interfere with physical, psychological, social development of young users</li> </ul>	Possible	Yes
<p><b>Stimulants</b> Common Names: speed, diet pills, meth, crank, crystal, cocaine, crack, etc.</p>	<ul style="list-style-type: none"> <li>Increased alertness, energy</li> <li>Impaired driving</li> <li>Impaired judgment</li> <li>Increased breathing, heart rate, heart palpitations</li> <li>Anxiety, restlessness, hostility, paranoia, confusion</li> <li>Visual and auditory hallucinations</li> <li>Overdose leading to death can occur</li> </ul>	<ul style="list-style-type: none"> <li>Severe anxiety, paranoia</li> <li>Impaired coordination, tremors</li> <li>High blood pressure</li> <li>Malnutrition</li> <li>Chronic sleeplessness</li> <li>Damage to internal organs (brain, heart, lung, liver, kidneys)</li> <li>Chronic use can lead to death</li> </ul>	Yes	Yes

## 5. Disciplinary outcomes

### 5.1 Students regulations

#### 5.1.1 Testing in case of suspicion

Any student can be called in by the Security Department or delegate for a drug testing procedure at any time and without notice should there be strong suspicion or reason to believe that they are involved in consuming, or dealing with illegal substances, and / or the institution considers that the individual's behaviour may pose a physical or mental risk to themselves or others potentially, or may threaten the campus environment due to signs of drug abuse.

#### 5.1.2 Drug testing procedure

Security is responsible for the drug test upon suspicion, which consists of a saliva or surface test.

In addition to that, the student may be requested by Security to perform a blood test with a doctor or a laboratory recognized by GIHE in the following situations:

- if the saliva or surface test cannot be carried out or is refused;
- if the saliva or surface test result reveals consumption of stupefying products and / or any equivalent products, including but not limited to cannabis, cocaine, amphetamines, opiates;
- if the saliva or surface test result is disputed;
- if the individual confirms the consumption of stupefying products and / or any equivalent products.

In addition to the drug test, the assigned laboratory will seek to determine if any other substances or products (e.g. medicines) could have been taken, therefore influencing the results one way or another. If this is the case, the individual will be asked to present the evidence pertaining to the consumption of these other medications within 24 hours.

If the saliva test cannot be performed or is refused by the student, they will be instructed to perform a blood test with a doctor or a laboratory to determine whether substances had been consumed or not. Any costs pertaining to transport or testing must be paid by the individual directly.

### 5.1.3 Refusal

In case the student refuses the test, they will be summoned to appear before the Disciplinary Commission and may face disciplinary sanctions from the institution, including expulsion. See [Code of conduct for students \(15-A001-GW\)](#). The Institution will ask the student that the results are forwarded directly to the Security Department and not to self or any other person. A negative result will not necessarily dismiss the charges against the student or dismiss a severe violation of the [Code of conduct for students \(15-A001-GW\)](#), if other crucial elements are involved in the case (transportation, implication, and assistance to drug incidents).

### 5.1.4 Sanctions

General rules are detailed in the [Code of conduct for students \(15-A001-GW\)](#). Additionally, the specific cases below will apply.

#### Students on internship

If a student is on an internship when the test result is known, the following actions will be taken:

- If the result is positive: an additional internship may be required and the student might be responsible to find this internship independently;
- A monthly blood test will be required at their expense.

#### Interim suspension: CBD traces

Any student with positive results to CBD will have to appear before the Disciplinary Commission and will be subject to an interim suspension with immediate effect from the moment of receipt of the positive results until the time of the hearing. A Student on an interim suspension may be required to conduct Community service or restricted from the campus in its entirety or from a particular program, activity or building, until the investigations and hearings are finalized. During the period of interim suspension, the student may be required to attend meetings with Campus Security and external experts on addiction and drug abuse, as well as with other members of the Institution management and support staff, as per the disciplinary procedures.

#### Suspension

Any student with positive results to any other substance than CBD will appear before the Disciplinary Commission, which will impose suspension for the entirety of a semester in cases of first time offenses and subject to the severity of the results and / or may impose other sanctions of level 2 as outlined in the Disciplinary procedures. Should a test be conducted towards the end of a semester whereby the positive result is only known in the last

weeks of a running semester, the Disciplinary Commission may decide to apply the suspension to the running or the following semester.

## 5.2 Employees regulations

Please refer to the [Sommet Education Employee Policy](#).

## 5.3 Legal consequences in case of positive results

GIHE reserves the right to take legal action if necessary and any student or employee caught with illegal substances may be reported to the police. All individuals should be aware that, in addition to GIHE disciplinary measures, individuals may be subject to criminal prosecution as per local laws that can lead to severe penalties, including fines and imprisonment, for drug-related criminal offenses.

# 6. Advice seeking

## 6.1 Assessing concerns and finding support

### **I am not sure if I may have an addiction – whom can I contact?**

In case of any doubts, you can first have a confidential discussion with one of the Health Advisors on campus. It is not necessary to book an appointment, simply visit the Health Advisors during their opening hours.

Depending on the situation, the Health Advisors will then give you different options for you to choose for the best professional advice and / or follow up.

### **I am aware that I have an addiction and I would like to get help. What should I do?**

You can always seek support from the Health Advisors. The Health Advisors will then liaise with the appropriate support provider(s).

In the case where you do not wish to get the Health Advisors involved, you can request to book an appointment without mentioning the reason with a local medical centre.

## 6.2 Confidentiality

### **Will my situation be kept confidentially?**

Any medical information given to the health advisors, or the doctors is kept strictly confidential.

- Information may be disclosed only if the individual gives their consent to do so and /or if the safety / security of the individual may be jeopardized.

# Related documents

## Policies

Code of conduct for students (15-A001-GW)

[Sommet Education Employee Policy](#)

## Department contacts & links

Security Bulle: [security.bulle@glion.edu](mailto:security.bulle@glion.edu)

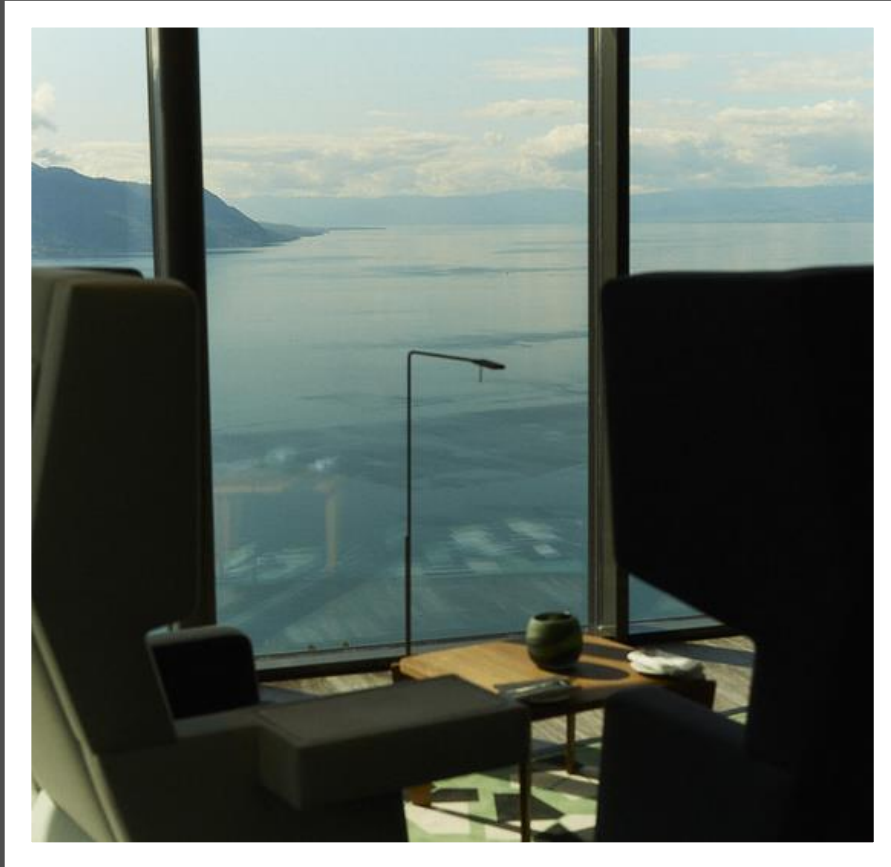
Security Glion: [security.glion@glion.edu](mailto:security.glion@glion.edu)

Health Advisor in Bulle: [healthadvisor.bulle@glion.edu](mailto:healthadvisor.bulle@glion.edu)

Health Advisor in Glion: [healthadvisor.glion@glion.edu](mailto:healthadvisor.glion@glion.edu)

## Publication approval

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# Undergraduate Student Academic Council Constitution

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# Table of contents

<b>Headline .....</b>	<b>2</b>
<b>Introduction .....</b>	<b>3</b>
<b>1. General .....</b>	<b>3</b>
1.1 Name .....	3
1.2 Objectives .....	3
1.3 Authority .....	3
1.4 Non-discrimination .....	3
<b>2. Membership .....</b>	<b>3</b>
2.1 Representation .....	3
2.2 Election .....	4
2.3 Term .....	4
2.4 Vacancy .....	4
<b>3. Organization .....</b>	<b>4</b>
3.1 Officers .....	4
3.2 Executive Committee .....	4
3.3 Meetings .....	4
3.4 Non-academic representation .....	5
3.5 Training .....	5
3.6 Chief Executive .....	5
3.6.1 President .....	5
3.6.2 Vice President .....	5
3.6.3 Secretary .....	5
3.6.4 Deputy secretary .....	6
3.6.5 Communications secretary .....	6
3.6.6 Student Academic Representative .....	6
3.6.7 Specialization Academic Representative .....	6
<b>4. Council business .....</b>	<b>7</b>
4.1 Meetings .....	7
4.2 Quorum .....	7
4.3 Motions .....	7
<b>5. Finance .....</b>	<b>7</b>
5.1 Budget .....	7
5.2 Authority .....	7
5.3 Rollover funds .....	7
<b>6. Accountability .....</b>	<b>8</b>
6.1 Information .....	8
6.2 Officers and members .....	8
6.3 Recall .....	8
6.4 Expulsion .....	8
<b>7. Amendment to Constitution .....</b>	<b>8</b>
7.1 Authority .....	8
7.2 Process .....	8
7.2.1 Proposal .....	8
7.2.2 Voting .....	9
<b>Related documents .....</b>	<b>10</b>

# Headline

## List of acronyms

**GIHE:** Glion Institute of Higher Education

**SAR:** Student Academic Representative

**SpAR:** Specialization Academic Representative

**USAC:** Undergraduate Student Academic Council

## Compliance

This policy responds to GIHE's Quality standards 3.3 and 5.1.

For more information about GIHE's Quality standards, please refer to [Quality standards \(02-A002-GW\)](#).

Some of the referenced materials in this policy may be intended for a different target audience, and as a result, may not be accessible to all readers of this policy.

Please note that any new version of this document supersedes and replaces all previous versions. It is the responsibility of the recipient to ensure they are referring to the most recent version for accurate information and compliance.

# Introduction

## Vision

The Undergraduate Student Academic Council aspires to promote an exemplary level of academic success and participation among the student body of Glion Institute of Higher Education (GIHE).

## Mission

To advance academic excellence, foster collaboration and mediate dialogue between faculty and the student body, and improve the learning experience for Glion Institute of Higher Education students..

# 1. General

## 1.1 Name

The name of the student representation body shall be the Undergraduate Student Academic Council (USAC).

## 1.2 Objectives

The Council shall pursue the objectives stated in the vision. Any matter that affects the quality of undergraduate student education falls within the Council's jurisdiction and within the governance policy that applies to GIHE. The USAC is a sub-committee of the Program Committee and represents students in relation to undergraduate academic affairs.

## 1.3 Authority

The authority of this constitution is the basis for the conduct of all business in the USAC. The Council may in conjunction with the Program Manager(s), by a two-thirds vote, adopt or amend Bylaws.

## 1.4 Non-discrimination

The Council shall not discriminate any individual's characteristics, according to the [Code of conduct for students \(15-A001-GW\)](#). As such, the Council will not advocate the restriction of any one's freedom of speech, assembly, expression, or association.

# 2. Membership

## 2.1 Representation

Each semester of the Undergraduate program shall comprise an electoral class. The number of Student Academic Representative (SAR) should follow a ratio of 1:40 (one SAR to 40 students). This applies to Semester 3, 4, 6 and 7. For Semester 7 of the Undergraduate Program, an additional Specialization Academic Representative (SpAR) shall be elected by each specialisation. In Semester 1 of the Undergraduate program, the number of SAR should follow a ratio of 1:15 (one SAR to 15 students). This above format applies to the Undergraduate Program in London Campus.

## 2.2 Election

The general election of the Council shall occur within first three weeks of the semester. The Program Manager(s) shall administer the election of the SARs and SpARs according to the Council Bylaws and their discretion.

## 2.3 Term

An elected SAR / SpAR shall take office at the first meeting after the election, and shall serve until the first meeting after the next election unless he or she resigns, leaves GIHE (graduated, for internship, suspended or expelled), is expelled for non-attendance or misconduct, or is recalled.

## 2.4 Vacancy

Following the resignation or expulsion of a member, the vacancy must be announced in the following academic week. The affected semester, specialisation group or class group must also be notified. A vacancy may be filled in one of two ways. If only one person seeks the vacated seat, then that candidate will automatically be seated. If more than one person is interested, the vacancy must be filled by Special Election as outlined in the Council Bylaws. This election must be completed within two academic weeks of the announcement of the vacancy and shall be administered by the USAC Executive Committee in conjunction with the Program Manager(s). Any new delegate has the same powers as other delegates.

# 3. Organization

## 3.1 Officers

The executive officers shall be a President and a Vice President who shall be nominated by the Faculty (one recommendation letter from any member of the GIHE faculty) and selected through an interview-round administered by the Academic Department. A Secretary and Deputy-Secretary who shall be elected by the Council from its own ranks. The Communications Secretary and his or her deputy(s) shall be appointed by the President. No one may hold more than one of these offices concurrently. The executive officers shall serve semester-long terms. The Secretary and Deputy-Secretary shall be elected from the ranks of the USAC during the first three weeks of semester. Any official action by an officer can be overturned by the entire council by a majority vote. Officers of the USAC may not hold positions in the Student Government Association as either a member or trustee concurrently. This President and Vice President shall be chosen by the Academic Department at the end of each academic semester (this should take place within the final month of the respective semester).

## 3.2 Executive Committee

The general executive authority shall reside in the Executive Committee along with the Program Manager(s), the voting membership of which shall consist of the officers. The President will preside over the committee. The Executive Committee shall be charged with compiling the agenda and calling meetings.

## 3.3 Meetings

A minimum of two meetings shall be called per semester. Frequency of the meetings that will occur solely between the Executive Committee and the SARs / SpARs are at the discretion of the Executive Committee. Meetings with

Program Manager(s) will take place once prior to the Program Committee meeting and once after the Program Committee meeting.

### **3.4 Non-academic representation**

Member(s) from the Student Affairs Department shall attend USAC meetings as non-voting member(s). They shall make record of any non-academic feedback that have an impact on the GIHE student's academic experience. These feedback(s) shall be fed into the Student Affairs' Student Feedback Procedure in accordance to the Student Feedback Mechanism Policy and Procedure.

### **3.5 Training**

Training for all SARs and SpARs is required during week four of the semester. Training of one to two hours shall be conducted by a faculty member in conjunction with Program Managers.

### **3.6 Chief Executive**

The chief executive officer shall be the President, who shall preside over the Council and the Executive Committee; shall delegate any responsibility whose exercise is not otherwise assigned; shall serve as the student representation body's general representative and official spokesperson. The chief executive is responsible for ensuring that student feedback is presented during the Program Committee. The mentioned feedback should be related to Strategy and not related to daily operational academic feedback. All of the above is in conjunction with the Program Manager(s).

## **Roles and Responsibilities.**

### **3.6.1 President**

- Member of the USAC Executive Committee.
- Chairs USAC Meetings.
- Voting member on the Undergraduate Program Committee.
- Represent USAC feedback at the Undergraduate Program Committee.
- Represents GIHE undergraduate students' academic interests.
- Acting as the general representative of the USAC
- Appointment of the Communications Secretary.

### **3.6.2 Vice President**

- Member of the USAC Executive Committee.
- Chairs USAC meetings in the absence of the President or if requested to do so.
- Represent USAC feedback at the Program Committee in the absence of the President.
- Monitors all council documentation in collaboration with the Secretary and ensures transparency.
- Represents GIHE undergraduate students' academic interests

### **3.6.3 Secretary**

- Member of the USAC Executive Committee.
- Prepare, in conjunction with the President, Vice-President, and Program Manager(s), the agenda for council meetings.
- Ensure that all members are kept informed of dates, times, and venues for meetings, with proper notice.
- Record efficient and well detailed meeting minutes.

- Report all important correspondence received to the council meetings.
- Maintain a “Register” – record of all member attendance at meetings in the form of a sign in sheet that is returned to the Secretary.
- Arrangements of Academic Department meetings.
- In the absence of the President and Vice-President, will be required to chair meetings.

### **3.6.4 Deputy secretary**

- Member of the USAC Executive Committee.
- Collaborate closely with the Secretary, President and Vice-President, for the preparations of the agenda for council meetings.
- Ensure that all members are kept informed of dates, times and venues for meetings, with proper notice.
- Efficient and well detailed meeting minutes in the absence of the Secretary or when asked to by the Secretary.
- Report all important correspondence received to the council meetings.
- Maintain a “Register” – record of all member attendance at meetings in the form of a sign in sheet that is returned to the Secretary.
- Arrangements of Academic Department meetings in the absence of the Secretary or if requested to do so.

### **3.6.5 Communications secretary**

- Member of the USAC Executive Committee.
- Responsible for all outward communication in conjunction with the Executive Committee and the Program Manager(s). Any outward communication to the student body must receive approval from the Academic Department prior to being sent out.
- Report all responded inquiries from the Academic Department back to the students after consultation with the Program Manager(s) and the Executive Committee.
- Organize the student feedback gathering effort.
- Monitor the USAC email and to respond to student inquiries, complaints, praises, or requests in a timely manner as well as assisting in adding such matters to the upcoming agenda.
- With approval from the President, appointment of up to two Assistant Communications Officers.
- Oversee and delegate work to Assistant Communications Officer(s).

### **3.6.6 Student Academic Representative**

- Member of USAC
- Attend and participate in the training session provided by the Academic Department.
- Establish effective communications with students, other members of the Council and the Executive Committee.
- Collect student academic related feedback.
- Attend and contribute to Council meetings.
- Help to promote any Academic Department and USAC surveys and to encourage students to participate and express their views on their GIHE academic experience.
- Help to promote the USAC system.
- Prepare for, attend and contribute to Council meetings, ensuring that students' views are expressed and their academic interests represented.

### **3.6.7 Specialization Academic Representative**

- Member of USAC
- Attend and participate in the training session provided by the Academic Department.
- Establish effective communications with students, other members of the Council and the Executive Committee.

- Collect student academic related feedback.
- Attend and contribute to Council meetings.
- Help to promote any Academic Department and USAC surveys and to encourage students to participate and express their views on their GIHE academic experience.
- Help to promote the USAC system.
- Prepare for, attend and contribute to Council meetings, ensuring that their respective Specialization students' views are expressed and their academic interests represented.

## 4. Council business

### 4.1 Meetings

Any GIHE student may participate in any meeting of the Council unless the meeting has been called into Executive Session as outlined in the Bylaws.

### 4.2 Quorum

The quorum of any meeting shall be a simple majority of the voting members. Council business may continue in the absence of a quorum. No resolution can be passed in the absence of the quorum.

### 4.3 Motions

Any motion to the agenda may be made by any member of the Council.

## 5. Finance

### 5.1 Budget

The Council shall receive its budget through the various Academic Departments (Undergraduate budget and London campus budget).

### 5.2 Authority

The President along with the Program Manager(s) shall have discretion over the allocation of USAC fund.

### 5.3 Rollover funds

At the end of each academic semester, the President and Secretary shall work together to compile the amount of "rollover funds" accumulated that year. All expenses that occurred during the academic semester must be justified and logged with the appropriate justification. The President and the Secretary together with the Program Manager(s) are responsible to present the accounts at the end of the semester. "Rollover funds" are the fund that remain unused on the last day of the semester. The Secretary shall inform the full Council of this amount by email.

## 6. Accountability

### 6.1 Information

Any document or record produced by the Council shall be posted on the USAC Moodle page. The proceedings of meeting are public record unless the meeting has been moved into executive session.

### 6.2 Officers and members

Actions taken by any officer or member falls under the authority of this constitution is responsible to the electing body and ultimately to the Council. The Council may move to expel any officer or member in accordance with the Bylaws.

### 6.3 Recall

Recall is the removal of an individual from an elected office by the electing body. Each representative may be submitted to a recall election by a petition of 20% of the members of his or her electoral class. After this petition, has been submitted and approved by the Executive Committee in conjunction with the Program Manager(s), the electoral class must then have a vote of confidence in said representative, within one week. A representative shall be recalled by a two-thirds vote, providing that the turnout in the recall election equals or exceeds the electoral class' turnout in the first election of the academic semester. Internally elected offices shall be recalled by two thirds vote of the electing body.

### 6.4 Expulsion

Expulsion is the removal of an individual for misconduct from the Council. Any member who exercises power or duty under this constitution or bylaws may be subject to expulsion. Expulsion by petition, as outlined in the bylaws, shall require a two-thirds vote of the Council. Expulsion for non-attendance shall follow the procedures as outlined in the bylaws.

## 7. Amendment to Constitution

### 7.1 Authority

Only the Executive Committee may file proposed amendments to the Constitution and Bylaws in conjunction with Program Manager(s). The President may discuss and file proposed amendments with the Executive Committee and Program Manager(s) through electronic mailing or any other kind of communication to ensure that this process is efficient.

### 7.2 Process

#### 7.2.1 Proposal

If a proposed amendment to the Constitution is submitted by the Executive Committee, the Secretary must communicate to all Council members the text of the proposed amendment and a brief explanation of what changes will occur if the amendment is put into effect. Voting on the amendment may begin as the first order of business



at the general meeting following the amendment(s) filed by the Executive Committee. An amendment may only be tabled once in its consideration by the Council.

### **7.2.2 Voting**

Amendments to this Constitution require two-thirds of the entire Council for the amendment to be made. The Secretary may employ any kind of communication in order to assume that all members of the Council are aware of the vote on any amendment, and shall accept votes in the any manner.

# Related documents

## Policies

Student surveys and feedback mechanism policy (02-A004-GW)

Code of conduct for students (15-A001-GW)

## Procedures

Student surveys and feedback mechanism procedure (02-B002-GW)

## Department contacts & links

Bachelor's IHB as of S2 in Switzerland: [bulle.undergraduateprogram@glion.edu](mailto:bulle.undergraduateprogram@glion.edu)

Bachelor's IHB as of S2 in London: [london.undergraduateprogram@glion.edu](mailto:london.undergraduateprogram@glion.edu)

## Publication approval

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