



Undergraduate Hospitality and ESE Degree Programs

Student Handbook

Semester 1, 2, 3, 4, 5, 6 and 7 - 2017.1
GLION, BULLE AND LONDON CAMPUSES

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Note: The information provided in this document may be subject to change. For full details of the GIHE programs, rules, and academic regulations, please consult the Academic Catalog on-line (www.glion.edu). The provision of this student handbook should not be considered as an irrevocable contract between the student and the institution. GIHE reserves the right to change any provision or requirement, including fees, contained in this student handbook at any time with or without notice.

A Message From the Interim Chief Executive Officer Worldwide

WELCOME TO GLION

Dear Students,

It is my pleasure to welcome you to our family and to give you an introduction to Glion.

At Glion, we provide a unique educational experience that will hone your adaptability, leadership and business skills for today's complex and fast-moving global marketplace. That is why industry leaders gave Glion the award for Best Hospitality Management School at the 2015 Worldwide Hospitality Awards in Paris.

Academic Innovation: We have a faculty of talented professionals and an exceptional range of accredited degrees and specializations. Our personalized programs integrate the latest technology and interactive learning tools, for which Glion won the award for "Best Innovation in an Educational Program 2016" at the Worldwide Hospitality Awards in Paris 2016.

Industry: You will also expand your knowledge of industry trends, build your network, and prepare for your career by attending the many alumni events, conferences, and company visits that we host every year. Students thus have the opportunity to interact with leaders in hospitality, as well as in luxury products, travel, and banking.

Engaging Student Life: Our Student Government Association, and the related student clubs, sports and ambassador programs, will give you many opportunities to further develop your leadership and teamwork skills, as well as foster a healthy lifestyle.

Premium Locations: From the stunning Skyline lounge in Glion, to the state of the art Academic Center in Bulle or Downshire House in London, we are continually improving our facilities to provide the best possible learning and living environment for our students.

We look forward to accompanying you on your journey of professional and personal development in our unique environment steeped in the Glion Spirit – this undefinable combination of unity and diversity, tradition and innovation – that nourishes the accomplishments of "Glioners" worldwide.

Philippe Kopcsan

A Message From the Chief Academic Officer

I am excited and honored to welcome each and every one of you to the beginning of your study at Glion Institute of Higher Education (GIHE). This school year will be a year of setting and reaching attainable goals, working harder and smarter and taking our school and student achievement to the next level of "GREATNESS". At GIHE we are dedicated to a student-centered program that promotes academic excellence through an enriched, rigorous inter-disciplinary curriculum. As staff, we are here to support all of you, by any means necessary, to ensure you reach your fullest academic potential. We look forward to working with you and to provide a high-quality education that you all deserve.

You can look forward to encountering a highly intensive and challenging academic program that will push you to work beyond your limits. However, I am confident that all of you have the capacity and ability to meet our expectations and the demands of your new classes and teachers. This is indeed why you were accepted as students of GIHE. Our goal is to ensure that all students become critical thinkers, active problem-solvers, inquisitive readers, diligent researchers, prolific writers, and highly skilled hospitality and luxury business managers. We do all of this to prepare you for the demands of the real-world so you may become productive citizens, become our future leaders, and contribute and/or give back something positive to the community.

As your Chief Academic Officer, I look forward to working with all of you and pushing you to new academic heights. On behalf of the staff and faculty of GIHE, I want to again welcome all of you and thank you for being a part of the GIHE community where success and excellence are not options.....but expectations.

Jon-Hans Coetzer

A Message From the Executive Dean of Undergraduate Programs

As I begin my second semester as Executive Dean, I am reminded about how exciting this time of year is for students, faculty, staff, and families alike.

To those of you returning to Glion, welcome back!

The hospitality and events field is a growing, global industry that requires managers and leaders who have the knowledge, skills, and cultural intelligence to succeed. One of the most attractive aspects of these fields is that it is a profession in which hard work, integrity, and education are rewarded.

In addition, hospitality and events offer a wide range of professional opportunities for which a diversity of skills are needed. Finding where your special talents are best suited is one way your faculty and advisors can support you during your time on campus.

We are pleased you have chosen to study at Glion, and we look forward to supporting your learning journey. Work hard, have fun, and enjoy your Glion experience and campus life.

The undergraduate team wishes you much success with your studies.

Susanne Welle

Welcome

Dear Student,

Welcome to Glion Institute of Higher Education's (GIHE) bachelor's degree programs!

You will have great opportunities whilst studying on our campuses to interact with students from around the world, to work with faculty with wide-ranging experience, and to encounter many international companies recruiting for internships or first jobs. Take advantage of everything you can! You have an amazing array of possibilities before you and your success will come from your commitment to actively participating in your learning environment.

We are all here to support you in achieving your goals. Make sure you know how to get the support you need. We look forward to working with you during your program but especially anticipating your successful graduation!

This handbook is designed to complement the Academic Catalog and other related information you will receive during your studies. The handbook and associated documents are made available online.

The objective of the handbook is to help every student maximize their potential and achieve the academic success they deserve. Please read your handbook through carefully.

With our best regards,

Barbara Miller
Dean of Faculty Bulle Campus

Jacqueline Moore
Dean of Faculty Glion Campus

Georgette Davey
Directeur Général London Campus

Audrey Reynaud
Assistant Dean Bulle Campus

Ana Paiva
Assistant Dean Glion Campus

SECTION 1

1 PROGRAMME OVERVIEW

1.1 Vision

Be the world's top-ranked higher education institution for hospitality business.

1.2 Mission

Glion prepares hospitality-driven professionals who are ready for global careers in the world's premier businesses.

The values that guide GIHE as we work toward our vision are:

- Student success
- Hospitality culture
- Excellence
- Community and diversity
- Integrity

1.3 GIHE Guidelines on Undergraduate Progression and Completion

The progression and completion regulations apply for undergraduate programs in

- Hospitality and
- Event, Sports, and Entertainment (ESE)

1.4 Degree Classifications

GIHE awards undergraduate bachelor level degrees with the following classifications

- ESE / Hospitality Management (with Honors)
- ESE / Hospitality Management
- ESE / Hospitality Administration

A degree classification (e.g., honors, management, and administration) is based upon a student's performance.

Degree Classification	Required Performance Average
Management with honors	75% or above
Management	65% to 74%
Administration	55% to 64%

Students are classified at the end of semester (S) 4. To be classified as an honors student, management with honors students must maintain the required general average (75 or above) at the end of semester 6. Management students must maintain the required general average (65 or above). Failure to complete this requirement will result in the students dropping to a lower classification.

1.5 Graduation Class Bands

GIHE awards undergraduate bachelor’s level degrees with the following bands within classifications, dependent on credits and performance.

Honors Degree Classifications (Management)	
Distinction	80% or higher
Merit	70% to 79.9%
Pass	50% to 69.9%

Non Honors Degree Classifications (Management and Administration)	
Distinction	85% or higher
Pass	50% to 84.9%

To graduate, a student must

- a) successfully complete each of the requirements of the chosen program,
- b) meet the progression requirements for all stages of the program,
- c) accumulate required credits for their degree program, and
- d) discharge all financial obligations to the institute.

GIHE expects students to take responsibility for their studies by accumulating sufficient credits to be eligible for the bachelor’s degree (BD) award and by making appropriate decisions regarding additional courses to take in case of missing credits. Missing credits must be completed before progressing onto further stages or levels of the degree (e.g., into S4 and S6).

Students who successfully fulfill all academic requirements are eligible for the Bachelor of Business Administration (BBA) or the Bachelor of Arts (BA) with the title of the track degree studied, provided that a passing grade has been earned for all required courses as specified in this handbook.

Programs are continually reviewed and developed. Courses, academic standards, and regulations may change at any time. Student advisors and Assistant Deans will keep students updated accordingly.

1.6 Awards & Tracks

The undergraduate degree program is a seven-semester program and students choose tracks at the end of semester 4. Tracks are offered depending on student numbers and scheduling.

GIHE tracks currently include the following:

BBA Hospitality Management
BBA Hospitality Management with Luxury Brand Management
BBA Hospitality Management with Real Estate Finance and Revenue Management
BBA Hospitality Management with Sales and Marketing
BBA Hospitality Management with Events Management

BBA Hospitality Administration
BBA Hospitality Administration with Luxury Brand Management
BBA Hospitality Administration with Real Estate Finance and Revenue Management
BBA Hospitality Administration with Sales and Marketing
BBA Hospitality Administration with Events Management

BBA in Event, Sport and Entertainment Management
BBA in International Event Management
BBA in Event, Sport and Entertainment Marketing and Communication Management

A total of 120 credits are needed for a non-honors degree (management or administration) and 123 credits are needed for an honors-degree classification (management with honors).

1.7 Hospitality and ESE Programs

All courses are designed to equip you with the management competencies and thinking, learning, and analytical skills needed to be successful. Courses fall into four categories:

- Applied learning
- Professional development
- Entrepreneurship
- General Education

A brief overview of each category follows.

1.7.1 Applied learning

The applied learning courses are designed to provide students with craft-based and applied management skills within the framework of current competitive and evolving functions of the hospitality, tourism, and leisure industry.

The core courses in applied learning consist of craft-based learning, internships, and research projects. Craft-based learning is within the kitchen, food service, and rooms division segments, with a focus on developing competencies within contemporary and global trends in the industry. Students have the opportunity to apply these applied learning skills for two semesters of internships, which further improve the skills within an industry-applications context. In the final semester the applied learning experience is in the form of four capstone projects: Dissertations for honors students (Applied Business Projects for honors students in the Luxury Brand Management track), Independent Research Study for management students, and the Individual Business Report for students on the administration classification. These capstone research projects apply key competencies developed over the semesters in different management areas, providing synergy and connectivity to the applied-learning process.

1.7.2 Professional Development

Professional development courses introduce students to the management elements of the hotel, hospitality, tourism, and entertainment industries. Students will start with introductory courses for hotel and restaurant operations then progress towards specialized management courses for diverse hospitality organizations.

The main areas covered through the degree program are introduction to hospitality, food and beverage, and rooms division, revenue management, conferences and events, tourism and transportation.

1.7.3 Entrepreneurship

The entrepreneurship courses at GIHE aim at developing students' skills and abilities in managing and operating a business venture in an increasingly competitive global market place. The courses' key focus is the general comprehension of business- and hospitality-related core topics in a contextual environment.

Students will have the opportunity to follow a sound educational program from the start until the end of their studies. Broader courses, which include Financial Accounting, Hospitality Management, Entrepreneurial Management, and Management Finance, as well as Marketing are studied in the first years of the program. Legislation, Economics, and additional specialized courses, according to the chosen track, are studied toward the end of the degree program. Students will gain some specific entrepreneurial competencies such as leadership, team-building, and innovation-thinking skills.

1.7.4 General education

The general education courses form part of GIHE’s goal for achieving a fully-rounded and well-educated graduate equipped to meet the challenges of lifelong learning and the multiple demands of management. General education courses fall into three main domains: arts and humanities; mathematics, science, and technology; and social sciences. General education constitutes approximately 30% of the degree programs from S1 to S7. Courses are either core subjects or electives, depending on the track chosen.

The GIHE General Education Program serves to broaden students’ understanding of the arts, sciences, and social sciences. General education supports the development of communication skills, critical and analytical thinking, qualitative and quantitative reasoning, visual methodologies, and historical and contemporary knowledge as key competencies. The General education curriculum enables students to perform effectively, not only in their future careers but also as confident members of society.

1.8 Common Skills Developed Over the Degree Program

Upon graduation, excellent graduates demonstrate all of the listed skill levels.

MANAGING AND DEVELOPING SELF		
1.	Manages own role and responsibilities	Functions within a range of roles and responsibilities. Understands when to use initiative in relation to professional development, seeks minimal guidance where appropriate. Has a self-reflective approach to managing roles and responsibilities.
2.	Manages own time in achieving objectives	Demonstrates an ability to implement time-management skills in a variety of settings. Negotiates when necessary.
3.	Undertakes personal and career development	Shows initiative in seeking and gathering information, including career information, from a wide variety of sources.
4.	Transfers skills gained to new and changing situations and contexts.	Identifies own skills and their transferability in a range of situations and contexts with minimal selective support. Initiates, through negotiation and adaptation, reasoned responses to change and complexity.

5.	Uses a range of thought processes	Understands and uses different analytical strategies to find creative solutions.
WORKING WITH AND RELATING TO OTHERS		
6.	Treats others' values, beliefs and opinions with respect	Consistently interacts freely and easily in a wide range of situations, taking into consideration others' values and beliefs in a sensitive, tolerant, and perceptive manner.
7.	Relates to and interacts objectively with individuals and groups	Consistently interacts effectively with both individuals and groups and demonstrates an ability to evaluate own interaction with others.
8.	Works effectively as a member of a team	Takes responsibility for cooperative teamwork, initiating acceptance of themselves and others. Has the ability to evaluate own performance within the group situation.
COMMUNICATING		
9.	Receives and responds to a variety of information	Demonstrates complete autonomy in selection and response to information.
10.	Presents information in a variety of visual forms	Selects appropriate material from a variety of sources for presentation in an original and creative manner.
11.	Communicates in writing	Demonstrates the ability to select and present written information suitable to the situation in a combination of contexts. Uses original and creative methods.
12.	Participates in oral and non-verbal communication	Recognizes and uses appropriate verbal and non-verbal methods of communication and is able to transfer these skills extensively to all situations. Reasons out and publicly justifies an idea or course of action or an opinion.
MANAGING TASKS AND SOLVING PROBLEMS		
13.	Use information sources	Identifies a range of appropriate information sources. Demonstrates the ability to analyze and collate the data into a useable and presentable form. Applies the skill in a variety of contexts.

14.	Deals with a combination of routine and non-routine tasks	With minimal support, deals with routine and non-routine tasks by formulating action plans, prioritizing, and evaluating actions.
15.	Identifies and solves routine and non-routine problems	With autonomy and analytical ability, undertakes appropriate problem-solving techniques in a creative and flexible manner. Transfers this skill to a variety of situations. Supports others to find appropriate solutions.
APPLYING NUMERACY AND TECHNOLOGY		
16.	Applies numerical skills and techniques	Identifies and applies appropriate techniques, evaluating results to ensure that valid conclusions are drawn in every situation.
17.	Uses a range of technological equipment and systems	Approaches tasks associated with technology systematically, without help, evaluating and correcting any errors.

For full details of the programs of studies, consult the academic catalog.

1.9 GIHE Program Management, Administration, and Support

1.9.1 Executive Dean of Undergraduate Programs

The Executive Dean is responsible for the overall coordination of undergraduate programs, faculty, and student success across the GIHE campuses. The Executive Dean ensures policies and procedures are applied to achieve a consistent student and faculty experience. The Executive Dean is the academic leader with overall responsibility for administration and quality of academic programs offered at each of the campuses. The Executive Dean is also directly accountable to the Chief Academic Officer for executing the academic strategy; for promoting the highest levels of student retention, satisfaction, and engagement; and for supporting faculty work that increases student engagement and the advancement of the disciplines. Direct reports include the Deans of Faculty for each campus.

Executive Dean of Undergraduate Programs

Susanne Welle@glion.edu

1.9.2 Dean of Faculty

Deans of Faculty are responsible for the recruitment, appointment, and appraisal of undergraduate faculty on the Glion and Bulle campuses. The Deans of Faculty work closely with the Executive Dean of Undergraduate Programs and the Assistant Deans.

**Jacqueline Moore –
Barbara Miller –**

Glion Campus Jacqueline.Moore@glion.edu
Bulle Campus Barbara.Miller@glion.edu

Georgette Davey – Directeur Général London Campus Georgette.Davey@glion.edu

1.9.3 Assistant Deans

The Assistant Deans are responsible for the student experience, including the general coordination of academic issues related to student programs, as well as student academic performance. Assistant Deans review special cases, student study plans, inter-program transfers, course exemptions, appeals, and challenge-for-credit cases.

**Ana Paiva - Glion Campus
Audrey Reynaud – Bulle Campus**

Ana.Paiva@glion.edu
Audrey.Reynaud@glion.edu

1.9.4 Student advisors

The student advisors are assigned to a semester group of classes. Student advisors work alongside the Assistant Deans. The student advisors will keep track of absences, mitigations and in general are there to guide and help. Students can contact their student advisor either directly or via their academic class representative.

A list of student advisors is available at the academic office and on Moodle.

1.9.5 Academic Office and Administrative Team

This office is in charge of all the administration of the programs—control of absences, general academic correspondence, classroom reservations and timetabling, centralized project hand-ins, etc.

Specific project hand-in times per campus is available on Moodle.

**Glion Academic Office
Bulle Academic Office
London Academic Office**

glion.academicoffice@glion.edu
bulle.academicoffice@glion.edu
london.academicoffice@glion.edu

1.9.6 Program Administration

The Registrars are responsible for the maintenance of academic records (student results, grade sheets, transcripts and diplomas). The registrar is also responsible for communication of final grades. For inquiries, contact the registrar directly rather than through the Academic office.

Andrea Chakravartti (Registrar Manager)

andrea.chakravartti@glion.edu

René Maillard – Bulle campus
Simon Teall – Glion campus
London Academic Office

rene.maillard@glion.edu
simon.teall@glion.edu
London.academicoffice@glion.edu

1.10 For Help: Who Do You Go to First?

Step 1

The member of faculty teaching the course—most issues are solved immediately this way.

Step 2

If the problem is not resolved, tell the appropriate academic class representative. The representative will speak to the appropriate student advisor.

If the student advisor does not have the answer, then the advisor will find the person who does have the answer.

Step 3

This mainly entails passing the query on to the Assistant Dean.

Step 4

In rare cases, and only when it is a serious problem, the student will be advised by the Assistant Dean to see the Dean.

If in doubt, please e-mail the appropriate academic office:

Glion Academic Office
Bulle Academic Office
London Academic Office

glion.academicoffice@glion.edu
bulle.academicoffice@glion.edu
London.academicoffice@glion.edu

SECTION 2

2 ACADEMIC REGULATIONS

Section 2 is critical to student success and details all GIHE academic policies and procedures. **Students** must read this section thoroughly.

2.1 Progression and Performance

The award (i.e., management with honors, management, or administration) is earned depending on a student’s program of study, the student’s performance, and the number of credits accumulated in total and at each of the three levels of study.

2.1.1 Overview of Progression criteria (For more details please see UG Run Out Progress Policy on Moodle)

2017 January and beyond	Pass/Fail Requirement	Degree Classifications	Resits and Retakes	Pass Grade(Hons/Mgt/Admin) Requirement
Semester 1 to semester 7 or 8 Honors Block	Pass all courses	Hons/Mgt	Max. one resit per block if course fail grade between 49-40%	Pass Grade: 50% (General Average s1-s4 Hons: 80% and above by invitation; Mgt 50-79%)
Semester 2 to semester 7 or 8 Honors Block	Pass all courses	Hons/Mgt/Admin	Max. one resit per block if course fail grade between 49-40%	Pass Grade: 50% (General Average s1-s4 Hons: 75% and above by invitation; Mgt: 74- 65%; Admin 50-64%)
Semester 3 to semester 7 or 8 Honors Block	Pass all courses in level 2 and 3	Hons/Mgt/Admin	Max. one resit per block if course fail grade between 49-40%	Pass Grade: 50% (General Average s1-s4 Hons: 75% and above by invitation; Mgt: 74- 65%; Admin 50-64%)

Semester 4** to semester 7 or 8 Honors Block	Pass all courses in Level 2 and 3	Hons/Mgt/Admin	Max. one resit per block if course fail grade between 49-40%	Pass Grade: 50% Average s1-s4 above by invitation**; Mgt: 74-65%; Admin 50-64%)
Semester 5 to semester 7	Pass all courses in Level 3	Hons/Mgt/Admin	Max. one resit per block if course fail grade between 49-40%	Pass Grade: 50% Average s1-s4 above; Mgt: 74-65%; Admin 50-64%)
Semester 6 to semester 7	Carry 3 failed credits Level 1, 2 and 3	Hons/Mgt/Admin	Max. one resit per block if course fail grade between 49-40%	Pass Grade: 50% Average s1-s4 above; Mgt: 74-65%; Admin 50-64%)
Semester 7	Fail one course per semester	Hons/Mgt/Admin	Max. one resit per block if course fail grade between 49-40%	Pass Grade: 50% Average s1-s4 above; Mgt: 74-65%; Admin 60-64%)

**** Invitation for honors process start**

NOTE: If a student’s program of studies changes due to retake, jumping request, leave of absence etc., then please note the progression rules and regulations are subject to change.

2.2 Resits and Retakes

Students in semester 1 – 5 must pass all courses within the program. Students in semester 6 may carry 3 failed credits over Level 1, 2 and 3. Semester 7 students can fail one course per semester.

For students who do not meet the achievement standards at course level **the Progression or Awards Panel will confirm if a student is eligible to take the re-sit examination. If a student is admitted to re-sit, the credit for the course will be given provided a bona fide attempt has been made at the re-sit.**

- Students can resit a maximum of 1 course per block unless the failure is due to unfair practice, being removed from a course, not attending or submitting the final assessment, or the grade is below 40%. In these cases a student cannot attempt a resit and must move to retake.
- For some courses resit assessment are not available (e.g., applied learning courses, online courses, etc.). If a student fails a course with no resit assessment a student must recover credit through retake only.
- Resit assessments must be taken at the specified time, which is normally in the first or last week of a semester.
- Students need to sign up at the academic office prior to the re-sit examinations and for re-sit assignments. No student is accepted into the re-sit exams unless they have signed up for their resit prior to the start of the exam.
- It is the students' responsibility to consult the course tutor for guidance towards improvement in preparation for taking the resit assessment.
- If the student is successful in the resit assessment, a maximum pass grade (50) will be awarded and this will be used in the computation of the semester grade average. If a student fails the resit exam or assessment, the actual mark achieved in the exam will replace the original course grade.
- If the student has not met the achievement level during the resit period, he/she must retake the failed course in class at a later stage.
- A retake of a course can only be taken once (i.e. only one opportunity to retake a course is given).
- During the periods of resit examinations, NO accommodation is available in campus rooms.
- Following progression panel communication, it is the responsibility of the students who are required to attend resit exams to obtain the resit schedule for the appropriate period, and make independent arrangements for accommodation for that period. The Re-sit Schedule is posted on Moodle.

2.3 Honors track for degree

1. entry criteria: must have a 75 or above average in Semester 4
2. Honors track students who have an average which falls below 70 at the Semester 6 Progression Panel must take re-sit exams. In cases the average cannot be maintained through attempting re-sit exams, the student will automatically revert to the non-honors on their chosen track degree.
3. must present a dissertation/Applied business project and pass
4. Students on the Honors track who defer their dissertation without approved mitigation will not be awarded 'Honors'
5. Students on the Laureate Transfer Programs (UVM, UAM, UIP, ULH, UDLA, UNAB, UPC, UIA, etc.), MUST pass all courses with 50 in each semester of their program.

2.4 Graduation rules

At the conclusion of the semester, the Progression Panel meets to review all the students' achievements. For students to fully graduate and participate in the graduation ceremony, the following conditions must be met:

1. The student has progressed from semester 6 and has successfully completed each of the requirements of the chosen program.
2. For all students **except the current semester 7 students**, the general average for the semester is 50 or above. The current semester 7 students must have a general average of 65 or above. The student must have achieved 120 credits for non-honor degree and 123 for an honor degree and must meet the progression requirements for each semester where the 55 or 65 average applies.
3. The student has passed their Dissertation/Applied Business Project (Honors students) or Independent Research Study or Individual Business Report.
4. The student must complete and pass all necessary internship periods and assessments (when part of the program). Failed internships or employer evaluations are subject to penalties in the delay or release of the degree diploma ranging from 3, 6 or 12 months and will be confirmed by the Progression Panel, as stated in a letter to the student at Graduation.
5. Students who have yet to complete an Internship and submit the necessary documentation will also receive a letter at Graduation stipulating the outstanding requirements.
6. All fees have been paid to the Institution. Outstanding fees will result in the diploma being withheld by the Registrars Department.
7. Students who are in any of the following categories may attend Graduation:
 - Students who fail the Dissertation, Individual Business Report or IRS
 - Students who defer the Dissertation, Individual Business Report or IRS

- Students who fail/defer an alternative 'capstone project' (Applied Business Project)
- Students with failures in Semester 7 (re-sits due to more than 1 fail)

In the event these conditions are not met, students will be required to re-sit the failed courses and could be recommended to retake the failed courses depending on the results. The Awards Panel is the final arbiter in this decision.

NB: A student may not be allowed to participate in the graduation ceremony if the previous semesters of studies requirements have not been met and/or fees are unpaid.

Results of the re-sit exams for all Semester 7 students will be reviewed at the Progression Panel meeting in the first 3 weeks of the following semester. Awards will only be determined at that stage

Students who need to resubmit the Dissertation or Independent Research Study or Individual Business Report will be given 4 months to resubmit the work. A letter will be given to each student stipulating the requirements.

In the event that the students fail the resit/resubmission, the students will be given the opportunity to retake the course or be awarded a Diploma of Higher Education.

2.5 Attendance Policy

Attendance in class is important to success, and students are expected to have a commitment to their studies and a work ethos, which is displayed through excellent attendance. For this reason, attendance is required in all theory and practical classes. Students are expected to be in class on time. Students will not be allowed in the classroom if they arrive late. This will be recorded as an absence.

2.6 Absences, Missed Assessment, Mitigation Process, and Withdrawal

2.6.1 Absences

The attendance policy is as follows:

- Students must attend all scheduled classes and academic activities on campus, Monday to Friday, 8:00 a.m. to 6:00 p.m., from week 1 to week 20 as per the academic calendar.
- During the applied learning period, students will also be required to attend practical classes during the weekends and outside the regular class hours including public holidays.
- Students are allowed 10 periods of unjustified absences per course and a maximum of 60 periods (justified or unjustified) for the whole semester.

Absences should however be limited to the minimum to ensure students attend class and thus acquire the skills and knowledge necessary to succeed in their studies and future careers.

Attendance is crucial to success.

As per the attendance policy, students should not miss any classes or assessments. However, should the students miss some assessments due to exceptional valid mitigating circumstances, students may seek mitigation.

The following are examples of what are normally considered mitigating circumstances when accompanied with appropriate evidence.

Mitigating circumstances	Example of evidence (must be in English or French)
Serious illness or death of an immediate family member	Medical report from a qualified medical practitioner or a copy of a death certificate (proof of appointment or an invoice are not recognized as valid documentary evidence). Medical certificates to support mitigating circumstances cannot be provided by any of the student's family members.
Political unrest affecting the student and/or close family	Documentary evidence relating to the political unrest
Natural disaster affecting the student and/or close family	Documentary evidence relating to the natural disaster
Medical reasons (e.g., physical and/or psychological illness or accidents)	Medical or hospital report from a qualified medical practitioner, psychologist, psychiatric or student counselor (proof of appointment or an invoice are not recognized as valid documentary evidence). Medical certificates to support mitigating circumstances cannot be provided by any of the student's family members.
Being the victim of a serious crime	Official crime report from the police

Circumstances that are not normally acceptable include

- Minor illnesses or self-induced conditions (colds, hangovers, use of substances, legal issues, etc.)
- Confusion over time, date, or location of the examination or assignment hand-in date when this has been clearly announced and has not posed any problem to other students in the group
- Computer problems such as viruses, disc corruption, printing problems, network problems, or failure to save work properly
- Choices and preferences in personal life (holidays occurring during class time, driving lessons, weddings, attending sporting or social events, etc.)

Absences are recorded by each lecturer for each period, and, the lecturer reports absences on a weekly basis. A single period counts as one absence, a double period counts as two absences, and so on. Absences, even if the mitigation is accepted, are never removed from records but will be recognized as excused absences. Students have the possibility to virtually access their absence records at any time during the semester.

2.6.2 Mitigation Process

For missed classes (in Semester 1 to 3 / Block 1 to 6)

Should students have valid mitigating circumstances (see list of mitigating circumstances in appendix), they must keep the appropriate justification and must be able to provide valid documentary evidence within 5 working days should it be requested (normally this occurs after 10 absences).

Cases will be considered and reviewed to establish whether or not students have sufficient grounds for mitigation.

Students will be notified of the outcome by e-mail. Students should remain in class until the mitigation decision has been communicated in writing.

For missed assessments only

Should students have valid mitigating circumstances (see list of mitigating circumstances), they must complete the appropriate paperwork and must provide valid documentary evidence within 5 working days.

The evidence submission date should correspond to the date of the student absence. All documentary evidence must be provided to the Student Advisor within 5 working days after the absence has occurred.

Cases will be considered and reviewed to establish whether or not students have sufficient grounds for mitigation.

Students will be notified of the outcome by e-mail. If the mitigation is accepted, the student advisor will arrange a new assessment. If the mitigation is denied, the student will receive a zero grade for the missed assessment.

There is no mitigation for absences in semester 6 and semester 7.

2.6.3 Withdrawal

Excessive absence may result in withdrawal from the class, from the course, or from the semester based upon the specific situations and level of learning.

Withdrawn from classroom (Semester 1 to 3 / Block 1 to 6)

A student exceeding 10 periods of absence in a course from Semester 1 to 3 (block 1 to 6) is penalized by being withdrawn from the classroom, until the end of the semester. The withdrawn will enter into effect once the student receives written notification. This penalty forces the student to self-study the course and to be fully engaged in autonomous learning. The student is, however, required to attend and/or submit the remaining assessments, if applicable, considering that first-year students are still in a learning phase. The maximum final grade average for the course is the minimum pass mark and the student might be offered a resit in case of failure should the grade be within the range of 40 – 49, the progression panel will confirm if the student is eligible to take the re-sit examination or move to retake.

If a student exceeds 10 periods of absences in the applied learning courses (semester 1 to 3 / block 1 to 6), the student will not be withdrawn from the classroom, however the maximum final grade average for the course is the minimum pass mark and the student is not offered a resit in case of failure.

Removed from course (Semester 4 and beyond/ Block 7 and beyond)

A student exceeding 10 periods of absence in a course in Semester 4 (block 7) and beyond is penalized by being removed from the course with a zero for the remaining assessments of the course; this includes final examinations. In case of failure in the course, the student is not offered a resit opportunity. This penalty also has serious consequences for the student's general performance: It impacts the student's grade average, as well as eligibility to graduate and to receive a degree. Additionally, the Progression Panel may ask the student to retake the course. There is no mitigation of absences in semester 4 and beyond.

2.6.4 Academic Suspension

Students receive regular reminders about the attendance policy and can track their absence record on a weekly basis. Despite these arrangements, in place to avoid excessive absences, a student accumulating more than 60 periods of absence (justified or unjustified) during a semester is suspended from studies until the next semester and is required to retake the semester with no transfer of credit and no refund for the semester. A student who has been suspended due to excessive absence will be required to leave the campus and will not be entitled to submit any assessments and sit any exams (this includes mid-term, final and resit exams). Once the suspension period has elapsed and the student has been re-admitted to studying, the progression or awards panel will inform the student of the courses that are to be re-taken due to the suspension. Fees are charged for the retake semester.

2.6.5 Additional disciplinary sanctions in specific cases

If a student is withdrawn from more than two classrooms or courses during the same semester, the Disciplinary Panel may suspend the student's studies.

Academic Warning will be issued from the Dean or Assistant Dean.

Retake students are not allowed any withdrawal from classroom.

2.7 Change of Track/Electives

Students in S5 have until week 5 in the on-campus semester calendar to choose their S6 track (restrictions may occur for some tracks). Changes in track registration after the deadline normally incur a change-in-registration fee and must be made formally in writing to the S6 Student Advisor or the Assistant Dean.

Once in S6, appeals for change in track registration must be made in writing to the Assistant Dean before Friday of week 2 of the on-campus S6 calendar **and a non-refundable change-in-registration fee will be charged**. Appeals for a change in registration cannot be made if a track has not already been selected or the chosen track application was not successful.

2.8 Course Exemptions

Students who have studied the course reference sheet, and who feel they have already covered the material in another certificated course elsewhere, may apply for a course exemption before the end of the second week of the semester. Exemptions are not given for courses after the first two taught semesters of the degree programs or for applied learning courses in the first two semesters. There is no reimbursement or credit given for course exemptions or courses not taken.

The guidelines for obtaining an exemption are detailed in the next paragraph and will require supporting documentation from the student:

- A detailed course reference sheet in English needs to be provided for comparative purposes.
- A transcript of the grade achieved for the course taken needs to be provided.
- An exemption application is sent directly to the Assistant Dean.

Students should attend classes for the course until exemption is approved.

If the exemption is approved, the course credits, with a notation of CR, will be entered on the student's academic record. Please note that exemption does not contribute to a student's overall weighted average.

If a student cannot provide documentary evidence for an exemption, there may be an opportunity for a challenge for credit.

2.9 Challenge for Credit

A student who has previously acquired knowledge in areas closely related to courses offered at GIHE may apply to earn credit by means of a challenge examination, provided that the student is in good standing in the program. There is no reimbursement or credit given for course or courses not taken due to challenge for credit.

The following conditions apply:

- a. If there is a request to challenge for credit when the student commences any semester, the challenge must be taken during the two first 2 weeks of the block. The Assistant Dean must make arrangements for the test if it is deemed appropriate for the student to attempt the challenge. A fee will be charged for a challenge examination.
- b. A course may be challenged only once by the applicant.
- c. A passing grade must be obtained to gain credit, but no grade will be recorded in the academic record. The notation CR will be entered on the grade transcript, and the semester average is not affected.
- d. A maximum of 15 credits over the full duration are of a degree program may be earned by challenge or exemption.

LU students and direct-entry students are not entitled to be exempted from any courses and do not have the opportunity to challenge for credits.

2.10 Grading Policy

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

Work which fulfills the criteria below but at a quite exceptional standard.	90+
Work of distinguished quality which is based on a very extensive reading and which demonstrates an authoritative grasp of the concepts, methodologies and content appropriate to the subject and to the assignment task. There is clear evidence of originality and insight and an ability to sustain an argument, to think analytically and/or critically, effectively to synthesize and reflect a complex	80 to 89

engagement with the aesthetic material.	
Work which clearly demonstrates a sound and above average level of understanding of the aesthetics, concepts, methodologies and content appropriate to the subject and which draws on a wide range of properly referenced sources. There is some evidence of critical judgment in selecting, ordering and analyzing content. Demonstrates some ability to synthesize material and to construct responses, which reveal some insight and may offer occasional originality.	70 to 79
Work derived from a solid base of reading and which demonstrates a grasp of relevant material and key concepts and an ability to structure and organize arguments. The performance may be rather routine but the work will be accurate, clearly written, include some critical analysis but little or no original insight or creative thinking. There will be no serious omissions or irrelevancies.	60 to 69
A pass standard for the level of work - It is anticipated that all assessment criteria are met. Work which covers the basic subject matter adequately and which is appropriately organized and presented but which is rather too descriptive and lacks sufficient analysis and interpretation to warrant a higher grade. There may be some misunderstanding of certain key concepts and limitations in the ability to select relevant material so that the work may be flawed by some omissions and irrelevancies. There will be some evidence of appropriate reading but it may be too narrowly focused.	50 to 59
Work which shows a very basic understanding. Important information may be omitted. The work may be descriptive, but of poor structure meaning it does not meet the requirements of a pass. A resit may be offered.	40 - 49
Work which evidently shows a lack of preparation and suggests that it has been quickly constructed without thought or argument. Major elements of assessment criteria are not addressed or are inappropriately treated. The student may have problems with understanding and writing. No resit option will be offered.	30 to 39
Work which shows no evidence of preparation, understanding and/or fails to address the assessment criteria. The student may have problems with understanding and writing. No resit option will be offered.	10 to 39
Student is not present or has submitted work which has either not met the official	

deadline or which has been submitted on time, but shows clear evidence of plagiarism or cheating. No resit option will be offered.	1
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STUDENT PRESENTATIONS

Student presentations will be graded according to the following Glion presentation grid.

Group or Individual grade	Skill	4	3	2	1	SCORE
Ind	Ability to respond to challenging questions "on one's feet"	Excellent critical or analytical replies	Good analytical replies	Descriptive or repetitive replies	Weak, hesitant	
Ind	Personal presentation (dress code, mannerisms, pace of delivery, clarity of speech, use of materials)	Immaculate dress code; well-paced, clear speech; excellent visuals	3 of 4 criteria met	2 of 4 criteria met	1 criteria met	
Group	Creativity in the staging of the presentation ("wow" factor)	Innovative ideas and great staged experience (WOW)	Good try with some excitement	Mediocre with a few good ideas	Inappropriate ideas and/or sensationalism that might be offensive	
Group UNLESS weak members	Teamwork in presentation itself (group mark); time management	Well practiced integrated, doesn't exceed time allocated	Practiced but not fully integrated, may be shorter than time allocated	Some obvious performance gaps, may exceed the time allocated, may have one person not contributing	Weak, team not integrated, too long or too short, no evidence of having practiced together	

Group or Individual grade	Skill	4	3	2	1	SCORE
Group	Synthesis of the message being presented from the report being submitted. (AFTER reading report)	Clear, coherent and appropriate presentation, drew good conclusions.	Good messaging but conclusions not clear	Message was too long and no appropriate conclusions	Too long (not clear, too verbose, irrelevant details presented) or too short, no conclusions presented	
					TOTAL out of XX (20)	

2.11 Assessments

Specific details and requirements of course work submissions are listed on the project outlines distributed by the course lecturer. All written work must be submitted through Turnitin before the due date. Hard-copy and Turnitin submission should be identical. In case of a discrepancy, the work uploaded on Turnitin is the version that will be officially graded.

If an assessment has a word-count statement on the project outline sheet, an allowance of no more than $\pm 10\%$ is accepted. This is at the discretion of the course lecturer. Grade reduction will be discussed as part of the Progression Panel process.

2.12 Group Work Policy

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

Issues must be reported in writing to the faculty member leading the project with evidence that demonstrates the claims, e.g., records of team meetings, e-mail communications, etc. The group and/or the individual will be asked to present their case to the faculty and Assistant Deans who will decide if the claims are substantiated. The issue must be reported to the faculty member by the midpoint of the project's duration.

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

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

The recommendation will be reported to the Progression Panel.

2.13 Overdue assessments

An assessment is 'overdue' when it is not submitted by the due date or by the agreed extension date (e.g. based on successful mitigation). Should a student fail to submit an assessment by the agreed date, 20% of the possible mark will be deducted for each day up for up to three calendar days, after which a zero mark will be recorded. However:

- In case of technical issues with Turnitin or Moodle, a print screen of the error message including the date and time should be provided within 5 working days as evidence of the malfunction. Students should then send their work by e-mail, as well as the print screen, to the faculty responsible before the hand-in date and time.
- In case of any problems related to a student's hand-in at reception, the day and time of the student's work uploaded on Turnitin may be taken into consideration.

Students prevented by illness or other legitimate reasons, and upon accepted mitigation, will be given a suitable time to complete the assessment. The assessment, upon submission, will be graded as a normal submission.

2.14 Incomplete Work

If a student is unable to finish a course and the reasons for non-completion are accepted as mitigating circumstances, the course will have the designation I (incomplete) assigned on the grade report sheet. No grade is recorded and the semester average is not affected. At this point, a completion date will be stated. If, by the time the Progression or Awards Panels meet, no work has been submitted by the student and no deferment of grade has been granted, or if the stated completion date has passed, an F (fail) will be assigned. The semester average will then be recalculated.

2.15 General Education Options

Students are normally notified of the course they have been allocated one week before the course starts. Students have 24 hours to request a change to the general Education coordinator for approval.

Students are not allowed to request a change on the following grounds:

- If they have not chosen in due time
- If they do not get their first choice

Change is subject to space and availability.

2.16 Learning Differences and Medical Concerns

Students with learning differences or any medical concerns that may affect their ability to study and progress are advised to inform the Health and Wellness Services. This information is requested on the application form. A problem such as dyslexia and other learning differences, accompanied by a report, will be accommodated as far as possible by the institution. Student Affairs is available to advise students when on campus.

Attention or learning disorders (also called specific learning differences or SPLDs, or special needs, listed below) imply that, despite appropriate education (i.e., a lack of learning experience in an official studying language is not an SPLD) and average global intellectual capacities, a student will experience persistent difficulties in a particular area of learning:

- If such students, who have been formally diagnosed, wish to benefit from provisions agreed to by the institution they should also make their condition known to the student counselor shortly after induction (information will be treated confidentially) **and provide a detailed professional report from a learning specialist** (in English or French) including recommended provisions.
- If a student or the student's teacher suspects SPLDs, and they have not been previously diagnosed, the student is also advised to contact the student counselor during the semester and up to 4 weeks prior to the final course assessments, as referral and assessment is a long process.

Usual signs of main SPLDs include the following:

- If, since early school years, a student has been persistently having difficulties correctly processing written words (reading and understanding what has been read in mother-tongue language) he or she may be suffering from dyslexia, a reading disorder (while reading is the primary problem, dyslexia may also include difficulties with writing, spelling, listening, speaking, and math).
- If, since early school years, a student has been persistently having difficulties in performing basic mathematical calculations (or reasoning), he or she may be suffering from dyscalculia or mathematic disorder.

- If, since early school years, a student has been persistently having difficulty with both the act of writing and text composition, he or she may be suffering from dysgraphia or disorder of written expression.
- If, since early school years, a student has been experiencing difficulties and or clumsiness in movements, affecting his or her capacity to learn and execute small precise movements (fine motor) and/or bigger movements (gross motor), he or she may be suffering from dyspraxia, a developmental coordination disorder (involves an impairment or an immaturity of his or her motor organization).
- If, since early school years, a student has been having difficulties staying on task, switching or commencing tasks, together with a short attention span and high levels of distractibility, he or she may be suffering from attention deficit disorder, which exists with or without hyperactivity.

Students are advised to contact the student counselor directly.

Glion Campus

cathleen.cain@glion.edu

Mobile: 079 595 8725 or 021 9663527

Bulle Campus

gavriel.pinson@glion.edu

Mobile: 079 8267258

2.17 Plagiarism and Cheating

Plagiarism is the act of presenting another's ideas or words as one's own. Cheating includes, but is not limited to, the intentional falsification or fabrication of any academic activity, unauthorized copying of another person's work, or aiding and abetting any such acts, which includes collusion between students or a third party outside or within the institution.

Students are advised that using materials produced by a third party and submitting those **as their own** will be dealt with under the unfair practices regulations. This means (for example) using someone else to **rewrite** your work, **commissioning** another person to do the work for you, using someone else's work without their knowledge, in-text citations/referencing of **copied/pasted** sentences from chapters/paragraphs of published/unpublished materials, etc., are not acceptable.

Copying large amounts of text is considered unfair practice. Students will be given a zero grade. No more than one sentence should be quoted at the same time. No book can be summarized.

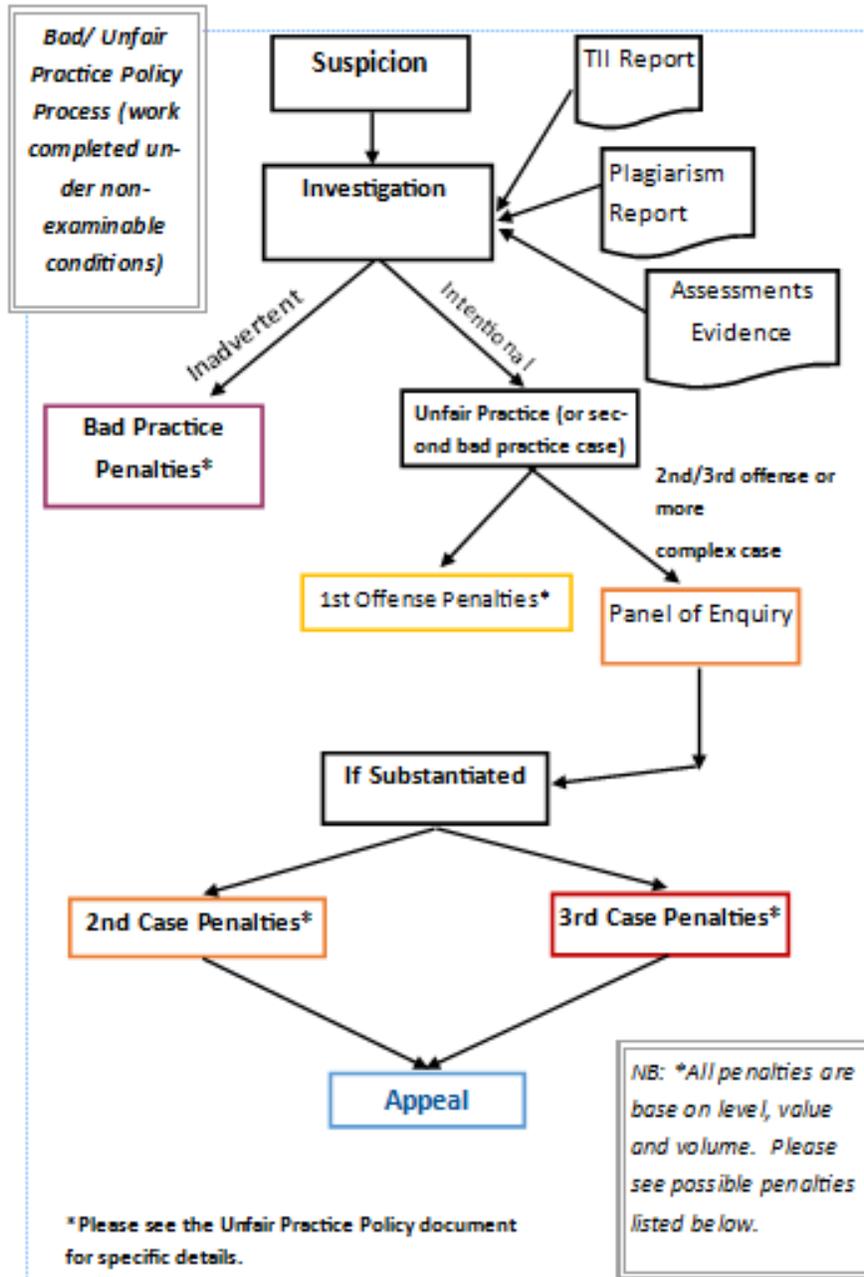
Cheating and plagiarizing are forbidden for any graded work assignment such as quizzes, tests, examinations, case studies, projects or reports, and such acts will result in a zero grade for that piece of work. Should the student fail a course due to such a zero grade, a resit examination is not permitted. A fail given in these circumstances is part of the progression considerations.

There is no excuse for students to be involved in any form of unfair practice and the Progression Panel will not entertain or tolerate these activities.

Students who are using proof readers to correct their written work must make a written declaration of this to their faculty member so that the faculty member may monitor the work. Failure to declare will result in a penalty from the Progression Panel.

2.18 Bad/Unfair Practice Policy Process

(For work completed under non-examinable conditions)



<u>Bad Practice</u> Penalties:	
	<ul style="list-style-type: none"> • Verbal warning • Grade reductions • Communication from registrar • Note on file
Unfair Practice 1st Offense:	
	<ul style="list-style-type: none"> • Zero grade for part of assignment • Zero grade for whole assignment • Written Warning • Zero mark for whole course
2nd Offense:	
	<ul style="list-style-type: none"> • Zero grade for part of assignment • Zero grade for whole assignment • Zero mark for whole course • Written Warning • Disqualification of candidate
<u>3rd Offense:</u>	
	<ul style="list-style-type: none"> • Zero grade for part of assignment • Zero grade for whole assignment • Zero mark for whole course • Disqualification of candidate

***All penalties include no opportunity to resit**

2.19 Turnitin Statement

For most courses students are allowed to upload as many drafts as they feel necessary before the final due date. However, Turnitin will only deliver one report per day and may take up to 24 hours to deliver the final report.

It is the students' responsibility to check their own Originality Report and to ensure that they have removed any possible elements of plagiarism or bad practice (please refer to APA guidelines on how to reference correctly). It is also the students' responsibility to maintain a copy of the receipt received from Turnitin after uploading their work.

Final Document

- ⇒ Students are required to submit a hard copy of their work to reception (or other designated location stated on the project outline) by the stated deadline. Late work will not be accepted and 20% of the possible mark will be deducted for each day up for up to five calendar days, after which a zero mark will be recorded?
- Students are also required to submit an electronic copy of their report to Turnitin, otherwise the work may not be accepted and students may receive a zero or other penalty. If the Turnitin report is not submitted together with the students' report they may also be required to retake the course with fees paid.
- The final piece of work must be uploaded in enough time for the system to accept it on the due date. The system sometimes takes longer than normal to accept reports (from 30 minutes up to a few hours). Please be sure to compress any images.
- The electronic copy on Turnitin will be graded and the printed hard copy will be used for reference only.
- Should students have any difficulty using the system, they must contact their lecturer immediately (leaving this until the last minute is unacceptable). It is the students' responsibility to upload their own work.
- Students must not upload their work onto another person's account. If this happens, the submission may not be assessed, leading to a zero.
- When uploading for group assessment, it is the students' responsibility to ensure that only one group member uploads the work on behalf of the group.

2.20 Authorship Statement That Students Need to Add in Their Work

"I confirm that this work is my own. Additionally, I confirm that no part of this coursework, except where clearly quoted and referenced, has been copied from material belonging to any other person, e.g., from a book, handout, another student. I am aware that it is a breach of GIHE regulations to copy the work of another without clear acknowledgement and that attempting to do so renders me liable to disciplinary procedures. To this effect, I have uploaded my work onto Turnitin and have ensured that I have made any relevant corrections to my work prior to submission."

Students must sign and date their authorship statements.

2.21 English Language Policy

GIHE recognizes that mastering English and other foreign language skills is important for our graduates' future. This policy is designed to reflect a balance between the need to develop a level of English to complete degree study successfully and the desirability of acquiring skills in other foreign languages. GIHE recognizes that students come to the institution with various ability levels in English, from a written, spoken, and comprehension perspective. This is inherent in an international student population and through the differences in English language instruction in higher education throughout the world.

For this reason GIHE assesses all new students in these skill areas and places them in an English language course that suits their abilities and developmental needs. Should a student not meet the English level entry requirements, the institution offers an intensive English Language Program prior to the students starting their studies. The priority given to English instruction is designed to help students progress successfully in their studies and later within their professional careers.

In the first year, students are required to enhance their English if they need to do so, and only those exempted from English courses are given opportunities to learn another foreign language.

2.22 Examination Regulations

At examination points, examination dates and examination regulations will be communicated at least 2 weeks before the examination takes place.

Any student arriving at an examination after 30 minutes will not be admitted to the examination and the resultant grade will be zero. A student admitted late will not be given any additional time. Students may not leave in the first 45 minutes of an examination or the last 15 minutes.

General examination regulations must be observed by students and faculty without exception. Such regulations will relate to the following:

- a. Items allowed/required in the examination room
- b. Items not allowed in the examination room
- c. Talking during the examination
- d. Finishing the examination
- e. Cheating or attempted cheating
- f. Dress code

Occasionally students request feedback about their examination results. Students are not allowed to see their examination papers, but may request verbal feedback.

Mobile phones and any electronic devices are not permitted in the examination room. Students will receive an automatic zero in such cases and there is no appeal.

It is the students' responsibility to ensure the completed exam is submitted to the invigilator.

2.23 Grades and Final Examinations

Students' performance and grades are subject to Progression and/or Awards Panel approval

Students have ongoing access to their current semester grades electronically through the student portal. The administration might decide to close the data base during the exam dates and the entry time of the grades.

2.24 Appeals

A student questioning a mark on an examination or assignment has three days after publication of the grade to ask the faculty member for feedback. If the case is still not resolved, the student can submit an appeal of the grade or a re-grade within two days.

Student appeals must be in writing and can only be accepted for consideration on the grounds of:

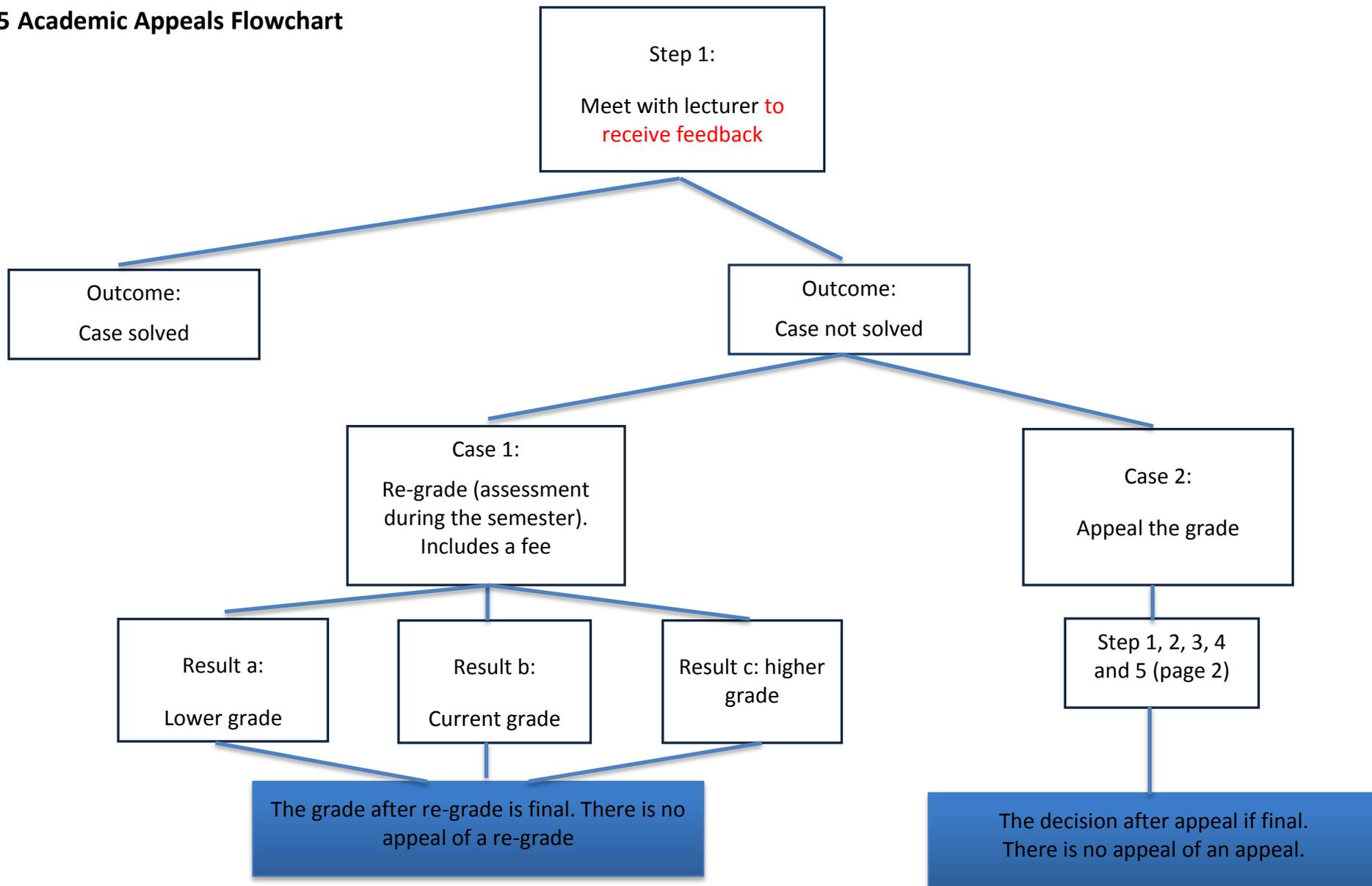
- 1) Evidence of bias on during the grading process.
- 2) Substantiated irregularities in the delivery of the examination.
- 3) The published results of grades are suspected of containing arithmetical errors or other errors of fact.

Assessment re-grading includes an administrative fee (independent of the outcome of the re-grade); the demand must be in writing and can only be accepted for consideration on the grounds of:

1) Evidence on irregularities

For an appeal or re-grade to be heard, students must follow the correct procedure as identified below and in the Academic Appeals Flowchart.

2.25 Academic Appeals Flowchart



Case 1: Request for a re-grade

1. Request an examination review	2. How to request a review	3. Action	4. Time frame	5. Further options
Request to view your examination through the lecturer within five working days of the publication of examination or final results. Re-grade will only be accepted on the grounds of 1) Evidence of irregularities	You are required to complete the 'Re-Grade and Appeal proforma' available at Academic Office ensuring you attach supporting evidence/ documentation. The completed form and evidence should be submitted to your Assistant Dean.	The Dean will convene and consider your request. You may be requested to attend an interview or provide further information.	The Dean will examine your appeal within two weeks of your lodgment of your request. You will receive an email from the Dean once a re-grading has taken place with the grade.	There are no further avenues. The grade after the re-grade is final.

Case 2: Appealing a grade

1. Request an examination review	2. How to request a review	3. Action	4. Time frame	5. Further options
Request to view your examination through the lecturer within five working days of the publication of examination or final results. Appeals will only be accepted on the grounds of 1) Evidence of bias on the part of the faculty member who decided the grade. 2) Substantiated irregularities in the delivery of the examination. 3) The published results of grades are suspected of containing arithmetical errors or other errors of fact.	You are required to complete the 'Re-Grade and Appeal proforma' available at Academic Office or on Insight ensuring you attach supporting evidence/ documentation. The completed form and evidence should be submitted to your Assistant Dean.	The Appeal Panel will convene and consider your appeal. You may be requested to attend an interview or provide further information.	The Appeal Panel will examine your appeal within two weeks of your lodgment of your appeal. The decision timeframe will be dependent of the complexity of the appeal. You will receive an email from the Panel once a decision has been reached.	There are no further avenues of appeal once the Appeal Panels has made their final decision.

2.26 Grade Report Sheet

Subsequent to the validation of all grades by the Progression Panel at the end of each semester, the student is e-mailed a grade report sheet. The report will list those courses that contribute to the current semester of study and will show the final grade for each. It is the students' responsibility to ensure that each semester grade report sheet is safely kept in their possession.

2.27 Academic Record

The student's academic record is confidential, within the institution's faculty and administration teams, and will be sent only to the student and the parent(s) or sponsor(s) or the regional admissions director of the student unless otherwise instructed by the student, parent(s), or sponsor(s). Any instruction to the contrary must be made in writing to the registrar by the student, parent(s), or sponsor(s).

2.28 Transfer of Credits

Credits earned at the institution are transferable at the discretion of the receiving school, college, or university. Historically, students have successfully transferred credits to major colleges and universities throughout the world. The registrar can supply students with details of such colleges and universities.

2.29 Validity of Registration

A student's registration and credits remain valid for twice the length of the institutional program's duration (unless other regulations apply).

SECTION 3

3 ACADEMIC SUPPORT

It is important for students to understand whom to contact when there are academic issues.

3.1 Remedial English

Remedial English builds necessary tools in comprehension, communication, and other verbal and intellectual skills. These will specifically include vocabulary building and oral competence. English for Academic Purposes (Intermediate) students are required to take this course. In case of failure, it will be counted as a fail according to the progression criteria.

3.2 Math support

Semester 1 students who fail to show an adequate knowledge of basic mathematical skills (addition, subtraction, multiplication, division, percentages, and fractions) are required to take this support course.

3.3 Eta Sigma Delta Society

Academic support is provided at the Bulle Campus by the top S7 Eta Sigma Delta students who tutor students in S6 and S4. Eta Sigma Delta, the International Hospitality Management Honor Society, is administered by the International Council on Hotel, Restaurant and Institutional Education (ICHRIE) in the USA.

3.4 Counseling for Students

Students may feel homesick, lost, or overwhelmed by the adjustments needed for the GIHE environment. They may find that their self-confidence is wavering, or they may feel low, anxious, stressed, or have trouble sleeping.

Students may also experience relationship difficulties, or face crisis situations, or go through harrowing life events, such as the loss of someone close.

In all cases, students may wish to address their issues in a safe, comforting, and neutral environment. The student counselor will treat all information within the strict limits of professional confidentiality. Depending on the person's needs and wishes, the student counselor may offer one-time help during a single meeting, give relevant information to help solve a problem, organize regular meetings over a period of time, or find adequate inside and/or outside resources.

Making an appointment to meet the student counselor can be done by calling:

Glion Campus

cathleen.cain@glion.edu

Mobile: 079 595 8725 or 021 9663527

Bulle Campus

gavriel.pinson@glion.edu

Mobile:

0798267258

London Campus

violaine.lebreton@glion.edu

Mobile: 07876864262 or 0208 392 8180

3.5 Understanding Performance Based Panel

3.5.1 Progression Panel

Composed mainly of the Student Advisor, Assistant Dean, Dean, and Registrar, this panel validates each individual's academic performance (grades and average) and either gives recommendations or grants students' progression.

3.5.2 Awards Panel

Very similar to the Progression Panel and usually chaired by the Assistant Dean, the Awards Panel validates each individual's academic performance (grades and average) in order to award degrees. Based on the panel's decisions, students will receive their awards, will be invited to participate in the graduation ceremony (only for BD), or will be asked to do resits, retakes, or online credit recovery courses to fulfill program requirements.

SECTION 4

4 COMMUNICATION AND BEHAVIOUR STANDARDS

The following Student - Faculty Covenant is a guide for the education process at GIHE.

4.1 Student - Faculty Covenant

It is by “working together” that faculty and student engage in the process and doing so effectively requires a contribution from both parties in the equation. The following “Faculty-Student” Covenant was developed over the years by teachers and students working and thinking together and is set forth as a guide for the education process at Glion Institute of Higher Education

4.1.1 Standards for faculty

- Communicate the learning outcomes of the course and use the course reference sheet (CRS) and other assessment materials as a learning contract between the faculty and students.
- Be dedicated and motivated towards the process of education and be patient and tolerant with cultural and language differences.
- Be fair and equal in all dealings with students when applying regulations and standards.
- Teach in a participative and dynamic way making classes relevant, thus encouraging the learning process.
- Be on time for class, available at scheduled times outside of classes, and give appropriate feedback concerning assessment.
- Maintain leadership and manage the class; build an atmosphere of mutual respect by treating students as individually important and by presenting yourself in a professional manner.
- Be current with the subject matter and communicate it in ways that are clear, simple, and precise.

4.1.2 Standards for students

- Be on time and be prepared for class and dressed according to the dress and personal appearance codes.
- Have an open mind and a mature attitude toward the educational process, and be committed to the attainment of knowledge, the development of creative thinking, and the development of the capacity to reason.
- Be constructive, positive, and logical in all interpersonal relationships.
- Be attentive; listen to what is being said and avoid distracting others.
- Be sensitive to the feedback process and use it constructively.
- Understand assessment and progression criteria and processes.
- Be ethical in all aspects of the learning experience.
- Understand and be sympathetic to cultural differences.
- Be active, participative learners taking responsibility for their learning.

4.2 E-mail Etiquette

E-mails are the official means of communication with students and must be checked regularly. Students are responsible to check that their e-mail is functioning and there is no excuse for not doing so. Students are not permitted to use the institutional logo in e-mail signatures.

Communication with Faculty and Administration	Consequences
1. All e-mails should be addressed in a formal style: Use of titles (Dear Mr. ...), no slang, no short hand (sms writing style), no abbreviations, and use full names.	Incorrect use of e-mail will result in no reply to your question. You should expect faculty to reply by saying, "Use the correct format for your e-mail."
2. Subject line must be used: FULL FAMILY NAME First name (class - semester): ISSUE For example: SMITH Andrew (H11 – 2016.1): RESIT	Failure to use the subject line correctly will result in a delay in your issue being dealt with. Your e-mail will be returned for completion.

EXAMS	
3. Only send your request to one person! If you copy several indicate who you expect to reply.	This practice saves duplication of effort and response. Use the right channels for communication as indicated in the Student Handbook or campus guide
4. Appeals are directed to one person only. You may cc one other person. Normally appeals are to the executive Dean of undergraduate studies.	If you have sent the same appeal to several people in several separate e-mails (splatter-gun approach) the appeal will automatically be rejected.
5. Be clear in your requests and read the replies carefully. Always attach the string of communication.	This will make your request easier to deal with and be received with a more positive eye.

SECTION 5

5 OFFICES AND STUDENTS ENVIRONMENT

5.1 Academic Administration

The offices for Academic Administration include the Executive Dean of Undergraduate Program, the Dean of Faculty, Assistant Deans, Student Advisors, Academic Administrative team leaders, and Administrative Assistants.

5.2 Faculty Offices

5.2.1 Glion and Bulle Campuses

The faculty offices are off limits to all students except by invitation and under no circumstances is a student to be in the faculty room without at least one faculty member present.

5.3 Library and Study Room

Such areas are intended for individual work, reading, and research. For library hours, please refer to the timetables on the library and extension doors.

5.3.1 Library mission

The mission of the GIHE libraries is to support instruction and research through the acquisition, organization, and interpretation of information in a variety of forms appropriate to the current and future needs of students, faculty, and staff. The goals of the library are as follows:

- To provide resource materials in a comfortable, helpful, and well-equipped environment for study and research
- To provide assistance in locating appropriate source materials
- To ensure that collections are adequate for instructional and research needs in terms of quality, diversity, quantity, and accuracy
- To make available appropriate technology to enhance the library's ability to serve its clients
- To cooperate with the faculty in developing students' skills in information literacy

5.3.2 Library regulations

1. The student's ID card is also used as the library card.
2. Every student agrees to abide by the library rules before using the facilities.
3. Every student is responsible for the use of his or her card.
4. Depending on their semester, students can borrow up to 15 books and 3 DVDs.

5.3.3 Maximum borrowing time

1. 14 days for books. The ones with a green sticker can only be checked out for 3 days (short-term loan).
2. 5 days for academic journals
3. 3–5 days for DVDs, CD-ROMs, videos, and magazines
4. Students can renew their loan only once.

No student may remove equipment from the library under any circumstances without the express permission, in writing, of a library staff member.

A fine system is in place and students will be contacted by library staff members if they are in a late return situation. The library fine policy may be consulted at the library together with the full list of library services, e.g., online databases accessibility, textbooks, e-books, etc.

5.4 Students' Personal E-mail

In addition to the campus intranet, students can access their e-mail from any other web browser in any location outside of GIHE.

5.5 Blended Learning and Online Courses

Many technologies at GIHE specifically support student learning. For example plagiarism checking, language learning, and a range of simulations packages to help the students apply theory in simulated environments.

A virtual learning environment, *Moodle*, is used to enhance each GIHE course. Therein, students will find resources and activities that support the delivery of courses. Moodle allows access to material that helps facilitate and enhance student learning. Pre- and post-class activities on Moodle may include forums, quizzes, wiki's, and formal submissions.

The provision and use of blended learning software and platforms falls within the general and specific Academic and IT Policies, which individuals have agreed to as a student of GIHE. In the context of online tools, attention is drawn in particular to the following

- The sections of the Student Handbook on plagiarism and cheating and on Turnitin
- The IT policy, which was presented to students upon enrolment and upon their first access to the Moodle blended learning platform, especially “Section 3: Use of Computer Network”

An essential requirement of courses facilitated through GIHE online course platforms is maintaining regular participation and contact with the facilitator and, where appropriate, fellow students. It is important that students take part in all course activities.

These requirements, and others, are both implicit and explicit within:

- the Student Handbook;
- the Syllabus;
- the project outline for the relevant course;
- policies on assignment submission, late submission, and mitigation; and
- student attendance and participation requirements.*

*Students working fully online should note that online participation records are also the attendance record for the course undertaken.