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Academic Quality Framework

History of amendments

Updated from the original "Glion Academic Quality Framework"

Approved in 2019 and valid until 2022.

Table of contents

Headline

List of acronyms

AQA: Academic Quality Assurance

AQF: Academic Quality Framework

GIHE: Glion Institute of Higher Education

TQM: Total Quality Management

Compliance

This document responds to GIHE's Quality standards 1.1,3.1, 3.3 and 4.1.

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

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

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1. Purpose and scope

The purpose of the Academic Quality Framework (AQF) is to ensure the highest standards of academic excellence and continuous improvement in teaching and learning at Glion Institute of Higher Education. The AQF provides a structured approach to academic quality assurance (AQA) and enhancement, ensuring that all academic programs meet rigorous standards and align with GIHE's Institutional Quality Framework (02-A001-GW), mission, vision, and values.

This document outlines the key components of the AQF, detailing the processes and practices that support academic quality enhancement at the program, semester, and course levels. It is designed to be a comprehensive guide for faculty, staff, and stakeholders involved in maintaining and improving academic quality.

2. Guiding principles of the Academic Quality Framework (AQF)

2.1 Continuous improvement

The AQF is committed to an ongoing process of review, reflection, and enhancement, guided by the principles of continuous improvement. These frameworks ensure that academic practices and policies are regularly updated based on feedback from stakeholders and data analysis. By continuously cycling through planning, implementing, evaluating, and refining processes, the AQF adapts to new challenges and opportunities in higher education, maintaining a trajectory of academic excellence.

2.2 Student-centred approach

Placing students at the centre of all AQA activities is a core principle of the AQF. It ensures that student feedback is integral to the review and improvement process, thereby enhancing the overall student experience. By focusing on the needs and perspectives of students, the AQF aims to create a supportive and engaging learning environment that promotes student success and satisfaction.

2.3 Stakeholder engagement

Active involvement of faculty, students, and external stakeholders in AQA processes is crucial for the AQF. Collaboration with industry partners, accreditation bodies, and advisory boards ensures that the GIHE's academic programs are relevant and aligned with current professional standards. Stakeholder engagement fosters a collaborative approach to academic quality enhancement, leveraging diverse perspectives and expertise.

2.4 Institutional accountability

Clear roles and responsibilities for AQA at all levels of the institution are essential for maintaining accountability. The AQF emphasizes transparent reporting and documentation of AQA activities, ensuring that all stakeholders are informed and engaged in the continuous improvement process. Institutional accountability ensures that GIHE adheres to high standards of integrity and effectiveness in its academic operations.

2.5   Academic Excellence

Maintaining high academic standards across all programs and courses is a fundamental principle of the AQF. Ensuring that learning outcomes are clearly defined, measurable, and aligned with industry and academic expectations is critical for fostering academic excellence. The AQF supports a rigorous and dynamic educational environment that prepares students for successful careers and lifelong learning.

3.   Roles and responsibilities

3.1   Academic & Research Board

The Academic & Research Board sets the strategic vision and directions for academic quality. It oversees the implementation of the AQF and ensures compliance with academic standards. The board is responsible for approving major academic policies and procedures, as well as ensuring that the GIHE's academic goals align with its mission and vision. See also Academic & Research Board Terms of reference (03-C009-GW).

3.2   Program Committees

Program Committees are responsible for the review and approval of program-specific quality assurance activities. They ensure that program learning outcomes are met and continuously improved. These committees regularly assess program content, delivery, and effectiveness, making necessary adjustments based on feedback and data analysis to enhance the overall quality of the programs. The Program Committees report directly to the Academic & Research Board. See also Program Committees Terms of reference (03-C011-GW).

3.3   Curriculum and Course Development Committee

The Curriculum and Course Development Committee plays a critical role in designing, evaluating, and updating the curriculum and courses to ensure they meet academic standards and industry requirements. This committee works closely with faculty, industry partners, and other stakeholders to develop innovative and relevant educational programs. It is responsible for ensuring that course content is current, rigorous, and aligned with learning outcomes and industry demands. The Curriculum and Course Development Committee reports to the Program Committees. See also Curriculum & Course Development Committee Terms of reference (03-C012-GW).

3.4   Industry advisory – Hospitality & Luxury Insight Council

The Hospitality & Luxury Insight Council (HLIC) provides external insights and feedback on industry relevance and standards. Amongst other things, it advises on the alignment of academic programs with industry needs, ensuring that graduates possess the skills and knowledge required by employers. The council collaborates with GIHE to integrate current industry practices and trends into the curriculum. While the HLIC does not have any direct reporting responsibilities within the AQF, it plays a crucial role in contributing to the processes by offering valuable external perspectives. See also Hospitality & Luxury Insight Council Terms of reference (09-C0GW).

3.5   Faculty

Faculty actively participate in AQA processes, including course and program reviews. They engage in professional development and continuous improvement initiatives to enhance their teaching practices and academic expertise. Faculty play a crucial role in implementing the AQF by applying best practices in pedagogy, assessment, and curriculum development. Their contributions are essential to the functioning of the Program Committees and the Curriculum and Course Development Committee.

3.6   Students

Students provide feedback through surveys, focus groups, and representation in committees. They participate in the review process to ensure the student perspective is considered, helping to shape the learning environment and improve academic programs. Student involvement is critical for ensuring that the educational experience meets their needs and expectations. While students do not have formal reporting responsibilities, their input is vital to the continuous improvement efforts of all committees.

3.7   External examiners

External Examiners are independent experts appointed to provide impartial assessment of academic standards and the quality of student learning. They review assessment materials, moderate student work, participate in assessment boards. External Examiners liaise with the institution to offer guidance on program development and contribute to the continuous enhancement of AQA processes. Their reports may be reviewed by the Program Committees and the Academic & Research Board, informing semester monitoring and periodic program review processes.

4.   Review types leading to continuous improvement

4.1   Overview of review types

The AQF includes three main types of reviews to ensure continuous improvement:

Course review
- Timing: Annually, as part of the faculty performance appraisal process, or ad-hoc as needed.
- Scope: Focuses on individual courses, ensuring they meet academic standards, achieve learning outcomes, and adapt to external changes.
- At a minimum, reviews take place between program director and faculty each year during performance appraisal process.
- A faculty member / program director may conduct a review ad-hoc, for example for a new faculty member delivering the course for the first time.
  - See Course review template (03-D001-GW).

Semester review
- Timing: One semester per program on rotation, scheduled to feed program review.
  - See Semester review template (03-D002-GW).

Scope: Evaluates the overall performance and outcomes of all courses within a semester, ensuring alignment with semester goals and General Education policy (03-A013-CH) (where appropriate) (reference pending)

Program review

4.2   Course review

Purpose and scope

The primary objective of course reviews is to ensure that individual courses meet academic standards, achieve learning outcomes, and adapt to changes in the external environment. Faculty are requested to reflect on the courses they taught at the end of each year, incorporating course evaluations and assessments of the external environment. Reviews focus on course design, delivery, and effectiveness, identifying areas for improvement to keep courses current and relevant. If, after reflection, faculty wish to change the course description, they may request changes at the Curriculum and Course Development Committee for the next semester of delivery. Course reflections also form part of the performance appraisal process. Additionally, a program director or associate dean may request changes based on the performance appraisal.

Objectives

- Ensure courses meet academic standards and achieve defined learning outcomes.
- Adapt courses to reflect changes in the external environment, including industry trends.
- Identify areas for improvement in course design, delivery, and effectiveness.
- Incorporate feedback from students, peers, and external sources to enhance course quality.
- Align course content with program goals and academic standards.

Data collection

- Faculty reflections through self-assessment during annual performance appraisal
- Course evaluations: student feedback via surveys and focus groups
- Assessment results: analysis of student performance data to evaluate learning outcomes
- External environment: assessment of industry trends and external factors impacting course content and relevance
- Peer evaluations: feedback from colleagues for additional insights. See Faculty peer observation (03-E001-GW).

Reporting

- Faculty submit findings and proposed changes to the Curriculum and Course Development Committee
- Evaluation of recommendations for alignment with semester goals
- Action plan for implementing changes, including success criteria
- Report is presented to the Program Committee for final review and approval
- Approved changes and initiatives are communicated to faculty and stakeholders

4.3   Semester review

Purpose and scope

The primary objective of semester reviews is to evaluate the overall performance and outcomes of all courses within a semester to ensure alignment with semester goals and to determine if any courses need to be added or removed. These reviews focus on the academic quality and effectiveness of the semester's teaching and learning activities, identifying trends, areas for improvement, and ensuring that the semester's offerings meet academic standards and student needs.

Objectives

- Ensure alignment of course learning outcomes with semester goals
- Identify areas for improvement based on student performance and feedback
- Evaluate the relevance of course content to industry standards and trends
- Make data-driven decisions for course additions, modifications, or removals

Data collection

- Course Review reports completed by faculty
- Aggregated student performance data (grades, assessments, completion rates)
- Student feedback from course evaluations and surveys
- Input from HLIC on relevance and alignment with industry needs
- External examiner reports (if applicable)
- General Education approach for the semester

Reporting

Semester Review report is presented to the Program Committee for review and approval including

- Summary of course alignment with semester goals
- Summary of course alignment with General Education policy.
- Analysis of student performance and feedback trends
- Recommendations for course improvements, additions, or removals
- Action plan for implementing changes, including monitoring of success criteria

Approved changes and initiatives are communicated to faculty, and stakeholders to ensure a shared understanding of the program's alignment with academic standards and the steps being taken to maintain and enhance this alignment.

4.4   Validation and Program review

Purpose and scope

Program reviews aim to assess the overall quality and effectiveness of academic programs. These reviews ensure that programs meet academic standards, fulfil learning outcomes, and remain aligned with industry requirements. Program reviews focus on evaluating the design, delivery, and outcomes of entire programs, identifying areas for improvement, and ensuring programs remain relevant and rigorous.

Objectives

- Confirm the continuing validity and relevance of the program
- Assess the quality of learning opportunities
- Evaluate the alignment of program outcomes with the institution's mission
- Identify areas for improvement and development

Review types leading to continuous improvement
Validation and Program review
Page 8 / 10

Data collection

- Curriculum design: Review the content, structure, and sequence of courses to ensure they are coherent, relevant, and up to date with the latest developments in the field.
- Assessment methods: Analyze the validity, reliability, and effectiveness of assessment strategies in measuring student achievement of learning outcomes.
- Grading & feedback practices: Examine grading policies and practices to ensure consistency, transparency, and alignment with established performance criteria.
- Academic integrity: Assess policies and procedures related to academic honesty, plagiarism prevention, and ethical standards.
- Faculty qualifications: Verify that faculty members possess the necessary expertise, qualifications, and experience to deliver high-quality instruction and support student learning.
- Longitudinal data from student surveys (current students, alumni) to assess the program's effectiveness in meeting academic standards.
- Program completion rates and student satisfaction metrics to evaluate the program's success in achieving its intended outcomes.
- Faculty insights and recommendations from program-level review's regarding the program's alignment with academic standards.
- HLIC feedback on program relevance and alignment with industry standards and expectations.
- External examiner reports (if applicable) to provide an independent assessment of the program's academic standards.

Reporting

Program Review Report is presented to Academic and Research Board, including:

- Analysis of program design, delivery, and outcomes in relation to academic standards, including curriculum design, assessment methods, grading practices, academic integrity, and faculty qualifications.
- Evaluation of alignment with academic standards and institutional goals.
- Summary of student, faculty, and industry feedback on the program's adherence to academic standards.
- Recommendations for program improvements and development to further align with academic standards.
- Action plan for implementing changes to enhance the program's compliance with academic standards (including monitoring of success criteria)

Approved changes and initiatives are communicated to Program Committees, faculty, and stakeholders to ensure a shared understanding of the program's alignment with academic standards and the steps being taken to maintain and enhance this alignment.

5. Metrics

A comprehensive overview of the metrics used to evaluate performance and define success of the Academic Quality Framework are listed in the Academic & Research strategy (03-C001-GW).

Related documents

Policies

GIHE Institutional Quality Framework (02-A001-GW)

General Education policy (03-A013-CH)

Governance policy (01-A001-GW)

Information, forms and templates

Academic & Research strategy (03-C001-GW)

Teaching, Learning and Assessment handbook (03-C007-GW)

Faculty Council term of reference (03-C008-GW)

Academic and Research Board Terms of reference (03-C009-GW)

Progression / Awards Board Terms of reference (03-C010-GW)

Program Committee Terms of reference (03-C011-GW)

Curriculum and course development Terms of reference (03-C012-GW)

Course Review Report (03-D001-GW)

Semester Review Report (03-D002-GW)

Program Review Report (03-D003-GW)

Faculty peer observation (03-E001-GW)

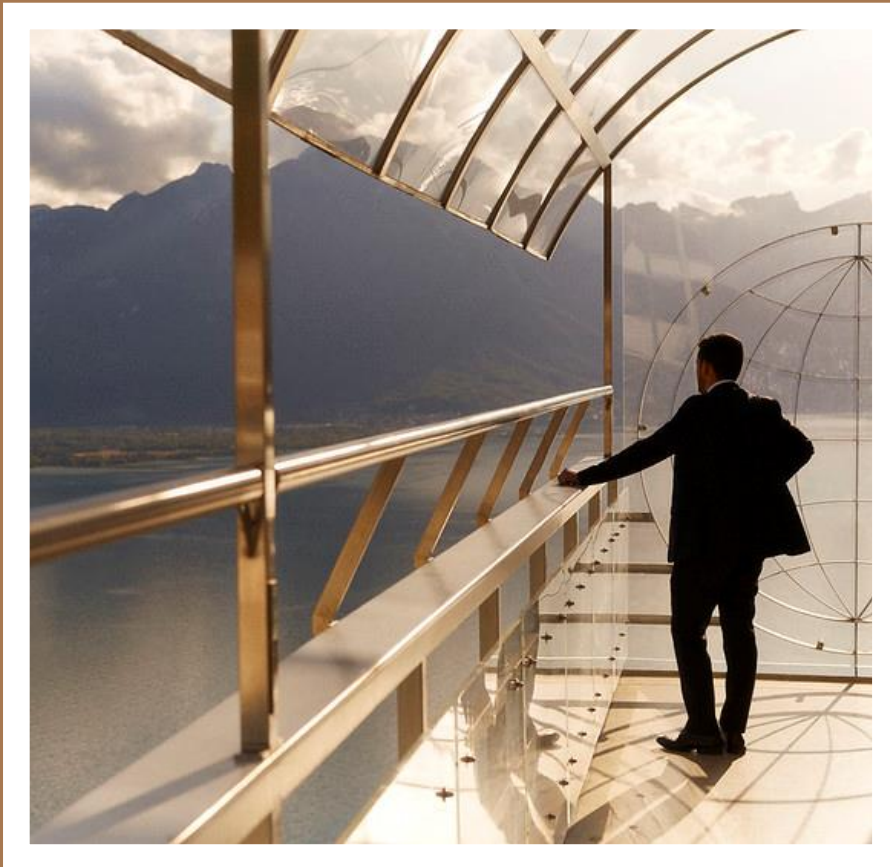Hospitality & Luxury Insight Council Terms of reference (09-C001-GW)

Department contacts & links

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Publication approval

This document has been approved for publication by the Academic & Research Board on 05.06.2024.

Class Representative Guidelines

Table of contents

Headline

List of acronyms

GIHE: Glion Institute of Higher Education

PAL: Peer-assisted learning

Compliance

This document 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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Introduction

1. Guidelines

1.1 Class Representative's responsibilities

- To be the communication link between the class and the various departments of the Institution.
- To collect academic-related and non-academic related comments and remarks addressed by class groups (verbally or by email).
- To keep a regular contact with the Academic or non-Academic team for day-to-day minor issues.
- To attend Student Experience Feedback Sessions and other committee meetings as scheduled, absences will be taken for non-attendance.
- Could be asked by the Academic or non-Academic department to carry out any specific task upon request e.g. passing information on behalf of the institution to their peers.
- To undertake timely feedback to their peers on a regular basis and represent the class and not their own views.

1.2 Role towards classmates

- To be a role model to classmates by showing a positive and professional attitude.
- To build a trusted relationship with his/her peers, to listen and remain neutral.
- To respect confidentiality when required or appropriate.
- To support students in their extra-curricular activities (e.g. attendance in meetings and lunches, grades and absences access, academic regulations…).
- To communicate information on behalf of faculty, Programs Managers or Deans.
- Organize tutorials for the class. Depending on the class's needs and wants, the tutorials can be with the class only, with Peer-assisted learning (PAL) (if available) or with the faculty responsible for the course (upon request).

1.3 How to be well prepared for a meeting with Faculty / Programs Managers / School Management or any other departments

- To raise issues related to a group of students. Individual concerns should be discussed separately and by the student concerned.
- To provide constructive feedback as part of the process and help to differentiate good and bad practices.
- To list concerns according to priority order and to select the most relevant ones that need particular attention or an urgent action.
- To ensure issues are raised at the appropriate meeting.
- To discuss and participate in a professional and respectful approach.
- To suggest solutions and alternatives to show evidence of a well-thought-out approach.
- To avoid naming any staff member in a public forum.

2. Student Experience Feedback Session

2.1 Roles and responsibilities

- Class representatives should start collecting feedback from their peers 10 days in advance of the meeting and use the template provided by the Programs Managers to summarize comments.
- Class representatives provide feedback to the Programs Managers
- For the Practical Arts semester, class representatives are required to provide verbal feedback at the end of each module as per the sessions scheduled with the Practical Arts Team.
- Class representatives will act as minute takers, adding new comments and discussion points raised during the meeting along with feedback and answers from the Academic Team, Student Affairs Team or other departments.
- Class representative will send the minutes to Programs Managers for validation within 2 days of the meeting.
- Class representatives will also feedback comments and answers to peers.

Related documents

Policies

Student surveys and feedback mechanism policy (02-A004-GW)

Procedures

Student surveys and feedback mechanism procedure (02-B002-GW)

Department contacts & links

Bachelor's IHB for S1 (Practical Arts):	practical.arts@glion.edu
Bachelor's IHB as of S2 in Switzerland:	bulle.undergraduateprogram@glion.edu
Bachelor's IHB as of S2 in London:	london.undergraduateprogram@glion.edu
Bachelor's LB:	luxurybachelorprogram@glion.edu
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Publication approval

This document has been approved for publication by Audrey Reynaud on 09.07.2023.
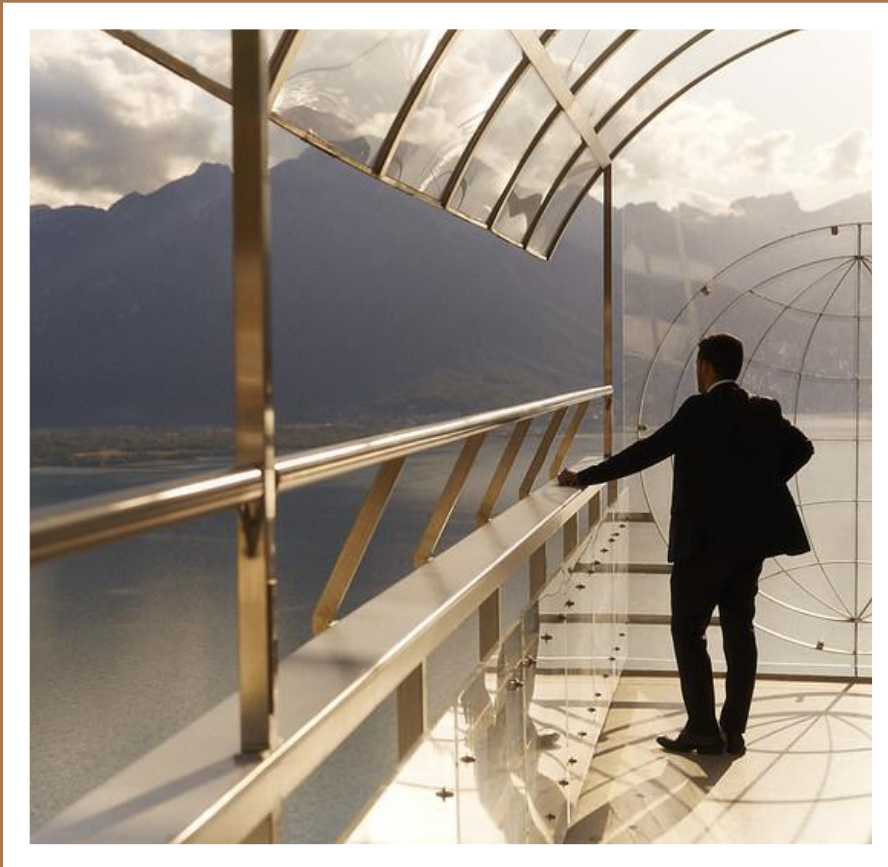
Institutional Quality Objectives

Table of contents

Headline

Glossary of terms

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

List of acronyms

GIHE: Glion Institute of Higher Education

CRE: Course Review and Evaluation

IPEDS: Integrated Postsecondary Education Data System

NECHE: New-England Commission of Higher Education (Accreditation body)

Compliance

This document responds to GIHE's Quality standard 2.1, 3.1, 3.3 and 9.1.

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

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Introduction

Purpose and scope

Quality objectives are specific, measurable, achievable, relevant, and time-bound targets that GIHE sets to achieve its quality strategy. These objectives are periodically reviewed to ensure they remain relevant and aligned with GIHE's institutional strategy, mission and vision, and requirements from its accreditation bodies and industry standards. By setting quality objectives, the institution can focus on continuous improvement and measure its progress towards achieving its quality standards.

1. Quality objectives

1.1 Student satisfaction

This involves prioritizing responsive and accessible support services, actively seeking and incorporating student feedback into institutional improvements, and creating a positive campus culture that values student well-being and academic success.

Measured by

Measured by tracking the percentage of contentment students feel regarding their educational experience, including academic, social, and administrative aspects of their GIHE life.

Measure	Review cycle	Description
Overall satisfaction rate	Student satisfaction survey End of every semester	Overall, how satisfied are you with your experience at Glion
Academic satisfaction	Course Review and Evaluations All courses, each semester	Calculated through CRE's surveys based on the satisfaction average of the following questions: I clearly understood: • the expected learning outcomes of the course • how I was graded in the course. The course material (textbooks, other reading materials, case studies, e-books, media) was relevant and up to date. The Moodle course page supported classroom delivery and learning. The classroom learning activities used in this course supported my learning. I received effective developmental feedback that helped me improve. This course encouraged me to take responsibility for my own learning. I had opportunities for participating in learning activities and asking questions in class.

Referring to Quality standard

This objective fits into the Quality standard 4.1 and 6.2.

1.2 Student retention

This involves enhancing a welcoming campus and positive and supportive learning environment, fostering strong student-faculty relationships, and offering mental health resources to ensure students stay engaged and persist through their academic journey.

Measured by

Measured by tracking the the percentage of students who continue their studies from one academic period to the next.

Measure	Review cycle	Description
Retention rate	Fall semester only	Calculated on first year to second year (Bachelor S1 to S3) and second to third (Bachelor S4 to S6) – as per NECHE's method.
Progression rate	Per semester	Calculated per semester: e.g. Bachelor S1 if progressed, S2 if progressed. S7 – if graduated, incomplete.

Referring to Quality standard

This objective fits into the Quality standard 3.3.

1.3 Graduation rates

This involves delivery of effective academic advising, offering comprehensive support services, and establishing clear pathways to degree completion, ensuring students have the necessary resources and guidance to successfully finish their programs.

Measured by

Measured by tracking the percentage of students who complete their degree program within a certain timeframe.

Measure	Review cycle	Description
Graduation rates Undergraduate	Fall semester only	Calculated according to the IPEDS method, which considers degrees awarded within 150% of the program duration.
Graduation rates Graduate (Masters)	Per semester	Calculated according to the IPEDS method, which considers degrees awarded within 150% of the program duration.

Referring to Quality standard

This objective fits into the Quality standard 2.1.

1.4 Graduate employment outcomes

This requires robust career services, internships, industry partnerships, and alumni networks to equip graduates with the skills and connections needed for successful careers.

Measured by

Measured by tracking the employment status on graduation.

Measure	Mean	Description
Graduate employment rate	Career services questionnaire on the graduation day Per semester	Calculated according to the QS formula: (Internship + Direct Entry + Corporate Management Training + MT J1 USA + Offer + Family Business + Start Own Business) / (Internship + Direct Entry + Corporate Management Training + MT J1 USA + Offer + Family Business + Start Own Business + Unknown). Students with category Non-communicative, gap / military / not looking and continue studies are not included.

Referring to Quality standard

This objective fits into the Quality standard 6.2.

1.5 Institutional recognition and collaboration

This involves positioning GIHE as a leader in providing quality education by consistently evaluating programs meeting the academic standards of the accreditation agencies and building academic partnerships with leading institutions.

Measured by

Measured by the number of accreditations achieved and the number of partnerships and collaborations.

Measure	Review cycle	Description
Number of academic & research active collaborations	Annually	Collaborations with external companies that involve generating new research.
Accreditations achieved	Annually	Recognition of academic program quality by an official body.

Referring to Quality standard

This objective fits into the Quality standards 1.1 and 5.2.

1.6 Research excellence

This involves investing in supporting faculty in providing resources for research, foster interdisciplinary collaborations, and promote a research-oriented culture that encourages publication and knowledge advancement and dissemination.

Measured by

Measured by tracking research output and activities.

Measure	Review cycle	Description
Number of supported research activities	Annually	Supported research activities. Academic paper, book chapter, conference papers, industry papers
Scholarly publications	Annually	Peer reviewed publication appearing in academic press

Referring to Quality standard

This objective fits into the Quality standard 5.2.

1.7 Student engagement

This requires providing a dynamic campus life with diverse extracurricular activities, encourage active participation in clubs and organizations, and employ innovative teaching methods that promote student interaction and critical thinking.

Measured by

Measured by tracking the percentage level of satisfaction with students in extracurricular activities, clubs and organizations, and personal development.

Measure	Mean	Description
Satisfaction on choice of social and recreational activities	Student satisfaction survey End of every semester	Question: Choice of social and recreational activities is adequate for my needs.
Satisfaction on personal development	Student satisfaction survey End of every semester	Question: I feel that I have developed personally during my semester.

Referring to Quality standard

This objective fits into the Quality standards 6.1 and 6.2.

1.8   Internationalization

This involves integrating global perspectives into the curriculum, encourage cross-cultural experiences and cross-institution semester exchanges.

Measured by

Measured by tracking the international mix of students.

Measure	Review cycle	Description
Number of nationalities	Per semester	Number of independent nationalities across all students all programs, all campuses

Referring to Quality standard

This objective fits into the Quality standard 2.2.

1.9   Social sustainability

This involves ensuring all employees of GIHE have equal access to opportunities, resources, and support for their well-being and development.

Measured by

Measured by tracking the percentage rates of employee behaviors.

Measure	Review cycle	Description
Turnover	Annually	100 * 'Total departures in 'Permanent salaried workforce' workforce over year N' / 'Permanent salaried workforce.
Absenteeism rate	Annually	100 * 'Number of paid and unpaid days of absence in permanent and non-permanent workforce' / 'Number of contractual days theoretically worked by permanent and non-permanent workforce.
Mood (rated as excellent)	Annually	Measures overall emotional state and morale of employees in an organization.

Referring to Quality standard

This objective fits into the Quality standards 7.1 and 7.2.

1.10   Financial sustainability

This involves adhering to a well-defined financial strategy aligned with the institution's mission and goals.

Measured by

Measured for example by tracking the budget and financial statements of the institution, including revenues, expenses, and reserves.

Measure	Review cycle	Description
Revenue	Annually	Total revenue
EBITDA	Annually	EBITDA
Gross operating profit	Annually	GOP (Revenue - Labor - Directs costs)

Referring to Quality standard

This objectives fits into the Quality standard 8.1.

1.11   Environmental sustainability

This involves minimizing the institution's ecological footprint while fostering environmental awareness and responsibility within the campus community.

Measured by

Measured by tracking elements associated with energy consumption and the implementation of sustainable practices or initiatives.

Measure	Review cycle	Description
Carbon footprint reduction	Every 5 years	Calculated in tCO2 eq
Environmental student led initiative (Green Committee)	Annually	Number of environmental initiatives that are led by the students' Green Committee.

Referring to Quality standard

This objectives fits into the Quality standard 2.2.

Related documents

Policies

GIHE Institutional Quality Framework (02-A001-GW)
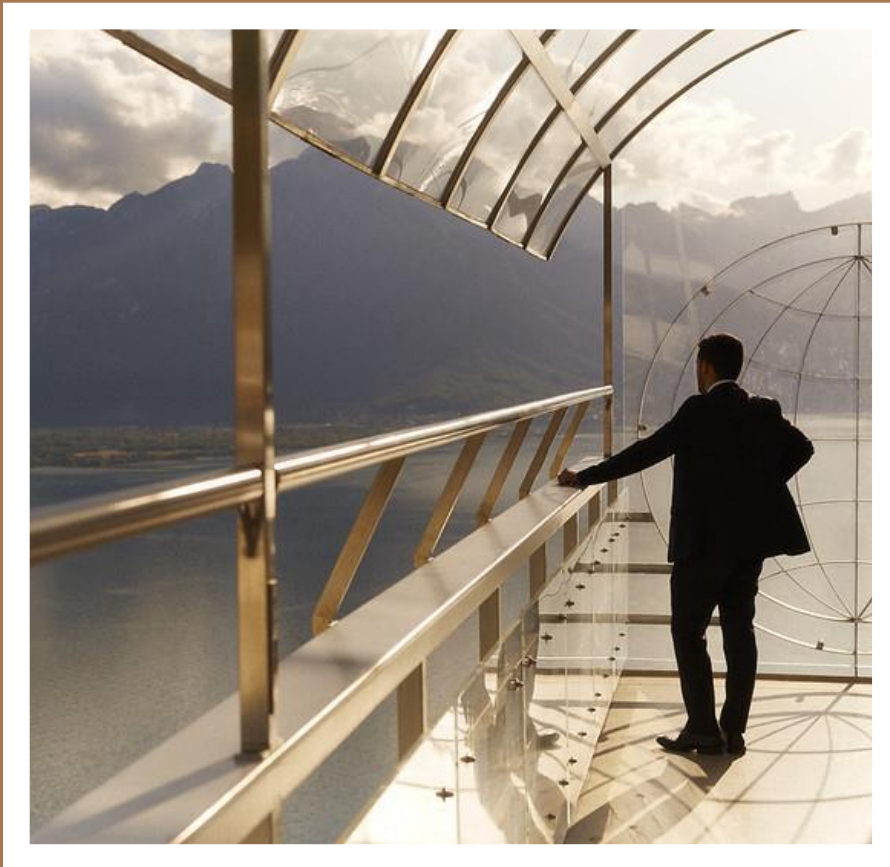
Institutional strategy (01-C002-GW)

Other

Academic Quality Framework (03-C006-GW)

Department contacts & links

Institutional Effectiveness: institutional.effectiveness@glion.edu

Publication approval

This document has been approved for publication by Damien Charles Vaney on 18.06.2024.

Parking at GIHE and in Switzerland

Table of contents

Headline

Glossary of terms

Blue parking disc: is a parking time disc used to indicate the time a vehicle was parked in a designated blue zone, allowing for free short-term parking within specified time limits.

List of acronyms

GIHE: Glion Institute of Higher Education

Compliance

This document 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 document outlines examples of unauthorized parking on the Swiss campuses of Glion Institute of Higher Education (GIHE) as well as some guidelines on how parking generally works in Switzerland. For precise information on authorized parking locations, please refer to the GlionSafe application.

Understanding and adhering to these regulations ensure a smoother parking experience for all. For further parking regulations on campus, please refer to the Code of conduct for students (15-A001-GW). Failure to follow the parking regulations will result in a monetary reprimand (see Incidental charges and penalies (16-C001-GW)).

1. Unauthorized parking situations at Bulle campus

The following pictures illustrate what is **not** permitted to do.

1.1 Parking in front of trash bins

1.2 Parking in front of emergency spots

1.3 Parking outside the authorised parking spots and blocking pathways

Unauthorized parking situations at Bulle campus
Parking in front of emergency spots
Page 4 / 14

1.4 Parking on the handicap spot

1.5 Parking in front of a Main entrance

1.6 Parking next to the bike racks

1.7 Double parking outside an authorised spot.

Unauthorized parking situations at Bulle campus
Parking next to the bike racks
Page 7 / 14

1.8 Disruptive parking

"Disruptive parking" typically refers to the act of parking a vehicle in a manner that obstructs or inconveniences others, causing disruption to the normal flow of traffic, hindering access to certain areas, or in that case using multiple parking spots.
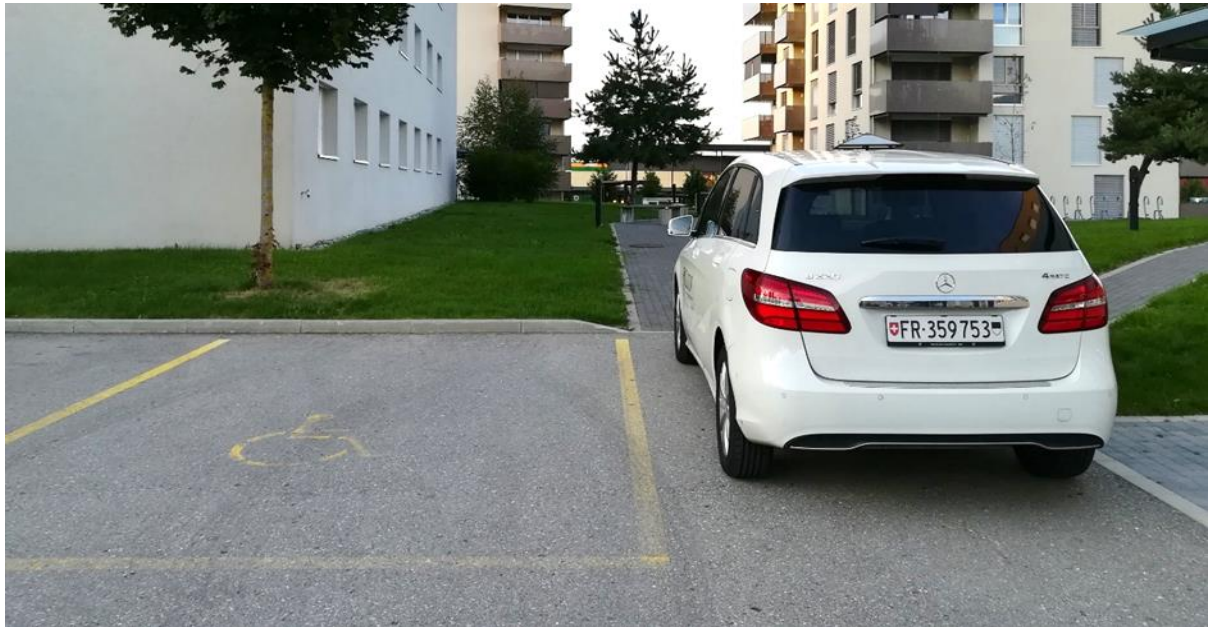
2. Unauthorized parking situations at Glion campus

The following pictures illustrate what is **not** permitted to do.

2.1 Parking on the Main parking

These spots are strictly reserved for clients of Bistro & Maison Décotterd.

2.2 Parking on the Mountain side at all times

These spots are strictly for Glion maintenance and Management vehicles

Unauthorized parking situations at Glion campus
Parking on the Main parking
Page 9 / 14

2.3 Parking at the Righi

Parking is not allowed at the Righi.

2.4 Parking at Primavera

These spots are strictly reserved for GIHE vehicles.

Unauthorized parking situations at Glion campus
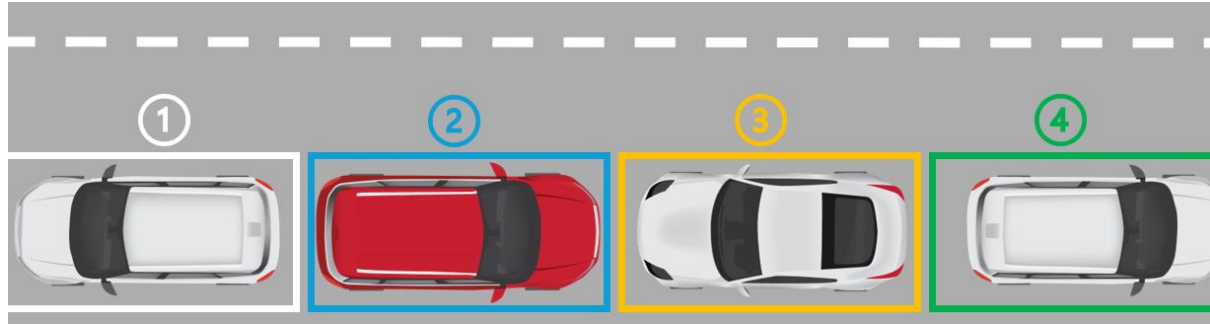Parking at the Righi
Page 10 / 14

2.5 Parking at La Residence

These spots are strictly reserved for GIHE vehicles.

3. General parking rules in Switzerland

The official parking spaces in Switzerland are all marked and mostly not free of charge.

Especially in the cities, there are rarely free parking spaces. In addition, these are regularly controlled. The parking spaces are marked either with a white, blue, or yellow border. Regardless of the color of the parking space, it is important to park the car within the parking space, otherwise you may be fined.

When your tires exceed the lines of the parking place, you could get a ticket.

3.1 White parking places (1)

White parking zones are usually metered, numbered and there is a parking ticket machine nearby. Pay a particular attention to the maximum amount of time you can park in the white parking space. For example, some white zones have a maximum of half an hour. In addition, white parking places can sometimes be very expensive.

Confusingly, there are also white marked parking spaces in certain municipalities (like Bulle), for which you do not have to pay, instead you must deposit your blue parking disc. To be on the safe side, we recommend that you to look for signs with further information when you see a white free parking space or consult the municipality's website.

3.2 Blue parking places (2)

From Monday to Saturday from 8:00 a.m. to 7:00 p.m., you can park here free of charge for between 60 and 120 minutes with the blue parking disc (around the campus). Since the parking time can vary from place to place, we recommend checking the parking sign. In cities, the maximum parking time is usually 1 hour.

On Sundays and holidays, parking is free. It must be explicitly marked if this would not be the case. Meaning, if there is no sign, you can be sure that you can park without worries and time limit on Sunday and holidays.

How to set the blue parking disc correctly: The arrival time is always rounded up to either the half hour (xx:30) or the full hour (xx:00). That means, if you arrive at 09:22 a.m., you can set the parking meter to 09:30 a.m. But if it is 09:31 a.m., then you can round up to 10:00 a.m.

3.3 Yellow parking places (3)

There are many around the campuses. These are often reserved for private individuals or companies and may only be used by themselves, their customers, or guests. Unauthorized parking there can be very expensive or lead to your car being towed away. Yellow parking zones must be additionally distinguished according to the pattern marking.

For example, a yellow zigzag (ex. bus stops), lines painted by crosses or yellow crosses within a parking space signalize a parking ban. Getting in and out is allowed here if you are not obstructing anyone else.

However, if you wait for someone or move away from the car, you can be fined, as these actions are classified as parking. Basically, if there is a no-parking zone, you are not allowed to park there. This sounds obvious, but the gradation of when you are declared parking leaves more room for interpretation. As a rule of thumb, we recommend that someone always stays in the car in case another car or bus is coming.

Finally, never park on a street wheel marked with a solid yellow line or in parking spaces without yellow crosses.

3.4   Green parking places (4)

Green parking spots are exclusively designated for electric vehicles to promote sustainable practices. These spaces contribute to commitment to environmental responsibility and are reserved for the charging needs of electric vehicle owners.

3.5   Quick summary

White parking place: Are usually to be paid for and if not, check the city or municipality website or the sign to make sure you don't have to place your blue parking disc.

Blue parking place: Require a blue parking disc. You can park for free between 60-120minutes, depending on the parking space.

Yellow parking place: Usually private or restricted, to be avoided unless you are a tenant.

Green parking place: Reserved for electric vehicles only.

Related documents

Policies

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

Other

Incidental charges and penalties (16-C001-GW)

Loi fédérale sur la circulation routière (LCR)
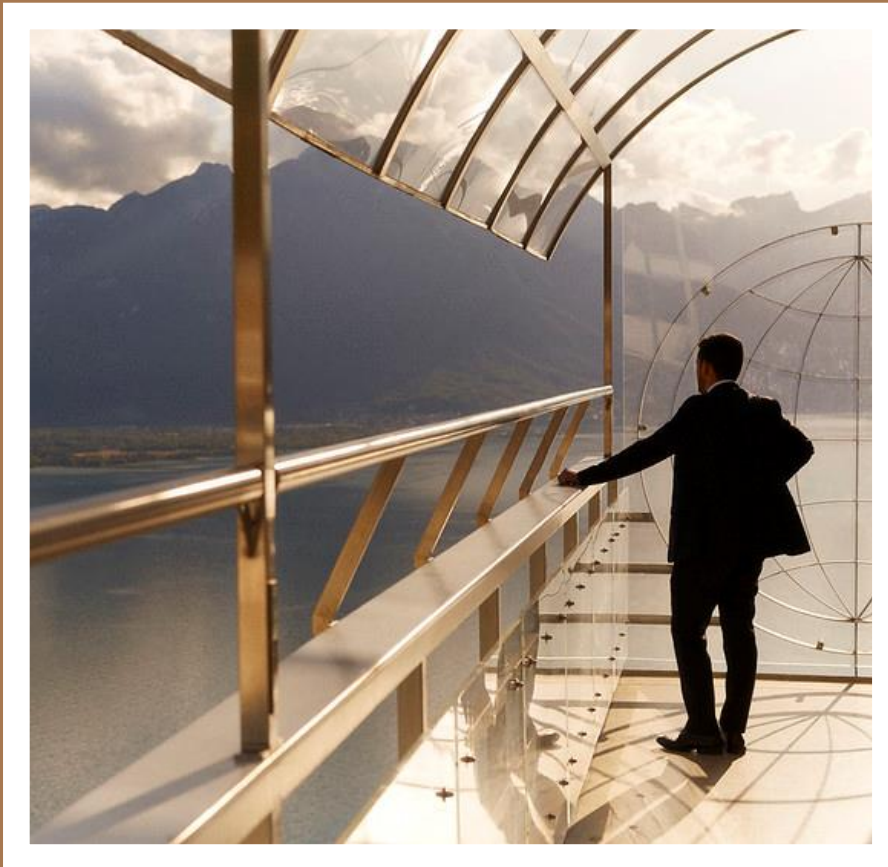
Department contacts & links

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Publication approval

This document has been approved for publication by Giuseppe Petronio on 11.03.2024.

Student – Faculty Covenant

Headline

Glossary of terms

Covenant: is a formal and binding pact between two or more parties, outlining specific rights, responsibilities, and obligations.

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

List of acronyms

GIHE: Glion Institute of Higher Education

Compliance

This document responds to GIHE's Quality standard 5.1, 5.3 and 9.3.

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

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

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Introduction

This covenant outlines the elements which are crucial to the learning process at Glion Institute of Higher Education (GIHE). It is by "working together" that faculty and students engage in education and development. GIHE encourages active, transformational, and innovative learning both in and outside of the classroom environment. The course description is used as the basis of a learning contract between faculty and students.

Standards for faculty

- Deliver course content and develop skills based on the course description and learning level.

- Link classroom and independent learning activities to course learning outcomes, transferable skills and assessment requirements.

- Demonstrate a dedicated and motivated approach to the educational process and students learning.

- Show patience and tolerance towards diversity, cultural, and linguistic differences.

- Ensure equality in all dealings with students when applying regulations and standards.

- Teach in a participative, relevant, and dynamic manner.

- Give appropriate and timely developmental feedback.

- Build an atmosphere of mutual respect.

Standards for students

- Show respect towards all members of the Glion and local community.

- Strictly adhere to GIHE regulations and standards.

- Adhere to the Professional image policy (reference pending).

- Exercise punctuality and show excellent time management skills.

- Develop a mature, active and independent learning approach.

- Develop creative and innovative thinking skills.

- Avoid being disruptive and distracting others.

- Receive and accept feedback with a positive and constructive attitude.

- Provide peer, course and learning feedback in a professional and constructive manner.

- Understand processes related to assessment and progression.

- Ensure ethical behavior in all aspects of the learning experience.

- Show patience and tolerance towards diversity, cultural, and linguistic differences.

Related documents

Policies

Academic Rules and Regulations (03-A001-GW)

Academic Rules and Regulations_GEMiHL (04-A001-GW)

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

Professional image policy (Reference pending)

Department contacts & links

Bachelor's IHB for S1 (Practical Arts):   practical.arts@glion.edu

Bachelor's IHB as of S2 in Switzerland: bulle.undergraduateprogram@glion.edu

Bachelor's IHB as of S2 in London: london.undergraduateprogram@glion.edu

Bachelor's LB: luxurybachelorprogram@glion.edu

Master's IHB: ihbmasterprogram@glion.edu

Master's LMGE: lmgemasterprogram@glion.edu

Master's HEI: heimasterprogram@glion.edu

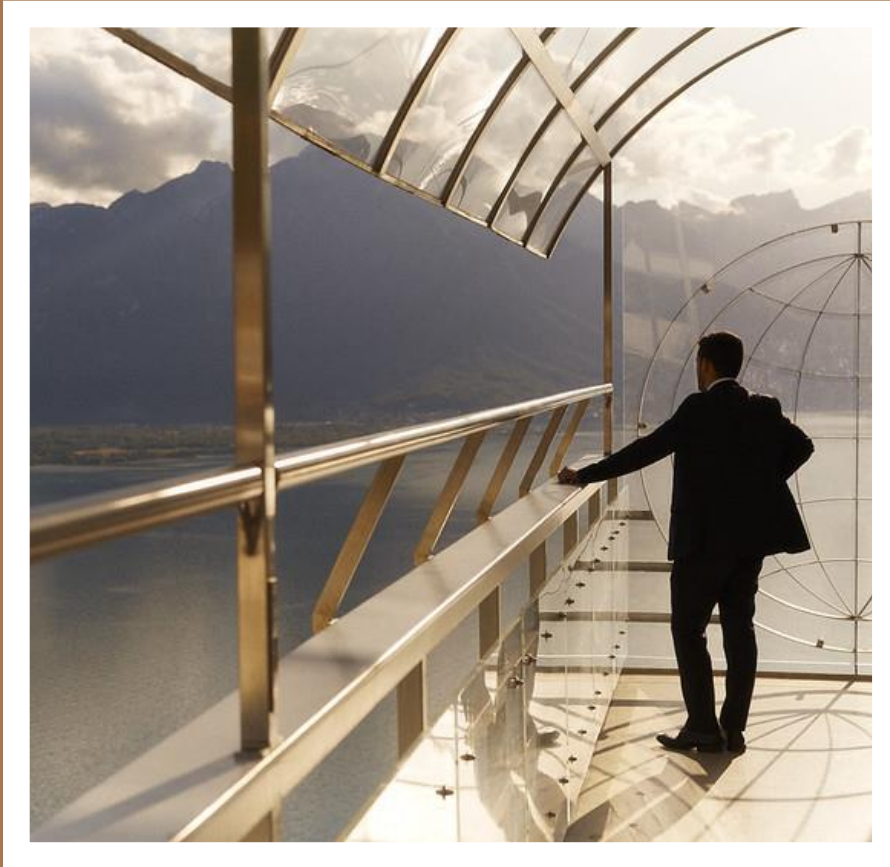Exec Master's LMGE: emsclux@glion.edu

Career Services and Industry Relations: career.services@glion.edu

Global Exec Master's HL: hl.executivemasterprogram@glion.edu

Publication approval

This document has been approved for publication by Academic Board on 26.09.2021.

Sustainability Objectives and Performance Indicators

Table of contents

Headline

Glossary of terms

Sustainability: it is the practice of meeting current needs without compromising the ability of future generations to meet their own needs, balancing environmental, economic, and social factors.

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

List of acronyms

CSR: Corporate Social Responsibility

GIHE: Glion Institute of Higher Education

HR: Human Resources

PDCA: Plan-Do-Check-Act review cycle

SRS: Student Registry Services

UN SDG: United Nations Sustainable Development Goals

Compliance

This policy responds to GIHE's Quality standards 6.1, 7.2, 8.1 and 9.3.

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

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

Following the Sustainability policy (01-A002-GW), that defines the program that aims to support GIHE in achieving specific outcomes in sustainability and in consolidating GIHE's responsibility and accountability in awareness, promotion, acts, and achievements in sustainability, this document outlines the steps of the different activities to support sustainability and stakeholders awareness by following the Plan-Do-Check-Act (PDCA) review cycle. See PDCA Quality cycle (02-B001-GW).

1. PDCA review cycle

1.1 Plan – Sustainability planning

Ownership / Governance

- Leadership Committee

Mechanisms / Process

- Sustainability program, objectives and targets
- Alignment with Mission & Vision (01-C001-GW) and Institutional strategy (01-C002-GW)
- Alignment with external guidance (Parent company, UN SDG)
- Resources (collective effort, engagement and governance)

Key stakeholders involved

- Managing Director
- Leadership Committee
- Heads of Department

1.2 Do – Implementation

Ownership / Governance

- Heads of Department

Mechanisms / Process

- Economic sustainability activities
- Social sustainability activities
- Environmental sustainability activities
- Stakeholder's engagement

Key stakeholders involved

- Academic Dean
- Head of Research
- Dean of Students
- Human Resources (HR) Business partner
- Managing Director

1.3   Check - Control

Ownership / Governance
- Heads of Department

Mechanisms / Process
- Quantitative data (Data-first forms, Financial screening, Annual reports)
- Qualitative data (Surveys, Annual reports)

Key stakeholders involved
- GIHE employees
- GIHE students
- Industry
- Alumni

1.4   Act - Analyze

Ownership / Governance
- Leadership Committee, reporting to the Governing Board

Mechanisms / Process
- Data analysis and interpretation
- Performance benchmark against targets
- Sustainability report

Key stakeholders involved
- Heads of Department
- Head of Institutional Effectiveness
- Students and Employees' Committees

2. Performance indicators, targets & thresholds

2.1 Social sustainability

2.1.1 Objective 1: Student equal opportunities and success

Ensuring GIHE students' successful integration, learning performance and career placement.

Clusters	Indicators	Thresholds	Data owner
Student integration & well-being	% First year retention rate (Bachelor Programs)	98%	Student Registry Services (SRS)
	% Six months retention rate (Master Programs)	98%	SRS
	Overall student satisfaction rate	70%	Institutional Effectiveness
	Prevention and health awareness events	Minimum 5 per year	Health Services
Student diversity & equal opportunities	Gender balance	50 % male / female	SRS
	Number of nationalities	At least 90	SRS
	% Student scholarship VS Total tuition fees	8% of revenues	Finances
	% SEN student progressing to next semester	Above 90 % (from 2024)	SRS
Students & Graduates' success & performance	Progression rate	Above 90%	SRS
	Graduation rate UG / PG	Above 80%	SRS
	Internship offers per student	Minimum 4	Career Services
	% students with one or more employment opportunities at graduation	Above 90 %	Career Services

2.1.2 Objective 2: Healthy environment for employees

Ensuring all employees benefit from a secure, healthy, and supportive environment.

Clusters	Indicators	Thresholds	Data owner
Employee diversity and equal opportunities	Gender balance	40+ % female	HR
	Number of nationalities	30+nationalities	HR
	Gender equity pay (gap between men and women)	Maximum 3%	HR
Employee healthy environment	% Permanent staff retention	Less than 15%	HR
	% of Permanent employee's average length of Service	20 % with 10+ years	HR
	Employee's average seniority	6 years	HR
	Number of well-being activities proposed to employees	10+ activities	HR
	Employee satisfaction rate on work-life balance	Above 45% rating excellent	HR
Employee development	% Internal promotion VS external recruitment	Minimum 5 %	HR
	% of staff taking online language courses	Minimum 5-7%	HR
	% of staff following online training courses	Minimum 15%	HR
	Employee engagement rate	Above 65%	HR

2.1.3   Objective 3: Services to the community

Ensuring GIHE's contribution to support the local and international under-served communities.

Clusters	Indicators	Thresholds	Data owner
Internal community services	Students involved in delivering social activities	Min. of 10%	Student Affairs
	Students participating in social activities	Min. of 50%	Student Affairs
	Student satisfaction in social activities delivered	Above 70%	Student Affairs
External community services	Students involved in external social activities	Minimum of 5%	Student Affairs
	Students involved in volunteering activities	Minimum of 5%	Student Affairs
	Fund-raising amounts cumulated annually	1500 CHF	Student Affairs
	Number underserved communities sponsored	Min. 1 per year	Student Affairs

2.2   Economic sustainability

2.2.1   Objective 1: Institutional resilience and positioning

Ensuring GIHE's longevity, positioning, and reputation locally and internationally in its sphere of expertise.

Clusters	Indicators	Targets	Data owner
Institutional recognition and reputation	QS Ranking in the field of expertise	Top 4	Leadership Team
	Institutional accreditation	3 in 2028	Leadership Team
	QS stars	5	Leadership Team
	Ranking for employer reputation	Minimum top 3	Leadership Team
Academic and Research excellence	Academic impact factor (continuing education)	Targets in 2025	Academic
	Research impact factor	Targets in 2025	Academic
	Local student enrolment (Switzerland)	Top 5 student cohort	Leadership Team
	Alumni's presence internationally	100+ countries	Leadership Team

2.2.2   Objective 2: Financial stability and sustainability

Ensuring GIHE's successful financial performance and long-term.

Clusters	Indicators	Thresholds	Data owner
Revenues	Target market index (100 – selectivity + matriculation)	Above 50%	Finances
	3 year % change in enrolment	Above -5%	Finances
	3 year % change in operating revenue	Above -5%	Finances
	3 year % change in Net tuition revenue	Above -5%	Finances
Cash flow sufficiency	3 year % average free cash flow margin	Above 0%	Finances
	3 year % average operating flow margin	Above 0%	Finances
	3 year average debt service coverage	Above 1.5%	Finances
Liquidity & wealth	Cash & investments to debt	+/- 1.05 ratio	Finances

2.2.3   Objective 3: Services to the economic communities

Ensuring GIHE's contribution to support the local and international economies and industry sectors.

Clusters	Indicators	Thresholds	Data owner
Impact to industry workforce	% Provision of trainees in Switzerland and UK (local)	Min. of 10 %	Career Services
	Trainees readiness to work (Trainees' employers feedback)	Min. of 85 %	Career Services
	Number of companies attending recruitment events annually	Min. of 200 companies	Career Services
	% Workforce provision in Hospitality and Luxury sectors	Min. of 50 %	Career (Alumni)
Supporting the industry	Industry-linked projects (faculty & student-led)	Min. per year 3 BRPs / 4 ABPs	Academic
	Support to working professionals	4 programs in 2027	Academic

2.3   Environmental sustainability

2.3.1   Objective 1: Carbon footprint reduction

Ensuring GIHE campuses use its resources appropriately and conscientiously to reduce its carbon footprint.

Clusters	Indicators	Targets for 2026	Data owner
Campus carbon footprint	Energy consumption reduction (heating and electricity)	5 to 10% reduction per year	Operations / CSR
	Water consumption reduction	10% reduction per year	Operations / CSR
	Non-hazardous and food waste reductions	Reduction of 10%	Operations / CSR

2.3.2   Objective 2: Responsible sourcing and initiatives

Ensuring GIHE, its communities and its supply chains act consciously in using products and services for their operations in an ethical, sustainable, and socially conscious way. Ensuring GIHE's contribution to support the local and international environmental eco-system.

Clusters	Indicators	Targets	Data owner
Responsible sourcing	Recycling for circular economy	XX?	Operations Department / Parent Company CSR
	% Local lood purchased	85% by 2026	
	% Freight reduction - Optimization suppliers' portfolio – Reduce the frequency of deliveries	10% reduction	
Environmental initiatives	Campus eco-certification (in collaboration with building owners)	"Minergie" certification for Bulle facilities in 2028	Operations
	Environmental initiatives led by students	Minimum 5 per year	Student Affairs

2.4   Stakeholders' engagement in sustainability

2.4.1   Objective 1: Employees and students' sustainability responsiveness

Ensuring GIHE's main actors apprehend the challenges of sustainability and contribute to support GIHE in its sustainability program.

Clusters	Indicators	Thresholds	Data owner
Glion Community awareness	Number of sustainability-related guest speakers	1 guest speaker / 1 research per semester (2025 onwards)	Academic
	Number of in-house sustainability-related employee meetings	1 per semester for staff (2024 onwards)	HR / Parent Company CSR

2.4.2   Objective 2: Sustainability integrated into curriculum and research

Ensuring GIHE's academic programs and research activities aim to develop students' awareness and capacities to act responsibly

Clusters	Indicators	Thresholds	Data owner
Sustainability within programs	% Bachelor courses involving sustainability related LOs	Thresholds expected in 2025	Academic
	% Master courses involving sustainability related LOs	Thresholds expected in 2025	Academic
	Sustainability related students' final projects	Minimum of 3	Academic
	Faculty experts in sustainability	5 (2024 onwards)	Academic
Sustainability within research	% Publication on sustainability	5 (2024 onwards)	Research
	Number of conferences on sustainability attended	Minimum of 2	Research

Related documents

Policies

Sustainability policy (01-A002-GW)

GIHE Institutional Quality Framework (02-A001-GW)

Procedures

PDCA Quality cycle (02-B001-GW)

Other

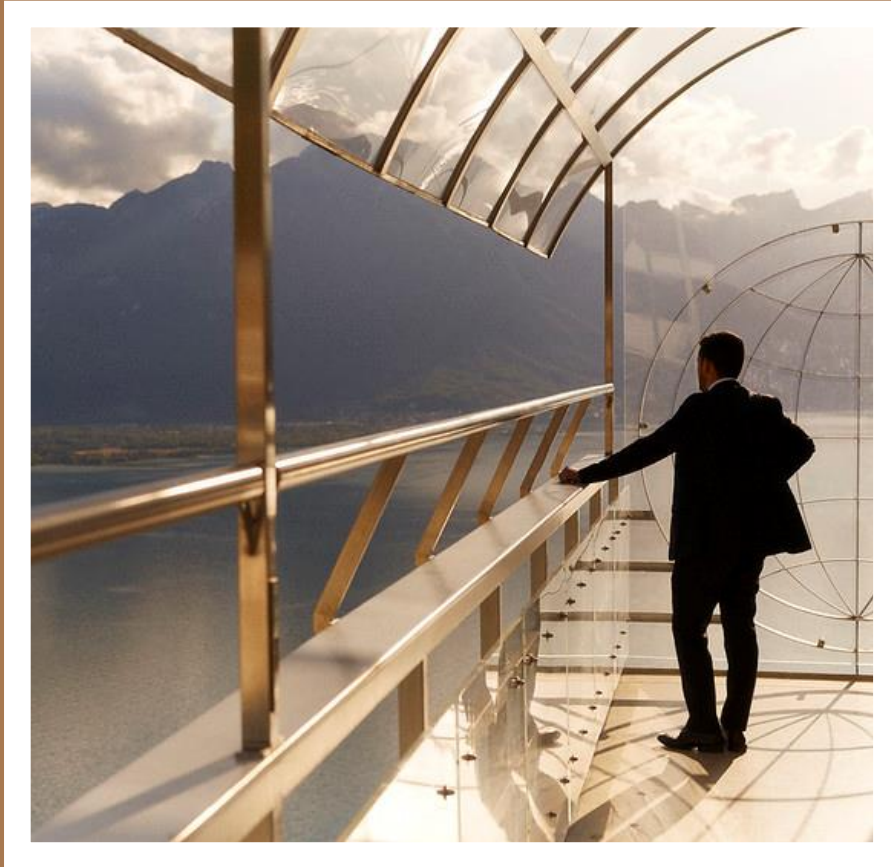Mission & Vision (01-C001-GW)

GIHE Institutional strategy (01-C002-GW)

Department contacts & links

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Publication approval

This document has been approved for publication by Mathilde Chevallier on 29.04.2024.

Teaching, Learning and Assessment Handbook

Table of contents

Headline

Glossary of terms

Academic freedom: The principle that individuals at GIHE, including faculty, staff, and students, may freely discuss lawful ideas and opinions from various cultures and beliefs, without fear of reprisal, within the bounds of civility and legality.

Active learning: Teaching methods that engage students in the learning process actively, through activities such as discussions, problem-solving, case studies, role plays, and group work.

Assessment techniques: Methods used to evaluate student learning, divided into formative assessment (ongoing feedback for improvement) and summative assessment (final evaluation at the course's end).

Constructive alignment: An educational approach ensuring that learning activities and assessment tasks are directly aligned with the learning outcomes intended for students to achieve.

Connected learning model: GIHE's approach to inclusive teaching, learning, and assessment, emphasizing creating an inclusive environment supporting all students' full potential. It involves safeguarding student engagement, ensuring a constructive learning environment, designing for active learning, and optimizing learning processes.

Curriculum development: The process of designing and organizing course content, learning activities, and assessments to achieve specific educational goals, aligning with program learning outcomes and industry standards.

Feedback mechanisms: Strategies for providing students with constructive feedback to aid their academic growth, including timely feedback, formative feedback, rubrics, constructive criticism, and self-assessment.

Formative assessment: Ongoing evaluations aimed at providing feedback to improve student learning, including project work, case studies, essays, and practical activities.

Inclusive learning environment: A teaching environment that accommodates and supports the diverse needs of all students, ensuring equal access to learning opportunities.

Pedagogical philosophy: GIHE's educational approach based on Constructive Alignment and a student-centered approach, focusing on innovation and responsiveness to future needs in hospitality and business education.

Rubrics: Tools used to outline the criteria for success in assignments, providing structured feedback and ensuring grading consistency.

Summative assessment: Evaluations conducted at the end of a course or module to assign a final grade, including exams, presentations, and final projects.

Virtual Learning Environment (VLE): An online platform, primarily Moodle, used for course delivery, assessment, and resource sharing at GIHE.

List of acronyms

AQF: Academic Quality Framework

CELT: Centre for Teaching and Learning

GIHE: Glion Institute of Higher Education

GRIC: Glion Research and Innovation Center

VLE: Virtual Learning Environment

Compliance

This document responds to GIHE's Quality standards 4.1, 4.3, 5.1 and 5.3

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

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

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1. Introduction

The Teaching, Learning, and Assessment Handbook is a guide designed to support faculty and instructors in delivering high-quality education at GIHE. This handbook outlines the institution's pedagogical philosophy, curriculum development processes, assessment techniques, feedback mechanisms, technology integration strategies, professional development opportunities, and quality assurance practices.
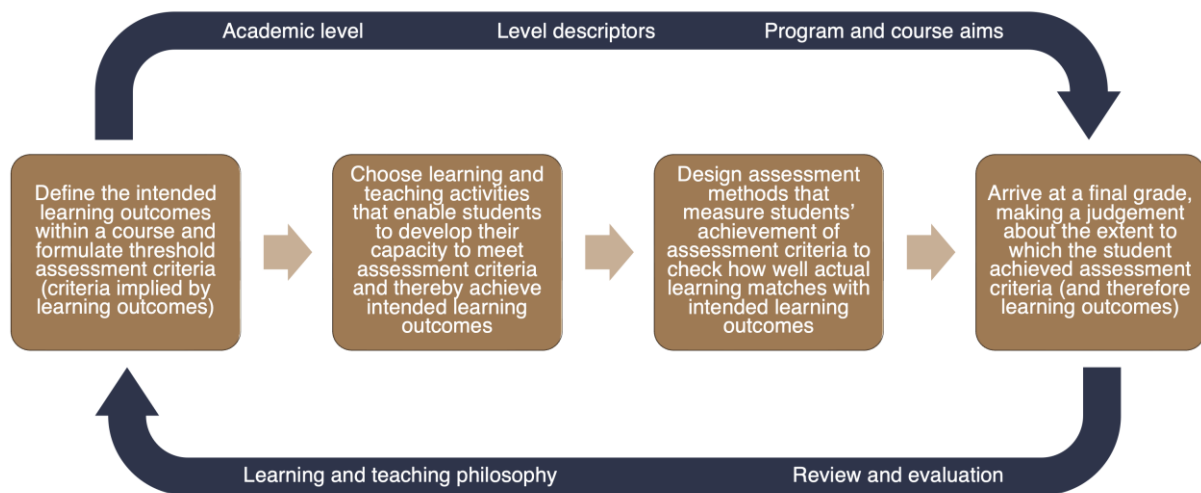

Figure 1 Inclusive teaching, learning and assessment : University College London. (2020)

The handbook is grounded in the principles of Constructive Alignment and the Connected Learning Model, which together form the foundation of GIHE's approach to inclusive teaching, learning, and assessment. The Connected Learning Model, as illustrated in the "Inclusive teaching, learning and assessment" diagram (University College London, 2020), emphasizes the importance of creating an inclusive learning environment that supports all students in achieving their full potential.

Faculty and instructors are encouraged to refer to this handbook for guidance on designing and delivering courses that align with GIHE's educational philosophy and standards. The handbook provides practical strategies and resources to help faculty and instructors create engaging learning experiences, assess student performance effectively, and continuously improve their teaching practice.

For information on contractual obligations, faculty and instructors should consult the Faculty Handbook. The Teaching, Learning, and Assessment Handbook focuses specifically on the pedagogical aspects of teaching and learning at GIHE.

By adhering to the principles and practices outlined in this handbook, faculty and instructors can contribute to GIHE's mission of providing an inclusive, high-quality education that prepares students for success in their future careers.

2.   Pedagogical philosophy & approaches

GIHE's pedagogical philosophy is rooted in the principles of Constructive Alignment and a student-centred approach. The institution strives to be innovative and responsive to the future of hospitality and business education through its Connected Learning Model. This model comprises four principles:

1.   Safeguarding student engagement
2.   Ensuring a constructive learning environment for students
3.   Designing for student's active learning
4.   Optimizing learning processes

These principles exist within the context of a supportive learning community, where all individuals work towards inclusion and the recognition of specific individual needs.

The Connected Learning Model encourages the use of innovative and evidence-based teaching strategies that cater to diverse learning styles and needs. These strategies include:

• Student centred learning
• Active learning
• Collaborative learning

For more detailed information on the Connected Learning Model and its implementation, please refer to the please visit the CELT website, GIHE learning, teaching and assessment philosophy. on the Centre for Teaching and Learning (CELT) website.

3.   Academic freedom

GIHE is dedicated to the principle of educating individuals to be professional, creative, and purposeful contributors to the world of work and the wider global community. Therefore, GIHE recognizes that lawful ideas and opinions from many cultures and beliefs are valid and useful as they help become better acquainted with the variety of beliefs, theories, and opinions in the world. As such, nobody at GIHE, whether faculty, staff or student, may seek to restrict open discussion of any lawful beliefs, theories and opinions whether they are in accord with these views.

GIHE stands for, promotes, and defends the right to have access to knowledge, education, and open debate. Therefore, we encourage debate and discussion without fear of reprisal, in pursuit of students learning how to outline their positions, hear alternative views and negotiate standpoints in a respective manner. These discussions may take place within the academic environment and within the institution's buildings and must always remain within the bounds of civility and legality. Participants in these debates should not be intimidated or censored, nor should they intimidate or censor others.

4.   Curriculum development

Curriculum development at GIHE is guided by the principles of Constructive Alignment, ensuring that curricula align with learning outcomes, accreditation standards, and the latest trends in higher education.

Key considerations in curriculum development include:

• Aligning with program learning outcomes

- Defining the course's place and contribution to the overall program
- Defining course learning outcomes
- Designing an assessment strategy
- Planning learning activities and resources

Faculty and instructors should strive to integrate cross-disciplinary approaches and ensure that curricula are inclusive and accessible to all students. This can be achieved by:

- Incorporating diverse perspectives and examples
- Providing multiple ways for students to engage with course content.
- Designing assessments that allow students to demonstrate their knowledge and skills in various ways.

For more guidance on curriculum development, including links to templates for course descriptions and schemes of work, Designing my course section on the CELT website.

5. Assessment techniques

Assessment at GIHE is based on the principles of Constructive Alignment and the Connected Learning Model, necessitating that students exhibit the acquisition of distinct targeted learning outcomes. This is achieved using a diverse array of assessment methods tailored to accommodate different student learning styles and to offer multiple evaluative perspectives, thereby minimizing biased judgments.

Assessment techniques fall into two main categories:

1. Formative assessment, which provides ongoing feedback to students to pinpoint areas for improvement. This includes project work, but is not restricted to, case studies, essays, and practical activities, aligning with the Connected Learning Model by fostering engagement and enhancing the learning experience.
2. Summative assessment, aimed at evaluating students' learning at the conclusion of a course or module, culminating in a final grade. This category encompasses, but is not restricted to, exams, presentations, and final projects.

When crafting assessments, faculty and instructors should take care to (i) align them to course learning outcomes, (ii) ensure their appropriateness for the designated European Qualifications Framework (EQF) level, (iii) employ grading guidelines and rubrics for validity, reliability, consistency, and clarity, (iv) and incorporate digital tools in keeping with the emphasis on technology integration within the Connected Learning Model.

All assignments, except for exams, must be submitted through the Virtual Learning Environment (VLE), Moodle, where faculty and instructors must provide feedback in accordance with the timelines specified in the faculty and instructors handbook. This practice supports the principles of the Connected Learning Model, aiming to optimize learning processes and foster a constructive educational environment for students.

For detailed information on assessment techniques, grading guidelines, rubrics, and the integration of AI tools in coursework—including requirements for disclosure and emphasis on the quality of work—refer to the Accessing learning section on the CELT website.

6. Feedback mechanisms

Feedback is a foundational aspect of the learning process, aiding in students' academic growth and supporting the ethos of the Connected Learning Model, which emphasizes the importance of constructive and timely feedback to boost student engagement and enhance learning. Strategies for providing effective feedback, with consideration for academic integrity and the proper use of AI tools in coursework, include:

1. Timely Feedback: Provide feedback within the deadlines outlined in the faculty handbook, enabling students to apply suggestions and improve in subsequent assignments.
2. Formative Feedback: Offer continuous formative feedback through various methods like in-class discussions, one-on-one meetings, or written comments on drafts. This ongoing support helps students refine their skills and understanding ahead of major assessments.
3. Rubrics: Employ clear rubrics for assignments to provide structured feedback and outline the criteria for success, helping students understand what is expected in their work. Rubrics also ensure grading consistency across different assessors.
4. Constructive Criticism: Offer specific, constructive criticism that points out areas for improvement and acknowledges strengths. Provide actionable advice and direct students to resources or support services as needed.
5. Student Self-Assessment: Encourage students to engage in self-assessment, comparing their work against the learning outcomes. This can be facilitated through methods like reflective journals or peer review, promoting deeper engagement with the material and self-improvement.
6. Feedback within the VLE: Ensure all feedback is provided within the Virtual Learning Environment (VLE), aligning with the Connected Learning Model's goal of optimizing learning processes and maintaining a constructive learning atmosphere.

In the context of employability and academic integrity, it is crucial for faculty and instructors to define the appropriate use of AI tools in coursework and assessed work. If a faculty or instructor identifies inappropriate use of AI in a project submission, this should be considered as one factor in the overall assessment of the work. Additionally, if academic misconduct is suspected, faculty and instructors are required to follow the institution's procedures for investigating and addressing such issues, ensuring that feedback also serves as a mechanism to uphold academic standards and integrity.

For more detailed information on feedback strategies, rubrics, and the integration of considerations for academic integrity, please refer to the Providing effective feedback section on the CELT website.

7. Technology integration

The Connected Learning Model emphasizes the importance of integrating technology into teaching and learning processes to enhance student engagement, promote active learning, and create a constructive learning environment. Guidance on incorporating technology includes:

1. Virtual Learning Environment (VLE) and Communication Platform: Utilize the institution's VLE, Moodle, as the primary platform for course delivery, assessment, and resource sharing. Alongside Moodle, Microsoft Teams is used to support communication, collaboration, and live online sessions when needed, such as in response to a pandemic.
2. VLE minimum expectations: Adhere to the VLE minimum expectations, which include:

   * Structuring courses clearly to help students navigate quickly and understand the sequence of activities.
   * Providing course documentation and outlining how students may engage with the course.
   * Offering feedback for all assessed activities (except exams) through the VLE within the specified deadlines.
   * Using interactive design, class recordings, and interactive tools to monitor student engagement.

3. Digital tools for collaboration: Incorporate digital tools that facilitate collaboration and peer learning, such as discussion forums, wikis, or group projects on Teams. These tools promote active learning and help students develop essential teamwork and communication skills.
4. Online assessments: Utilize the VLE to administer formative and summative assessments, such as quizzes, tests, or project submissions. Ensure that the assessments align with the course learning outcomes and provide clear instructions and guidelines for completion.
5. Multimedia content: Enhance course content by integrating multimedia elements, such as videos, podcasts, or interactive simulations. These resources cater to diverse learning styles and help students engage with the subject matter in different ways.
6. Blended learning: Blend synchronous (real-time) and asynchronous (self-paced) learning activities to provide flexibility and accommodate different student needs. Synchronous activities may include lectures or discussions, while asynchronous activities can involve recorded content, online quizzes, or discussion board participation.
7. Accessibility: Ensure that all digital content and tools are accessible to students with disabilities. Follow accessibility guidelines and provide alternative formats or accommodations when necessary.

For more information on technology integration, including tutorials, best practices, and recommended tools, please visit the Digitally enhanced learning section on the CELT website.

8. Professional development

Professional development is a crucial component of GIHE's commitment to delivering high-quality education and supporting faculty and instructors in teaching, learning and assessment. The institution provides a range of resources and opportunities for faculty and instructors to enhance their skills and knowledge in teaching excellence, assessment methods, and educational technologies.

- Workshops and seminars: GIHE offers regular workshops and seminars on various topics related to teaching and learning, such as effective teaching strategies, assessment design, and technology integration. These sessions are designed to provide practical insights and hands-on experience to help faculty and instructors enhance their practice.
- Assessment methods training: GIHE provides training sessions and resources on various assessment methods, including formative and summative assessments, rubric design, and providing effective feedback. These sessions aim to help faculty and instructors align their assessment practices with the principles of Constructive Alignment and the Connected Learning Model.
- Digital literacies self-assessment and development: Faculty and instructors are encouraged to use the JISC building digital literacies tool to self-assess their current level of digital literacy and identify areas for further development. The tool provides a framework for understanding digital literacies and offers resources and guidance for enhancing skills in various areas, such as digital communication, collaboration, content creation, and problem-solving. By using this tool, faculty and instructors can create personalized development plans and access targeted resources to support their growth in digital literacies and the effective use of AI in teaching and learning.
- Educational technology workshops: Workshops and training sessions are offered to help faculty and instructors effectively integrate educational technologies into their teaching practice. These sessions cover topics such as using the VLE, creating multimedia content, and leveraging digital tools for collaboration and assessment.
- Peer observation and feedback: GIHE encourages a culture of peer observation and feedback, where faculty and instructors observe each other's teaching and provide constructive feedback for improvement. During the peer observation process, faculty and instructors can identify areas for professional development and discuss strategies for enhancing their practice.
- Appraisal process: The annual appraisal process provides an opportunity for faculty and instructors to discuss their professional development needs and goals with their line manager. During these meetings, individuals can identify specific areas for growth and create action plans for pursuing relevant development opportunities to enhance teaching, learning and assessment.
- Faculty Development Teams workspace: The Faculty Development Teams workspace on Microsoft Teams serves as a platform for faculty and instructors to collaborate, share resources, and discuss professional development topics. Faculty and instructors can use this workspace to request focused development support, share best practices, and engage in discussions with colleagues.

9. Research integration and scholarship

Research integration and scholarship are essential components of faculty professional development and contribute to the institution's academic excellence. This section provides guidance for faculty, especially those new to research, on incorporating research into teaching, conducting research, and accessing institutional support.

9.1 Incorporating research into teaching

Incorporating research into teaching is a valuable way for faculty to enhance their courses and provide students with up-to-date, relevant knowledge. One effective strategy is to integrate research findings and methods into course content by including case studies, current research articles, or real-world examples that illustrate key concepts. Faculty can also engage students in research-based learning activities, such as small-scale research projects, data analysis exercises, or critical evaluations of published research. These activities help students develop critical thinking, problem-solving, and analytical skills while deepening their understanding of the subject matter. Additionally, faculty can showcase their own research expertise in the classroom by discussing their research projects, sharing insights from their findings, and demonstrating how their research relates to the course content. This not only enriches the learning experience but also inspires students to consider pursuing research themselves.

9.2 Conducting research as a faculty member

Conducting research as a faculty member is an essential aspect of professional development and contributes to the advancement of knowledge in one's field. The Glion Research and Innovation Centre (GRIC) serves as a hub for faculty research, providing resources, support, and collaborative opportunities. When embarking on research projects, faculty should start by identifying relevant research opportunities and potential collaborations with colleagues within and outside the institution, including through the GRIC network. Developing a clear research plan and timeline helps ensure the project stays on track and aligns with other academic responsibilities, such as teaching and service. While peer-reviewed research is considered the gold standard for academic publications, other forms of research, such as industry collaborations, case studies, and applied research, also hold value and contribute to the broader knowledge base.

9.3 Support for faculty research

Glion is committed to supporting faculty research by providing a range of institutional resources and opportunities, many of which are facilitated through the Glion Research and Innovation Centre. Faculty can access research grants and professional development workshops to enhance their research skills and knowledge. The institution also offers mentoring and guidance for new researchers, on research design, methodology, and navigating the publication process. Collaborative research opportunities, both within and outside the institution, are encouraged and facilitated through networking events, interdisciplinary research groups, and partnerships with other universities and industry partners, often coordinated by the GRIC. Glion recognizes and celebrates faculty research achievements through various channels, such as showcasing research on the institution's website & organizing research symposia. By providing a supportive research environment and acknowledging the importance of faculty research, Glion aims to foster a vibrant research culture that contributes to the institution's academic excellence and global reputation.

GRIC provides guidance on ethical considerations, human subjects' protection, data management, and intellectual property rights to ensure responsible and compliant research practices.

For more information on support, including resources for integrating research into teaching and learning, faculty can visit CELT

10. Quality Assurance

Quality assurance is essential for maintaining and enhancing the quality of educational offerings at GIHE. The institution follows a structured Academic Quality Framework (AQF) that ensures regular review and improvement of programs, semesters, and courses. The AQF is guided by principles of continuous improvement, student-centricity, stakeholder engagement, institutional accountability, and academic excellence.

10.1 Academic standards

The AQF upholds rigorous academic standards across all programs and courses. Learning outcomes are clearly defined, measurable, and aligned with industry and academic expectations. The Academic Board sets the strategic vision and directions for academic quality, while Program Committees ensure that program learning outcomes are met and continuously improved.

10.2 Review types

The AQF includes three main types of reviews:

- **Course Review:** Conducted annually or ad-hoc, these reviews focus on individual courses, ensuring they meet academic standards, achieve learning outcomes, and adapt to external changes.
- **Semester Review:** Evaluating the overall performance and outcomes of all courses within a semester, ensuring alignment with semester goals and General Education principles (where applicable).
- **Validation and Program Review**: Conducted at least once every 6 years for each program, these comprehensive reviews assess the overall quality, effectiveness, and industry relevance of academic programs.

10.3 Reporting and approval mechanisms

Each review type involves data collection, analysis, and reporting. Course reviews are reported to the Curriculum and Course Development Committee, while Semester Reviews are presented to the Program Committees. Program Reviews are reported to the Academic and Research Board, which oversees the implementation of the AQF and ensures compliance with academic standards.

10.4 Implementation

Approved changes and initiatives from the review processes are communicated to faculty, staff, and stakeholders, ensuring a shared understanding of the program's alignment with academic standards. Action plans are developed and implemented to maintain and enhance academic quality continuously.

The AQF emphasizes active involvement of faculty, students, external examiners, and industry advisory boards, ensuring that stakeholder perspectives are incorporated into quality assurance processes. This comprehensive framework supports GIHE's commitment to delivering high-quality, industry-relevant educational programs that foster student success and lifelong learning.

For more information on the Academic Quality Cycle, review processes, and guidelines for updating course descriptors, please reference **GIHE Academic Quality Framework**

Related documents

Policies

Faculty handbook (03-A008-GW)

Academic integrity (03-A003-GW)

Assessment and examinations directives (03-A004-GW)

Other

Academic Quality Framework (03-C006-GW)

Department contacts & links

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Publication approval

This document has been approved for publication by the Academic Board on 05.06.2024.