

GLION INSTITUTE OF HIGHER EDUCATION



# academic

CATALOG



2025



# Academic Catalog

**FOR BACHELOR'S IN INTERNATIONAL HOSPITALITY BUSINESS  
DIRECT ENTRY – SPRING 2025 INTAKE**

E-mail: [info@glion.edu](mailto:info@glion.edu) – Website: [www.glion.edu](http://www.glion.edu)

Publication date: January 2025

## **RELEVANCE OF INFORMATION STATED IN THE ACADEMIC CATALOG**

Please note that the content of this catalog is for information only and is subject to change. We make every effort to assure completeness and accuracy in the catalog. Inevitably, due to the changing nature of listing and policies from year to year, possible errors, misprints or omissions may occur, for which the institution shall not be held liable.

The provision of this catalog should not be considered as an irrevocable contract between the student and the institution. GIHE and any partners reserve the right to change any provision or requirement contained in this catalog at any time with or without notice.



# Contents

Academic Catalog .....	2
<b>Welcome .....</b>	<b>4</b>
Why choose Glion? .....	4
<b>Quality and standards .....</b>	<b>5</b>
NECHE accreditation.....	5
Student Route – London campus .....	5
<b>Mission.....</b>	<b>6</b>
<b>Vision .....</b>	<b>6</b>
<b>Educational philosophy .....</b>	<b>6</b>
<b>Equal opportunity policy for students .....</b>	<b>6</b>
<b>Institutional student learning outcomes .....</b>	<b>7</b>
Highest level statement .....	7
<b>Learning categories .....</b>	<b>8</b>
Programs of study .....	8
Credit hours.....	9
<b>Undergraduate programs.....</b>	<b>10</b>
BBA in International Hospitality Business .....	10
Semester descriptors and course overviews.....	13
<b>Admission requirements.....</b>	<b>22</b>



# Welcome

Glion Institute of Higher Education has delivered excellence in hospitality and luxury management education for more than 60 years. Our accredited undergraduate and graduate degrees are internationally respected, and our alumni are some of the most respected industry leaders in the world.

At Glion, we provide a unique educational experience that will hone your adaptability, leadership and business skills so you are ready to shine within today's complex and fast-moving global marketplace. Every student will go through a process of rigorous leadership development over the course of their studies, which builds on their strengths and nurtures leadership skills and competencies.

As a Glion student, you will receive practical and theoretical education that undergoes continual updating and renewal to ensure it stays relevant to current industry trends and demands. Our expert faculty work closely with our industry partners to develop the course content, while our Advisory Board comprises some of the most influential figures in the hospitality and service industries today.

## *Why choose Glion?*

- **Academic excellence:** *our commitment to small class sizes ensures a highly personalized and supportive learning experience, while the quality of our academic curricula saw us awarded five Stars (Excellent) by the QS Stars university rating system. As a school, we share our NECHE accreditation with institutions such as Yale and Harvard.*
- **Industry exposure:** *throughout the past six decades, we have built an exceptional array of industry partnerships in hospitality and beyond. As a student, you will be able to leverage these partnerships to expand your knowledge of industry trends, build your network and prepare for your career by attending many alumni events, conferences and company visits.*
- **Engaging student life:** *our Student Government Association and related student clubs, sports and ambassador programs will give you many opportunities to further develop your leadership and teamwork skills and foster a healthy lifestyle.*
- **Premium locations:** *from the stunning views and Michelin-starred cuisine of Maison Décotterd on Glion campus to the contemporary Academic Center in Bulle or the mixture of history and modernity that is Downshire House in London, we are continually improving our facilities to provide the best possible learning and living environment for our students.*

By choosing Glion, you are choosing an education that sets the foundations for life and provides the springboard for a successful career. You are choosing to join an academic community that will listen to and respond to your needs and a network of students and alumni that spans the globe. You are choosing to be part of the next generation of leaders.



# Quality and standards

## *NECHE accreditation*

Glion Institute of Higher Education is accredited by the New England Commission of Higher Education (NECHE) previously known as New England Associations of Schools and Colleges, Inc. (NEASC) through its Commission on Institutions of Higher Education.

Accreditation of an Institution of Higher Education by the New England Commission shows it meets or exceeds criteria for the assessment for institutional quality periodically applied through a peer review process. An accredited college or university is one that has available the necessary resources to achieve its stated purpose through appropriate educational programs, is substantially doing so and gives reasonable evidence it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Commission is not partial but applies to the institution. As such, it is not a guarantee of every course or program offered or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the accreditation status by the New England Commission should be directed to the administrative staff of the institution. Individuals may also contact:

New England Commission of Higher Education  
3 Burlington Woods Drive, Suite 100 Burlington, MA 01803, USA

Tel: 855-886-3272  
NECHE direct line: 781-425-7714  
Email: [info@neche.org](mailto:info@neche.org)

## *Student Route – London campus*

The Quality Assurance Agency for Higher Education (QAA) is the independent body that checks on standards and quality in UK **higher education**. It conducts quality assessment reviews, develops reference points and guidance for providers and conducts or commissions research on relevant issues.

In spring 2011, under the coalition government, the UK Border Agency announced a requirement for all private colleges that recruit students to UK higher education to undergo a standards and quality review by QAA. A successful outcome would be essential to obtain 'Tier 4 accreditation', also known as 'highly trusted sponsor' status.

Tier 4 has been replaced by the Student Route but the accreditation remains as before.

Inquiries regarding the accreditation status by the QAA should be directed to the administrative staff of the institution. Individuals may also contact:

Quality Assurance Agency  
15 Fetter Lane  
London  
EC4A 1BW  
United Kingdom

Tel: +44-1452-557050  
Email: [enquiries@qaa.ac.uk](mailto:enquiries@qaa.ac.uk)

The latest QAA report can be viewed on the [QAA Website](#).



## Mission

Glion develops professionals for global careers in the world's premier hospitality and luxury businesses.

## Vision

Be known worldwide for excellence as a higher education institution for hospitality and luxury business management.

## Educational philosophy

### GIHE EDUCATIONAL AIMS ARE:

- *To provide intellectually challenging, sector-centric programs that enable students to gain competencies, knowledge and experience that will prepare them for a successful career in international hospitality, luxury, real estate and other industries encompassed by the program portfolio.*
- *To support vocational and academic development with specific reference to the subject being taught through a range of courses, modules and specialization electives.*
- *To promote an ethos of 'learning how to learn' through self-development, self-management and reflective self-assessment throughout the curriculum with the aim of fostering greater awareness of and confidence to engage in management practice.*

### GIHE TEACHING AND LEARNING GOALS ARE:

- *Drive inclusive education*
- *Expand and enhance the program portfolio*
- *Foster a culture of professionalism and excellence*
- *Develop lifelong learners with a global mindset*

## Equal opportunity policy for students

The primary purpose of GIHE is to provide a rich and professional education for managers of the future. This objective is part of the institution's mission. To this end, GIHE is committed to equal opportunity for all its students, irrespective of religion, ethnicity or culture, gender, marital status, disability, age or sexual orientation. In its policies and practices, GIHE will seek to enhance the self-esteem of all those it serves.

The institution will seek to ensure:

- *Its publications reflect the policy*
- *Program admissions requirements are free from unnecessary barriers*
- *Selection procedures are operated fairly*
- *Teaching and learning materials produced in the institution are free from stereotypes*
- *Assessment procedures are fair for all candidates and allow impartial opportunities for students to demonstrate their potential*
- *Services and access to them is assured*



# Institutional student learning outcomes

GIHE's institutional learning outcomes articulate the knowledge, skills and competencies all Glion students should possess upon graduation, regardless of the specific program or specialization they may have completed. These statements guide Glion's academic leaders, staff and faculty in creating program and course learning objectives and in developing assessment tools for individual student work. These same statements also form the basis of processes for assessing Glion student learning outcomes for the purposes of measuring and enhancing institutional and educational effectiveness. The institutional learning outcomes are intended as touchstones in designing program learning outcomes and curriculum in general, which is why they are limited in number and written so the outcomes (knowledge, skill and competency) can be assessed, and evidence can be given that students have achieved these objectives.

## *Highest level statement*

A Glion graduate is a globally aware professional with highly developed ethical reasoning and advanced ability to work with others. Possessing a growth mindset allows a Glion graduate to pursue knowledge, make decisions in complex situations and lead others with empathy and resilience.

Glion graduate attributes	Competence outcome	
<b>GLOBAL INSIGHT</b>	<b>Industry Awareness</b> – A Glion graduate is a forward thinker consistently keen to anticipate and capitalize on emerging trends in all hospitality aspects and/or luxury businesses.	<b>Cultural Awareness</b> – A Glion graduate develops understanding of cultures and behaviors, allowing for work in global settings with people from all cultures effectively and respectfully.
<b>PROFESSIONALISM</b>	<b>Adaptability and resilience</b> – A Glion graduate can effectively navigate change and manage a range of pressures to maintain a strategic outlook.	<b>Complex problem solving</b> – A Glion graduate applies analytical, critical and creative thinking to be able to find solutions to complex problems.
<b>AGILITY</b>	<b>Integrity</b> – A Glion graduate acts according to ethical principles including honesty, trustworthiness and accountability in all situations.	<b>Decision making</b> – A Glion graduate applies objective judgement and systems thinking to analyze numerous variables and make informed decisions in a suitable time frame.
<b>LEADERSHIP</b>	<b>Emotional intelligence</b> – A Glion graduate is aware of own emotions and emotions of others and has ability to manage emotions in such a way that supports collaboration and effective teamwork.	<b>Leadership skills</b> – A Glion graduate is able to articulate their vision, motivates others using diverse communication channels and leads towards a shared goal by translating vision into action.
<b>CURIOSITY</b>	<b>Growth mindset</b> – A Glion graduate is an active, life-long learner with curiosity for developing knowledge and skills.	<b>Digital and information literacy</b> – A Glion graduate recognizes when information is needed, can effectively locate, evaluate and apply digital, numerical and text-based information to communicate, negotiate and to generate new knowledge.



## Learning categories

The GIHE intended student learning outcomes articulate the knowledge, skills and competencies all Glion students should possess upon graduation regardless of the specific program or specialization they may have completed. These statements will guide GIHE academic leaders, staff and faculty in creating program and course student learning outcomes and in developing rubrics for assessing individual student work. These statements are also grouped around the learning categories found in each program.

### *Programs of study*

A Glion graduate exhibits a high level of professional competency, global readiness and transversal intellectual abilities. These are tracked throughout the programs at a course level and correspond with FHEQ learning levels. The BBA is based on learning levels 4 to 6. All courses within programs are grouped into the following categories:

- *Practical arts*
- *Entrepreneurship*
- *Professional development*
- *General education*

Within each category, students are taught and assessed based on knowledge and understanding, cognitive skills, and professional competencies.

#### **PRACTICAL ARTS**

Turning knowledge into competencies requires experience and that is found within practical arts. For undergraduate students, this entails hands-on courses on the Glion campus with a focus on technical and personal, social and emotional intelligence skills, guest experiences, trends, passions and innovations in operations. Practical, professional and general education skills are developed within a real-life simulated boutique hotel environment with restaurant outlets open to the general public. Students will work in various restaurants, including the Stéphane Décotterd fine-dining restaurant and Bistro, the Lounge Bar and the Club restaurant. Underpinning the practical experiences will be various workshops with the emphasis on hospitality excellence and luxury guest experience. Creativity, multi-cultural sensitivity, emotional and sensorial guest experience and the development of a luxury attitude is integrated through all experiences.

#### **ENTREPRENEURSHIP**

To be a business owner, general manager or CEO of a complex business, one must have core business skills and competencies along with operational knowledge. Students must also understand business markets and environments and have a corporate-level understanding of business operations, strategy and development in various domains, including for example finance, marketing and business development. An understanding of how innovation and the digital world impacts and changes business domains is also critical in the planning and continuation of sustainable business practices. GIHE also uses its industry partners to share expertise through many mechanisms inside and outside of the classroom. Many examples of this are evident in GIHE engagement with industry and academic-based competitions, conferences and entrepreneurial groups.

#### **PROFESSIONAL DEVELOPMENT**

Using the time-tested method of hospitality education, GIHE's programs build progressively to develop professional skills and knowledge for a wide range of managerial roles in experience-based industries. It includes the fundamentals of industry standards, professional immersion in internships, hospitality operations, luxury, management, business-domain courses and industry-related specializations. GIHE also emphasizes the development of hospitality, luxury and professional excellence in all courses. GIHE is also using its industry partners to share expertise through many mechanisms inside and outside of the classroom. Many examples of this are evident in visiting lecturers, company visits or field trips, consultancy-based applied business projects and live projects.





## GENERAL EDUCATION

Glion's general education philosophy embodies the institution's definition of an educated person and prepares students for the world in which they will live and work. Students also demonstrate knowledge and understanding of scientific, historical and social phenomena as well as a knowledge and appreciation of the aesthetic and ethical dimensions of humankind. The institution also ensures all undergraduate students complete the equivalent of at least 40 semester credits in General Education in a Bachelor's program.

The general education requirement, contained within specific courses a, is both coherent and substantive. General education at Glion is first identified in specific courses. For example, the practical arts domain introduces the student to guest experiences and the importance of understanding and exceeding guest expectations. Arts de table, professional communication and behavior, service excellence, the passion for gastronomy and food, together with the spirit to serve and to provide excellence through emotional and sensorial guest experience is developed and explored. Students are required to develop skills in creativity, sensory analysis, empathy and the appreciation of aesthetics. The different facets of luxury service attitude, of being a host and fulfilling customer expectations and needs is expressed through emotional, professional and visual dimensions. The student should, at the end of semester 1, have an appreciation for the art of service linking to appreciation of the aesthetic, etiquette and ethical dimensions of humankind. Nutrition and wellness concepts are also introduced, along with visiting and in-house experts offering masterclasses in wines and their historical development, international-themed cuisine based on culture, the history of art de la table and protocols and mixology. Other courses within the program develop general education-based competencies in communication, foreign languages, ethics, research methodologies, statistics and technology. As a continuation of Glion's general education philosophy, general education is shown in all programs and courses. Students should be able to successfully demonstrate competence in written and oral communication in English, the ability for scientific and quantitative reasoning, for critical analysis and logical thinking and the capability for continuing learning, including the skills of information literacy.

### *Credit hours*

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 credits	15 contact hours and minimum 30 hours independent work

A Bachelor program of study meets the 180 ECTS. Typically, in the BBA program, students will complete seven courses in each semester. This equates to minimum 45 hours of learning per week across a 15+2-week semester. The scheduled class hours for each course will differ, but typically a student can expect to be in class for around 20 hours per week across 15 weeks. Students undertaking courses in semester 1 practical arts will require higher levels of contact time.

ECTS credits are only applicable to direct entry students starting in March 2025 in semester 3 or in semester 4 of the Bachelor's program.



# Undergraduate programs

## *BBA in International Hospitality Business*

### CONCEPT OF THE BACHELOR PROGRAM

The overall aim of the BBA program in International Hospitality Business is to prepare students for careers in leading global hospitality companies with a specific focus on international hospitality business. Upon successful completion of the program, students will have acquired knowledge and understanding of the domain and further developed cognitive skills, and professional competencies through a range of teaching and learning approaches. The teaching and learning then further develops these skills through exposure to contemporary theories and research and specialist electives within the context of hospitality business. Teaching methods range from traditional lectures through to practical task-based problem solving in context.

### GRADUATE PROFILE

Glion undergraduates embark on international careers in leading hospitality and luxury companies. Multi-cultural, versatile and resourceful, they are global citizens skilled in the arts of hospitality. Their combination of practical experience, cutting-edge management competencies and a corporate approach enables them to apply their skills according to their specialization in luxury brand strategy, hotel development and finance or event management industries worldwide.

### LEARNING OUTCOMES

Upon graduation from the BBA IHB program, students should be able to:

- *Acquire knowledge and skills within a range of international hospitality and general education subject areas*
- *Apply knowledge and skills acquired within a range of international hospitality environments to contribute successfully to the operation and running of a business*
- *Identify, analyze and solve a range of complex problems using both recognized and innovative tools and evidence*
- *Interact and communicate effectively and appropriately as a global citizen*
- *Accept responsibility for decisions and actions, demonstrating flexibility, adaptability and resilience when needed*
- *Work effectively with people from a range of cultures and support team initiatives and tasks*
- *Take responsibility for their own development and learning through self-reflection, analysis and planning*

### PROGRAM STRUCTURE

The Bachelor's is a 4-year program of study which is divided into courses. Each course is assigned a specific number of credits. There are 180 ECTS credits (Bologna European system) or 120 US Carnegie credit units in the program of study. All courses must be passed with a minimum average of 50%. All students are registered for a BBA in International Hospitality Business with a specialization. A minimum of forty US credits (40) are considered as general education, either through specific courses skills taught and assessed in courses.

Year/semesters	ECTS credits	US credits
<b>Year 1 – HOSPITALITY EXPERIENTIAL YEAR</b>		
BBA1 - Hospitality Excellence and Practical Arts	0	20
BBA2 - Hospitality Professional Immersion (24-week internship)	0	10
<b>Year 2 – HOSPITALITY MANAGEMENT EXCELLENCE</b>		
BBA3 - Hospitality Fundamentals	30	15
BBA4 - Hospitality Management	30	15
<b>Year 3 – BUSINESS PROFICIENCY</b>		
BBA5 - Management Practice (24-week internship)	30	15
BBA6 – Integrated Business Strategies	30	15
<b>Year 4 – PROFESSIONAL EXPERTISE</b>		
BBA7 - Specialization and Final Year Capstone (part 1)	30	15
BBA8 - Theory to expertise practice – Final Year Capstone (part 2) and "on the job experience" (12-week work experience minimum)	30	15
<b>TOTAL</b>	<b>180</b>	<b>120</b>



## YEAR 2 – HOSPITALITY MANAGEMENT EXCELLENCE

### BBA 3 – HOSPITALITY FUNDAMENTALS ( EXCHANGE SEMESTER LONDON OR LES ROCHES MARBELLA CAMPUS (LRM))\*

Required courses – Professional Development and General Education	ECTS Credits	US Credits	General Education Credits
Hospitality Marketing Essentials	4	2	
Hospitality Financial Accounting	6	3	
Professional Communication and Academic Writing	4	2	2
Human Behavior in the Workplace	4	2	2
Hospitality and Events Operations	4	2	
IT Business Tools	4	2	2
<b>Elective courses (one of the following)**</b>			
French Beginners			
French Elementary			
French Intermediate			
French Upper Intermediate			
Spanish Beginners	4	2	2
Spanish Elementary			
Spanish Intermediate			
Spanish Upper Intermediate			
Food and Society			
Intercultural Communication, Collaboration and Negotiations			
<b>Geopolitics</b>	<b>30</b>	<b>15</b>	
<b>International Relations</b>			<b>8</b>

### BBA 4 – HOSPITALITY MANAGEMENT (EXCHANGE SEMESTER LONDON OR LES ROCHES MARBELLA CAMPUS)\*

Required courses	ECTS Credits	US Credits	General Education Credits
Integrated Marketing Communication in the Digital Era	4	2	
Managerial Accounting	6	3	
Management of Rooms	4	2	
Economics for Hospitality and the Tourism Industry	4	2	
Data Analysis for Decision Makers	4	2	2
Concept Development and Entrepreneurship in Food and Beverage Management	4	2	
<b>Elective courses (one of the following)**</b>			
French Beginners			
French Elementary			
French Intermediate			
Spanish Beginners			
Spanish Elementary			
Spanish Intermediate			
Food and Society			
Intercultural Communication, Collaboration and Negotiations	4	2	2
Geopolitics			
International Relations			
<b>Total number of credits</b>	<b>30</b>	<b>15</b>	
<b>of which general education credits</b>			<b>4</b>



## YEAR 3 – BUSINESS PROFICIENCY

### BBA 5 – MANAGEMENT PRACTICE

Required courses	ECTS Credits	US Credits	General Education Credits
Internship	20	10	
Reflection on Practice	10	5	2
<b>Total number of credits</b>	<b>30</b>	<b>15</b>	
<b>of which general education credits</b>			<b>2</b>

### BBA 6 – INTEGRATED BUSINESS STRATEGIES (EXCHANGE SEMESTER – LONDON CAMPUS)\*\*\*

Required courses	ECTS Credits	US Credits	General Education Credits
Business Development and Strategy	4	2	
Corporate Finance	4	2	
Leadership Skills for Change Management	4	2	2
Revenue Management and Distribution Channel Management	4	2	
Human Resources Talent Management	4	2	
Sustainability in Ethical Business	4	2	2
Business and Academic Research Methods	6	3	3
<b>Total number of credits</b>	<b>30</b>	<b>15</b>	
<b>of which general education credits</b>			<b>7</b>

## YEAR 4 – PROFESSIONAL EXPERTISE

### BBA 7 – SPECIALIZATION AND FINAL YEAR CAPSTONE – PART 1 (EXCHANGE SEMESTER – LONDON CAMPUS)\*\*\*

Required courses	ECTS Credits	US Credits	General Education Credits
<b>Final Year Elective capstones (one of the following)</b>			
Bachelor Thesis (part 1)	10	5	5
Applied Business Project (part 1)			
<b>Specialization (one of the following)</b>			
Luxury Brand Strategy	20	10	
International Hotel Development and Finance			
Guest Experience & Event Management			
<b>Total number of credits</b>	<b>30</b>	<b>15</b>	
<b>of which general education credits</b>			<b>5</b>



## BBA 8 – THEORY TO EXPERTISE PRACTICE FINAL YEAR CAPSTONE (PART 2) AND ON THE JOB EXPERIENCE\*\*\*\*

Required courses	ECTS Credits	US Credits	General Education Credits
Final year Capstone – Bachelor Thesis (part 2) or Applied Business Project (part 2)	20	10	10
On the job experience (12-week work experience minimum)	10	5	
<b>Total number of credits</b>	<b>30</b>	<b>15</b>	
<b>of which general education credits</b>			<b>10</b>

	ECTS Credits	US Credits	General Education Credits
<b>Total number of credits in the BBA program</b>	<b>180</b>	<b>120</b>	<b>40</b>

\*Exchange semesters are at GIHE and/or Les Roches based campuses. Please refer to the Academic rules and regulations for full details.

\*\* GIHE campuses may elect to institute a minimum course enrolment, such as cancelling electives if less than a prescribed minimum number of students are enrolled.

\*\*\*Exchange semesters are at GIHE based campuses.

\*\*\*\* Semester 8 is only mandatory for direct entry students starting in semester 3 in Spring intake 2025 onwards.

## *Semester descriptors and course overviews*

### SEMESTER 3 – COURSE OVERVIEWS

#### BBA3: HOSPITALITY FUNDAMENTALS

**Goal:** To acquire established operational skills and competencies required in hospitality businesses.

In this semester, students are introduced to key concepts and managerial principles across a range of hospitality settings. The semester will build on the practical elements of operational management and at the same time develop a fundamental understanding of the characteristics of running a hospitality business.

Upon successful completion of the semester, students should be able to apply knowledge and skills in decision making. Students also develop interpersonal competencies through academic learning and industry focused study, preparing them for professional environments.

#### **Hospitality Marketing Essentials**

This course explores the role and key theories and practices of marketing in business today. The importance of marketing will be appraised within the framework of both product manufacturers and service industries. Students will explore key concepts and functions of marketing. Students will also be asked to apply these to a range of business contexts based on industry scenarios.

#### **Hospitality Financial Accounting**

The course is designed to provide students with an understanding of concepts and uses of financial accounting information in a business environment. It demonstrates how effective accounting systems capture daily business transactions to support manager s' decision-making processes. It introduces the students to the theory of debits and credits, the accounting cycle, receivables and payables, accruals and deferrals, measurement and valuation of assets and liabilities, income statement and balance sheet. It will also examine the determination of net income (profit), statement of owners' equity, statement of cash flow and the preparation and interpretation of basic financial statements, under the context of Generally Accepted Accounting Principles (GAAP) and International Financial Reporting Standards (IFRS).

#### **Professional Communication and Academic Writing**

This course is designed to provide students with the communication and research skills needed in both professional and academic contexts. Students will use various research tools, refine their skills in searching databases efficiently and critically analyze and present information through a variety of appropriate means. Communications in a professional and academic environment will be explored, developed, and applied to a written project and oral presentation.



## **Human Behavior in the Workplace**

---

The Hospitality Industry relies on the performance of people to deliver a variety of services to their guests. Successful managers must therefore know and understand about what influences their employees' behavior in order to maximize performance and help the business to develop its competitive advantage through its people. Staff behavior will be examined using the Organizational Behavior framework of the individual, the group and the wider organization. This course enables students to explore a variety of factors that underpin staff behavior and their performance in the organization such as personality, values, motives, teams and organizational culture and structure. The impact of contemporary issues such as employee well-being and flexible work practices will also be explored.

## **Hospitality and Events Operations**

---

Students will assess operational process management models alongside their relationship to the interrelated nature of running a business or an event. The flow of hospitality and event operations and resources will be studied and evaluated to optimize operational efficiency and maximize customer experience. The students will also recognize the interrelated nature of internal and external players for successful operations and review the risks and challenges operations may face.

## **IT Business Tools**

---

This course provides students with the knowledge of relevant software to plan and facilitate business operations with application to the hospitality industries. Spreadsheets, business planning tools, and other software will be reviewed to support business decision-making and forecasting. Students will also recognize the importance of application (apps) tools and the impact on everyday work practice and management. Students will learn how to design a functional app relevant to the current cutting-edge needs of the hospitality and tourism industry.

## **AND ONE GENERAL EDUCATION LANGUAGE ELECTIVE:**

### **French Beginners**

---

The aim of this course is to introduce students to French language and culture. The focus will be on listening, reading, speaking, and writing. Vocabulary and activities will be based around a business and hospitality context to enable students to communicate effectively at a beginner's level. The course corresponds to the Common European Framework of Reference (CEFR), level A1.

### **French Elementary**

---

The aim of this course is to further develop a student's abilities to communicate in French. The focus will be on listening, reading, speaking, and writing. Vocabulary and activities will be based around a business and hospitality context to enable students to communicate effectively at an elementary level. The course corresponds to the Common European Framework of Reference (CEFR), level A1+/A2.

### **French Intermediate**

---

The aim of this course is to further develop a student's abilities to communicate in French. The focus will be on listening, reading, speaking, and writing. Learning activities focus on business and hospitality contexts to enable students to communicate effectively at an intermediate level. The course corresponds to the Common European Framework of Reference (CEFR), level A2+.

### **French Upper Intermediate**

---

The aim of this course is to further develop a student's abilities to communicate in French. The focus will be on listening, reading, speaking, and writing. Learning activities focus on business and hospitality contexts to enable students to communicate effectively at an intermediate level. At the end of B1 level of the Common European Framework of Reference (CEFR), you will be able to understand the main points of familiar matters regularly encountered in work, school, leisure, etc.

### **Spanish Beginners**

---

The aim of this course is to introduce students to Spanish language and culture. The focus will be on listening, reading, speaking, and writing. Vocabulary and activities will be based around a business and hospitality context to enable students to communicate effectively at a beginner's level. The course corresponds to the Common European Framework of Reference (CEFR), level A1.

### **Spanish Elementary**

---

The aim of this course is to further develop a student's abilities to communicate in Spanish. The focus will be on listening, reading, speaking, and writing. Vocabulary and activities will be based around a business and hospitality context to enable students to communicate effectively at an elementary level. The course corresponds to the Common European Framework of Reference (CEFR), level A1+/A2.



### **Spanish Intermediate**

---

The aim of this course is to further develop a student's abilities to communicate in Spanish and culture. The focus will be on listening, reading, speaking, and writing. Learning activities focus on business and hospitality contexts to enable students to communicate effectively at an intermediate level. The course corresponds to the Common European Framework of Reference (CEFR), level A2.

### **Spanish Upper Intermediate**

---

The aim of this course is to further develop a student's abilities to communicate in Spanish. The focus will be on listening, reading, speaking, and writing. Vocabulary and activities will be based around a business and hospitality context to enable students to communicate effectively at an advanced intermediate level. At the end of B1 level, you will be able to understand the main points on familiar matters regularly encountered in work, school, leisure, etc.

### **Food and Society**

---

The purpose of this course is to provide students with a broad insight of various aspects of food as an essential component of everyone's life. The course will first explore food from a technological and scientific perspective. It also aims to dispel common fear of "chemical" as a synonym of "harmful" food ingredients and underpin the students' knowledge on the chemical nature of all the food components and nutrients. Contemporary examples of food processing methods will be presented and discussed in the context of quality and taste. Afterwards, students will be introduced to the history, cultural and sociological background of food. Finally, students' learning will be underpinned by analyses of the importance of risk assessment, quality control systems and food safety in a professional setting and in everyday life.

### **Intercultural Communication, Collaboration and Negotiations**

---

The aim of this course is to prepare students for the world of work where interpersonal skills are key. This course will cover three main aspects of communication and collaboration: interpersonal communication, intercultural communication and widely understood teamwork, with aspects of collaboration and conflict resolution. It is designed to build student skills in a gradual way by first focusing on communication techniques between individuals and groups. It then deepens the knowledge of communication by looking at particular cultural differences which might impact how communication is dealt with and received around the globe. Finally, the course develops student's ability to work with others by looking at practical tools and solutions to be implemented when working with peers in business settings.

### **Geopolitics**

---

The course is designed to give students the necessary knowledge to understand major geopolitical issues, conflicts, challenges of resources acquisition, geostrategy process, cyber-war, as well as the effects of the series of economics and political crisis. Contemporary geopolitical changes will be examined, and real-world media examples will be used. The students will be encouraged to explore the most important political, economic, geographical, and historical issues affecting global service industries.

### **International Relations**

---

The course is designed to immerse students in dynamic global international relations and political systems in an era of shifting borders, restructuring economies and regional realignments. The course covers the interactions of stakeholders at an international level, including states and non-states, such as the United Nations, Amnesty International and European Institutions. More precisely, the course introduces concepts of global governance, diplomacy, foreign policy, political economy, and international security, and examines the evolution of international relations in the 20th and 21st centuries.

## **SEMESTER 4 – COURSE OVERVIEWS**

### **BBA4: HOSPITALITY MANAGEMENT**

**Goal:** To develop managerial skills and the understanding of organizational processes and challenges within the dynamic world of hospitality.

In this semester, students will be immersed into management domains with a focus on exploring innovative solutions to challenges faced by hospitality professionals in a constantly changing environment. The courses include both macro and micro perspectives and should result in the students developing their abilities to analyze and reflect on concepts and factual data essential to problem solving in the hospitality industry.

Upon successful completion of the semester, the students should generate principled and effective managerial decisions and reflect on self-development opportunities.



### **Integrated Marketing Communication in the Digital Era**

---

This course focuses on the role of integrated marketing communications in sales of products and services in the digital era. It explores the opportunities and challenges created by global changes in consumer behavior related to technological and cultural shifts of the modern era. Students will be given an opportunity to analyze the needs of specific target audience and designing targeted communications strategy, using carefully selected tools and channels.

### **Managerial Accounting**

---

Managerial accounting will develop a student's ability to use financial and operational information in order to make informed decisions for the future. The student will analyze hospitality firms' financial statements, departmental costs, and apply cost/volume/profit analysis. The student will also create operations budgets and cash budgets.

### **Management of Rooms**

---

The aim of this course is to further develop the student's understanding of managerial and strategic practices within Rooms Division. Key concepts of revenue management, customer satisfaction, value creation and quality management are explored. The course develops a student's competencies in market and competitive analysis, decision-making and problem solving.

### **Economics for Hospitality and the Tourism Industry**

---

The students will examine general economic concepts and basic definitions in relation to hospitality and the characteristics of tourism supply and demand (transportation, destination, and distribution). They will evaluate tourism trends, destination competitiveness and impacts through the use of different economic theories and models. Students will assess the role and strategies of public organizations and private businesses in the management of the tourism system and analyze the consequences of visitation in relation to sustainable development.

### **Data Analysis for Decision Makers**

---

The purpose of this course is to equip the students with analytical and statistical competencies required to transform data into useful information. Contemporary examples are taken from the hospitality industry to underpin the students' knowledge and application of appropriate techniques for data collection, presentation and analysis. Students experiment a variety of techniques covering the analytical and statistical tools to support their informed decision in the real-life business situations. Statistical software is used to assist in the data analysis and presentation of the results to the audience.

### **Concept Development and Entrepreneurship in Food and Beverage Management**

---

This course is designed to develop a set of key skills for designing and running a Food & Beverage operation. Learning activities include applying a creative approach to the design of a food and beverage outlet encompassing the research of future trends and applying innovation to the proposal of an F&B concept. This will also include a focus on sustainability and CSR. In addition, the course develops management skills such as managing costs, improving profitability, enhancing customer experience, communication, numeracy and working with others, all of which are essential elements in the toolkit of the modern manager.

### **AND ONE GENERAL EDUCATION LANGUAGE ELECTIVE:**

#### **French Beginners**

---

The aim of this course is to introduce students to French language and culture. The focus will be on listening, reading, speaking, and writing. Vocabulary and activities will be based around a business and hospitality context to enable students to communicate effectively at a beginner's level. The course corresponds to the Common European Framework of Reference (CEFR), level A1.

#### **French Elementary**

---

The aim of this course is to further develop a student's abilities to communicate in French. The focus will be on listening, reading, speaking, and writing. Vocabulary and activities will be based around a business and hospitality context to enable students to communicate effectively at an elementary level. The course corresponds to the Common European Framework of Reference (CEFR), level A1+.

#### **French Intermediate**

---

The aim of this course is to further develop a student's abilities to communicate in French. The focus will be on listening, reading, speaking, and writing. Learning activities focus on business and hospitality contexts to enable students to communicate effectively at an intermediate level. The course corresponds to the Common European Framework of Reference (CEFR), level A1+/A2.





### **French Upper Intermediate**

---

The aim of this course is to further develop a student's abilities to communicate in French. The focus will be on listening, reading, speaking, and writing. Learning activities focus on business and hospitality contexts to enable students to communicate effectively at an intermediate level. At the end of B1 level of the Common European Framework of Reference (CEFR), you will be able to understand the main points of familiar matters regularly encountered in work, school, leisure, etc.

### **Spanish Beginners**

---

The aim of this course is to introduce students to Spanish language and culture. The focus will be on listening, reading, speaking, and writing. Vocabulary and activities will be based around a business and hospitality context to enable students to communicate effectively at a beginner's level. The course corresponds to the Common European Framework of Reference (CEFR), level A1.

### **Spanish Elementary**

---

The aim of this course is to further develop a student's abilities to communicate in Spanish. The focus will be on listening, reading, speaking, and writing. Vocabulary and activities will be based around a business and hospitality context to enable students to communicate effectively at an elementary level. The course corresponds to the Common European Framework of Reference (CEFR), level A1+.

### **Spanish Intermediate**

---

The aim of this course is to further develop a student's abilities to communicate in Spanish and culture. The focus will be on listening, reading, speaking, and writing. Learning activities focus on business and hospitality contexts to enable students to communicate effectively at an intermediate level. The course corresponds to the Common European Framework of Reference (CEFR), level A1+/A2.

### **Spanish Upper Intermediate**

---

The aim of this course is to further develop a student's abilities to communicate in Spanish. The focus will be on listening, reading, speaking, and writing. Vocabulary and activities will be based around a business and hospitality context to enable students to communicate effectively at an advanced intermediate level. At the end of B1 level, you will be able to understand the main points on familiar matters regularly encountered in work, school, leisure, etc.

### **Food and Society**

---

The purpose of this course is to provide students with a broad insight into various aspects of food as an essential component of everyone's life. The course will first explore food from a technological and scientific perspective. It also aims to dispel common fear of "chemical" as a synonym of "harmful" food ingredients and underpin the students' knowledge on the chemical nature of all the food components and nutrients. Contemporary examples of food processing methods will be presented and discussed in the context of quality and taste. Afterwards, students will be introduced to the history, cultural and sociological background of food. Finally, students' learning will be underpinned by analyses of the importance of risk assessment, quality control systems and food safety in a professional setting and in everyday life.

### **Intercultural Communication, Collaboration and Negotiations**

---

The aim of this course is to prepare students for the world of work where interpersonal skills are key. This course will cover three main aspects of communication and collaboration: interpersonal communication, intercultural communication and widely understood teamwork, with aspects of collaboration and conflict resolution. It is designed to build student skills in a gradual way by first focusing on communication techniques between individuals and groups. It then deepens the knowledge of communication by looking at particular cultural differences which might impact how communication is dealt with and received around the globe. Finally, the course develops student's ability to work with others by looking at practical tools and solutions to be implemented when working with peers in business settings.

### **Geopolitics**

---

The course is designed to give students the necessary knowledge to understand major geopolitical issues, conflicts, challenges of resources acquisition, geostrategy process, cyber-war, as well as the effects of the series of economics and political crisis. Contemporary geopolitical changes will be examined, and real-world media examples will be used. The students will be encouraged to explore the most important political, economic, geographical, and historical issues affecting global service industries.



## **International Relations**

---

The course is designed to immerse students in dynamic global international relations and political systems in an era of shifting borders, restructuring economies and regional realignments. The course covers the interactions of stakeholders at an international level, including states and non-states, such as the United Nations, Amnesty International and European Institutions. More precisely, the course introduces concepts of global governance, diplomacy, foreign policy, political economy, and international security, and examines the evolution of international relations in the 20th and 21st centuries.

## **SEMESTER 5 – COURSE OVERVIEWS**

### **BBA5: MANAGEMENT PRACTICE - INTERNSHIP**

**Goal:** To reflect upon managerial competencies in the workplace.

In this semester, students are immersed in the industry and reflect on managerial competencies and challenges experienced in the world of work. At the same time, students should shape their understanding of real-life managerial approaches, philosophies and practices. This internship should develop students' career and personal development aspirations.

Upon successful completion of the internship, students should be able to effectively apply problem-solving techniques, critical thinking skills and to develop as an individual contributor as well as a valuable team member.

### **Management Practice (24 -week internship)**

---

In the course students should acquire the necessary knowledge and tools to search for and obtain a professional internship. The ensuing 24-week operational placement should provide students with high quality training designed to enhance professional competence and enrich personal development. This internship will ideally take place in a different work environment from the first, and students should be able to review and explore the experiences of supervisors or managers in a workplace. The internship experience should focus on future career preparation and the development of competencies that can be further developed after graduation.

### **Reflection on Practice**

---

The aim of this course is to link academic knowledge with industry experience gained in the semester five students' internship. Core theoretical principles and perspectives associated within the world of hospitality will be reviewed, notably customer satisfaction management, and the roles of training and development and leadership. Students will also reflect on their experiences and recognize development needs within their own professional competencies. They should also develop problem solving and research competencies which will be key to their final year of studies.

## **SEMESTER 6 – COURSE OVERVIEWS**

### **BBA6: INTEGRATED BUSINESS STRATEGIES**

**Goal:** To integrate the skills, knowledge and experience gained to manage potential uncertainty at a strategic level.

In this semester, students are immersed in developing competencies in order to implement successful business strategies. Students are expected to develop a strategic mindset and apply business theory to complex and ambiguous scenarios and be able to recommend strategic alternatives at a corporate and business unit level.

Upon successful completion of the semester, students should have developed their core business acumen in preparation for their final semester specialization and capstone project.

### **Business Development and Strategy**

---

Students will be introduced to core concepts and theories relating to business development and business strategy, and how they may be applied across a wide spectrum of business cases. The course enables students to use their analytical skills drawn from previous research and data analysis courses, to identify and analyze current trends in markets. Students will also explore their influence on the strategic direction of major companies. Through the execution of market conditions and case studies, students will acquire the necessary competencies to appraise strategic decisions taken at both a corporate and business unit level, in relation to the potential future success of organizations.



### **Corporate Finance**

---

This course is designed to provide a theoretical and empirical overview of the major concepts and analytical tools of corporate finance. Students should be able to analyze the financial risks of a project and determine its required level of profitability in order to assess its financial feasibility. Topics covered include profitability measures, sources of financing, capital budgeting, and the cost of capital.

### **Leadership Skills for Change Management**

---

This course introduces a wide variety of contemporary theoretical approaches that will allow students to discover and develop their leadership skills within their organizational and business environments. As future managers, students will be able to put in place relevant strategies to navigate through change, crisis and risk management. Knowing how to use these strategies will allow students to understand how their leadership style can impact organizational function. This course allows students to select the most appropriate management tools to ensure a positive outcome depending on the business situation.

### **Revenue Management and Distribution Channel Management**

---

The course will apply and critically review contemporary revenue management principles and practices to formulate strategies for profit and distribution channels optimization. By emphasizing the importance of the degree of operating leverage (DOL) and cost structure for pricing, forecasting and distributing the hotel inventory, students will develop analytical skills for strategic decision making.

### **Human Resources Talent Management**

---

Attracting, engaging and retaining the right talent is a fundamental and strategic organizational activity of increasing complexity and importance. This course aims to provide students with both a theoretical and practical understanding of talent management practices, allowing students to recognize the crucial role that both Human Resources and line management play in acquiring, deploying and developing talent to address business needs and improve organizational performance.

### **Sustainability in Ethical Business**

---

Ethical sustainability in business refers to a company's deliberate efforts to reduce adverse environmental and social impacts resulting from its operations. During this course you will investigate responsible practices which ensure long-term financial viability while considering the well-being of the planet and society. The Triple Bottom Line framework evaluates business performance based on three pillars: profit (economic), people (social), and planet (environmental). By balancing these dimensions, businesses can achieve sustainable growth while positively impacting society and the environment. This course aims to provide students with the tools and skills needed to identify, and critically evaluate ethical issues encountered in individual, organizational and societal contexts.

### **Business and Academic Research Methods**

---

Students will develop their critical application of the research process and explore a research topic in either or both a quantitative or qualitative domain. Students will also select and use appropriate research methodologies that align to a research question or hypothesis. By the end of the course, students will be able to identify and analyze a real-life business problem through the selection of appropriate literature and the evaluation of statistical data.

## **SEMESTER 7 – COURSE OVERVIEWS**

### **BBA7: SPECIALIZATION AND CAPSTONE (PART 1)**

**Goal:** To develop skills, knowledge, and experiential learning within a chosen specialization and a capstone.

In this semester, students are focusing on areas of specialization within the world of hospitality. Students are required to show creativity and innovation in conceptualization, contemporary approaches in problem solving and conflict resolution, and show openness to new or novel ideas within a specialization. Students also complete the first part of their final year capstone by critically reviewing existing literature, developing a conceptual framework and selecting appropriate research methodologies.

Upon successful completion, students should have developed key cognitive skills and be able to demonstrate confidence and flexibility in managing complex problems. Students should be able to reflect on specialist knowledge and argue from competing perspectives.



## ONE OF THE FOLLOWING FINAL YEAR CAPSTONE ELECTIVES:

### **Bachelor Thesis (Part 1)**

---

The thesis is a culminating academic work that forms the capstone of research for a Bachelor's degree. The course is aimed at accomplishing academic research independently and involves students writing a 12,000-word study total (4,000 words for part 1 and 8,000 words for part 2) on a chosen topic in either the luxury brand strategy, international hotel development and finance or guest experience & event management specializations. One-to-one tutoring is held regularly, but the overall emphasis of the course is placed on self-regulated learning and research activities. Students are required to present critical review on existing literature on chosen topic areas, develop a conceptual framework and conduct appropriate primary research with relevant methods. They will continue their research in semester 8.

### **Applied Business Project (Part 1)**

---

The applied business project is a business research-based capstone that consolidates student's knowledge and skills acquired throughout their studies. Students will work as consultants and solve a real-life business problem for an industry partner. Ideally topics will be within one of the following specializations: luxury brand strategy, international hotel development and finance or international guest experience & event management. Based on the mission given by the client, students will be responsible for setting objectives, reviewing relevant industry and academic-based literature, selecting appropriate research methodologies, by collecting and analyzing data to build and present their business report on deliverables to the client.

## AND ONE OF THE FOLLOWING SPECIALIZATION ELECTIVES:

### **Specialization in Luxury Brand Strategy**

---

This course develops a deep understanding of luxury as a concept and its application in today's luxury and hospitality industries. Students will explore luxury's role and trends, develop luxury brand identities, and use marketing communication tools effectively. Students will design innovative, multi-sensorial luxury experiences and execute service strategies that highlight service excellence, all supported by practical research and application.

### **Specialization in International Hotel Development and Finance**

---

A crucial role for today's senior hotel professionals is to enhance sustainable value for a hotel owner by understanding the business from an owner's perspective. The course will introduce students to the industry's main stakeholders, its business models and brand expansion strategies which are open to investors. It will also focus on essential tools to analyze hotel revenue and profit trends using key performance indicators (KPI's). In this course, using best-practice secondary research, students will have the opportunity to develop a hotel feasibility study based on a new hotel concept and space plan. Students will also negotiate best-in-class management agreements. This course will focus students on the best practice valuation methodologies, including exposure to sustainable real-estate trends, and their application to hotel assets, as well as investment project KPI's to maximize performance and create value. The student will apply their learning to determine the key product combination, trends and financial drivers which make a successful sustainable resort project, with a focus on wellbeing and wellness. Students will be exposed to the latest product and service trends in one of Europe's dynamic hotel markets.

### **Specialization in Event Management & Guest Experience**

---

In this course students will explore in depth the international events industry, specific industry sectors and key players. Students will also research the roles of events in society, their impact on economy and the importance of events as well as they will explore trends, new business models, innovation, and concepts including MICE and customer types, and the advent of new technologies. Students will then examine the development and planning of a strategically feasible live event. The course brings together all elements of event management and students put theory into practice by hosting an event on campus. Students finally reflect on this experience and present a post-event evaluation.

## SEMESTER 8 – COURSE OVERVIEWS

### **BBA 8: THEORY TO EXPERTISE PRACTICE - CAPSTONE (PART 2) AND ON-THE-JOB EXPERIENCE**

**Goal:** To apply knowledge, research and professional skills to thrive in a corporate or business environment.

This last semester of studies is designed to provide students with a holistic understanding of the interconnectedness between research, reflective practices and work experience. Through a comprehensive research project, students will gain valuable insights and should be able to provide sound business-oriented recommendations.

Upon successful completion, students should be able to transition into a professional work environment and should excel in applying the skills they have developed and ready themselves for future career or educational opportunities. Students should be autonomous global learners and professionals.



## ONE OF THE FOLLOWING FINAL YEAR CAPSTONE ELECTIVES:

### **Bachelor Thesis (Part 2)**

---

Students complete their 8,000 words final year capstone for a Bachelor's degree. The course is aimed at accomplishing academic research independently by analyzing collected data to build arguments and developing discussion. Major findings need to be recapitulated, and students draw conclusions through evaluation and synthesis. Students are also required to create concrete recommendations for the practitioners and present their Bachelor Thesis during a viva.

### **Applied Business Project (Part 2)**

---

Students complete their applied business project by self-reflecting on the first part of their Applied Business Project. Through this in-depth analysis and new research conducted, they are capable of fine-tuning their findings and giving sound recommendations to the client, as well as applying their business-related results.

### **On-The-Job Experience**

---

In the final semester of studies, an additional professional experience is undertaken, where students will apply academic knowledge to real-world scenarios. Focused on the sharpening of skills and expertise, this final hands-on immersion in a business environment is intended to ensure a seamless transition into the student's chosen field, post-graduation. Through reflective practices, networking and a culminating capstone project, students will gain invaluable professional competencies and business acumen.



# Admission requirements

For Admissions details per Program please refer to the following documents:

[Admissions policy](#)

[Recognition of Prior Learning](#)



#### INTERNATIONAL ENROLMENT TEAM

+41 (0)21 966 35 35

[info@glion.edu](mailto:info@glion.edu)

[glion.edu](http://glion.edu)

#### GLION CAMPUS

Glion Institute of Higher Education  
Route de Glion 111  
1823 Glion sur Montreux  
Switzerland

#### LONDON CAMPUS

Glion Institute of Higher Education  
Downshire House  
Roehampton Lane  
London, SW15 4HT  
United Kingdom

#### BULLE CAMPUS

Glion Institute of Higher Education  
Rue de l'Ondine 20  
1630 Bulle  
Switzerland

[Linktr.ee/glion.edu](https://linktr.ee/glion.edu)