

# **Academy**

# **Quality Assurance and**

# **Enhancement Manual**

*27 March 2021 (Rev. 1 October 2024)*



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## Introduction

### Locating the Quality Assurance and Enhancement Manual in Globethics Overall Vision and Mission

#### General Approach and Statement on Quality Assurance and Enhancement

The Board of Foundation is responsible for ensuring that arrangements are in place that will stimulate, through regular critical self-evaluation, improvement of the quality of the education provided; and inform and provide assurance to current and potential students, and relevant external agencies and interests, as to the high quality of the education provided.

The Globethics Quality Assurance and Enhancement Manual (QAEM) covers all course programmes leading to accredited and unaccredited, internal awards issued by Globethics (certificates, diplomas and degrees), at graduate and postgraduate levels, in joint degrees with academic partner institutions but does not cover programmes delivered under accreditation.

Higher education institutions with validated programmes, may however introduce requirements additional to Globethics requirements, set at the respective levels of the Regulated Qualifications Framework (RQF) for quality assurance, and in relation to professional body accreditation.

The Globethics Board of Foundation agreed that there should be a systematic process of review of this Quality Assurance and Enhancement Manual (QAEM) on an annual basis by the Globethics Academic Committee. The same body will offer recommendations for the revision of the manual from time to time, in order to ensure that it continues to represent best practice in ethics in higher education.

This version of the QAEM incorporates all revisions and recommendations of the Academic Committee up to and including 05.03.2022 and visual branding and updates up to and including 01.10.2024.

## 1. Quality Assurance Terminology

### 1.1 Which quality assurance language for a higher education institution for applied ethics?

Globethics dedicates itself to a unique learning experience in its institutional history. Quality assurance is at the heart of the institution's endeavours as an international higher education institution with quality educational offers.

The present Quality Assurance and Enhancement Manual represents the core collection of measures and procedures Globethics has implemented to enhance the quality of its academic programmes.

However, the significance of this document exceeds the formal compliance with quality standards in higher education. It is the genuine attempt to accompany the processes within a higher education institution, also through internal awareness-raising and professional development.

One strand of the internal discussions on quality assurance was formed around the observed need to adopt a language in disseminating the institution's educational proposals that would resonate both with its vision and mission, and with the context of debate on maintaining quality in higher education.

Globethics has discovered that it is vital to intertwine the engagement for specialised qualifications in ethics with the focus on quality assurance through an adequate language.

The Globethics Quality Assurance and Enhancement Manual is, apart from bearing a foundational value for the institutional internal evaluation, also a reflection of this commitment to developing a quality culture.

## **1.2 Affirming the development of a coherent quality assurance terminology**

The present Quality Assurance and Enhancement Manual documents the measures, procedures and initiatives for institutional quality improvement from a double perspective.

First, it aims at establishing the standards for procedures related to its own institutional organisation and processes of performance scrutiny.

Secondly, the compiled guidelines offer a transparent orientation for administrative and teaching staff, students and institutional partners on the quality-oriented practices and provisions that Globethics has established and will continue to develop.

In this context, a Glossary of Quality Assurance Related Terms (GQRT-GE)<sup>1</sup> has been drafted to outline definitions for terms used in the written and oral communications of Globethics course programmes.

The institution acknowledges that these initiatives towards a coherent quality assurance terminology need to be intensified and understands that the various institutional bodies, described in this QAEM, and in which quality assurance language will be discussed, will assist in solidifying the documentation, in implementing, and where necessary amend the intended coherent terminology.

## **1.3 Specific Terms used in the Quality Assurance and Enhancement Manual**

This Quality Assurance and Enhancement Manual reposes on the use of terms included in the Glossary of Quality Related Terms (GQRT) and on the following terms,<sup>2</sup> specifically relevant for the procedures described in this document:

### **1.3.1 Academic Committee**

The Academic Committee is a body established by Globethics to ensure a rolling programme of thematic audits of matters relating to academic teaching and learning. The Academic Committee may assign specific reference or audit teams with particular tasks, such as surveying the practices within the organisation, identifying and disseminating good practice in and outside the institution. The Academic Committee receives reports of the reference and audit teams and reports itself to the Board of Foundation.

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<sup>1</sup> See also the appendix to the previous version of the Code of Practice for Quality Assurance (2020): APL-GE-PP-APP10 Glossary of Quality Related Terms Used by Globethics (GQRT-GE). (will be updated and integrated in the present QAEM-2021).

<sup>2</sup> The list is a representative selection of the most relevant, specific terms.

Globethics lays particular emphasis on the application of ethical principles and values in the planning, delivery, monitoring and evaluation of its educational offer, and endeavours to ensure that the principles of its foundational codes of conduct, such as the Globethics Code of Ethics, are applied in the execution of tasks related to the administration, oversight and delivery of programmes of study/course programmes and modules. The Academic Committee accompanies this process intentionally and advises the Academy team in the area of learning, teaching and assessment, as well as programme review and development.

### 1.3.2 Associate Academic Partner Institutions

Globethics considers higher education institutions that are members of its Consortium in Higher Education and higher education institutions that have signed a formal agreement with Globethics, such as a Memorandum of Understanding, as Associate Academic Partner Institutions.

The collaboration with these institutions covers a broad range of academic initiatives such as course/study programme development, also of modules as part thereof, joint degrees and work-based placements as integral part of study/course programmes.

### 1.3.3 Award

An award designates the qualification conferred to a student upon successful completion of programme of study/course programme related requirements based on defined learning outcomes.

The current Executive Certificate in Ethics in Higher Education for Teaching Professionals (EC.EHE-TP Level 4), by way of example, constitutes an internal, unaccredited award upon completion of a qualifications pathway comprising combinable individual course programme. Globethics endeavours to develop its course programme and qualification possibilities continuously, including a programme certification, which will allow the award of European Credit Transfer and Accumulation System (ECTS) credits.

### 1.3.4 Examiner

A term used synonymously for Assessor, designating an academically qualified person, specialised in a subject matter related to the course programme taught and appointed by the respective higher education institution's bodies to assess students' assignments and academic work according to learning objectives, learning outcomes and defined assessment criteria. In the context of Globethics course programmes, the examiner is habitually the course instructor.

### 1.3.5 Course Instructors

A term used to designate the academic staff appointed, habilitated and qualified to teach, and to conduct and supervise academic research and to contribute to the higher education institution's academic reputation through publications on the subject matters related to their qualification. Globethics practical context of teaching and learning course instructors are subject matter experts appointed from among the organisation's Pool of Ethics Experts.

## 1.3.6 Partnerships and Promotion Department

A term used to designate the Globethics department mandated with the task of international outreach, strategic partnership development, and promotion of the organisation's provisions and services, in particular the course programme, in different regions of the world. In cooperation with the Globethics regional offices and national contacts, the department pays particular attention to establishing academic partnership liaisons coherent with the Academic Department foci and beyond. The objective is to broaden and deepen academic partnerships in view of developing the academic programme offer and assisting in implementing cooperation outcomes for mutual benefit.

## 1.3.7 Academy Support Team

A term used to describe the system established by Globethics to offer academic support and advice for all its students in view of ensuring a successful academic learning experience and the achievement of the learning outcomes.

The personal academic support system is organised at faculty level and includes arrangements for the accompaniment of students in their personal learning journey and advice provided regarding subject matter and course programme/programme of study related concerns.

## 1.3.8 Global Pool of Ethics Experts

At the recommendation of the Academic Committee, Globethics uses the subject matter expertise of its global Pool of Experts members for the assessment of, the guidance on and the evaluation of course programmes to be introduced or planned to be developed. Pool of Experts members are also appointed for the delivery and development of courses and course programmes in coordination with the Academy team. Global Pool of Ethics members are appointed by the Board of Foundation upon selection and recommendation of the Academic Committee.

## 1.3.9 Course Programme

A term used synonymously for study programme, designating the combined, learning outcome-based and subject matter-focused series of smaller learning entities, such as modules and units, leading upon successful completion to the award of a certificate of completion.

## 1.3.10 Accreditation of Prior Learning

Student work-based and placement learning including study abroad, year abroad and industrial placements, may be considered with regard to an accreditation of prior learning/prior experiential learning process as part of the assessment of the entry requirements for the Globethics qualifications suite. Details are regulated by the Accreditation of Prior Learning (APL) Policy and Guidelines. Globethics is also prepared to collaborate with its partner institutions in the provision of learning outcome-based and work-based placements, particularly in the higher education sector.

## 1.3.11 Review Guidelines and Schedule

Globethics endeavours to assure and enhance the quality of its educational provisions through regular monitoring and review cycles as defined in the Academy Quality Review Guidelines and Schedule, reviewed annually, and including an Annual Quality Review Report to the Academic Committee.



## 1.4 Other General Terminology<sup>3</sup>

1.4.1 A module is a self-contained, separately assessed component of a programme.

1.4.2 A programme of study or course programme consists of an approved set of modules which leads when successfully completed to an award of Globethics.

1.4.3 A curriculum is a comprehensive course programme designed according to a quality framework, encompassing the structure, regulations and plans related to the design, implementation and administration of the course programme, including syllabus, official regulatory documentation, such as policy documents, reference handbooks and guidelines, provisions and institutional procedures contributing to the implementation, evaluation and quality improvement of the course programme.

1.4.4 A syllabus is a detailed and structured plan describing the learning trajectory and contents recommended for a course programme. The syllabus forms the basis for the formulation of learning objectives and outcomes relevant for the determination of professional preparedness or aptitude.

1.4.5 The certification may apply to the achievement of study programmes entitling degree certification, or to the certification of processes, institutions or programmes against quality standards.

1.4.6 A learning objective is an aim of a particular measure, content or procedure to achieve an outcome. Particular context of application within a qualification framework, according to which learning objectives are formulated in view of defining learning outcomes, to monitor learning itineraries and to ensure that quality standards are met to allow comparable and accurate certification.

1.4.7 Learning outcomes are defined and intended results of programme-related or institutional objectives following specific indicators. Learning outcomes are stated in the corresponding course documentation to ensure transparency and clarity for participants, instructors and staff. Learning outcomes are key for the assessment and the determination of the attainment of learning objectives.

1.4.8 An indicator is a measurable characteristic that assists in identifying performance trends and signal areas in need for action and/or enable comparison of actual performance with defined objectives and outcomes. Indicators are also used in translating theoretical aspects of quality (standards) in processes of institutional operationalisation.

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<sup>3</sup> The terms listed hereafter have a particular bearing for the definition related to the course programme or elements of course programmes, and are also part of the Glossary of Quality Related Terms used by Globethics (GQRT-GE).

## 2. Policies and Structures for Quality Assurance and Enhancement

### 2.1 Quality Management Structure of Globethics Academy

Board of Foundation  
President Prof. Dr Dietrich Werner  
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Academic Committee:  
Chair Prof. Divya Singh  
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The Globethics Academy quality management structure is embedded in the Academic Department, under the supervision of the Board of Foundation (See also 3.3: Globethics Organisational Chart) and the Academic Committee.

## 2.2 Quality Assurance and Enhancement Provisions

Globethics is committed to regular processes of internal and cyclical external review of its programmes. The responsibility for the coordination of the quality assurance and enhancement provisions as regulated in the present Quality Assurance and Enhancement Manual is shared across lies with the Academic Office supported by the Academic Support Team. At the same time, Globethics understand quality assurance and enhancement as whole organisational task. Therefore, all quality assurance and enhancement provisions are multi-layered and structured in such a manner as to be shared by all stakeholders partaking in the organisation of the learning, teaching and personal academic support services. The provisions include the following procedures and measures:

- Review of the academic planning, monitoring, evaluation and reporting cycles by the Academic Office/Academic Dean;
- Internal evaluation with the Academic Support Team at the end of each semester;
- Evaluation and analysis of course participant surveys of each module;
- Evaluation and analysis of course instructor reports;
- Review of Learning, Teaching and Personal Academic Support System;
- Review of provisions regulated by the Quality Assurance and Enhancement Manual as part of and in line with the organisation's Internal Control System policy;
- Quality assurance trainings for all stakeholders as part of the Globethics human resources development plan (see Globethics Quality Assurance Training Plan)

## 2.3 Collaborative Provisions

1. Collaborative programmes of study leading to Globethics awards are subject to the regulations, Quality Assurance and Enhancement Manual and Credit Framework conventions, except in so far as these may be varied in a signed Memoranda of Agreement.
2. Institutions offering programmes of study leading Globethics awards are required to have in place a quality assurance system that is consistent with the requirements of the Globethics Code of Practice for Quality Assurance.
3. Globethics will normally nominate a Faculty to oversee the effective quality management of each collaborative programme of study. The nominated Faculty will exercise such responsibilities for collaborative programmes as are assigned to Faculty by the Code of Practice for Quality Assurance for programmes leading to Globethics awards.

## 3. Academic Oversight and Governance

### 3.1 Management and Governance Principles

The Globethics Quality Assurance and Enhancement Manual (QAEM) is based on the principles that quality assurance procedures are clearly defined and integrated into the practice of learning and teaching; The QAEM aims to harmonise as far as possible internal processes within Globethics and external regulating agency requirements for higher education.

In terms of management and governance, project partners, participants/students, instructors/teachers and staff shall abide by the policy framework as described in the Globethics Quality Assurance and Enhancement Manual, the Internal Control System Policy Document and the Globethics Code of Ethics.

The Academic Dean, Head of the Academic Department, assisted by the Quality Assurance Coordinator, is responsible for implementing the QAEM. The Academic Dean reports to the Board of Foundation and the Academic Committee regularly, implements their recommendations and develops the strategic direction, also in close consultation with the other two members of the Executive Committee, the Executive Director (Head of the Community & Policy Department), and the Deputy Executive Director (Head of the Support & Development Department).

The Organisational Chart summarises the roles and responsibilities of the Quality Management Team and the way it is related to the organisation as a whole. The Globethics Quality Assurance and Enhancement Manual (QAEM), the Globethics General Policy Documents, the Academic Programmes Policies and the Globethics Code of Ethics (COE) and the documentation related to the Course Programme (Course Documentation, Guideline and Process Documentation and Templates form the five pillars of Globethics internal quality assurance framework and can be consulted on the official Globethics website ([www.globethics.net](http://www.globethics.net) and [www.globethics.net/academy](http://www.globethics.net/academy)), as well as in the policy and documentation collection on the learning management system.

### **3.2 Quality Assurance Responsibilities**

This section summarises where responsibility lies within the Globethics quality assurance framework. Further details may be found in the relevant appendices for each role.

#### **Course Instructors are responsible for:**

1. developing modules and programmes submitted for approval conform with the requirements of this Manual;
2. recommending modules and programmes that conform to the requirements of this Manual; and identifying those that do not;
3. providing a learning environment which will encourage participants to progress in their learning experience and achieve the expected learning outcomes;
4. informing participants with appropriate information relating to their programme and its modules for an effective learning strategy;
5. providing academic advice for and support to all course participants;
6. obtaining and considering the views of participants on the education which they provide;
7. reflecting critically on the education which they provide, in particular as part of internal periodic review; organising and conducting periodic reviews within Globethics according to the Internal Control System (ICS) policy;
8. delivering teaching and course participant support services in a timely manner within established time frame.

#### **The Academic Dean is responsible for:**

1. ensuring that annual monitoring conforms to the requirements of this Manual and reviewing the outcomes of such monitoring;
2. responding to annual reports of external examiners;
3. maintaining, monitoring and reporting a programme of peer review in keeping with the Globethics guidelines;
4. responding to the reports of internal periodic review panels and to reports of QAA external reviews;

5. acting upon the recommendations and decisions of the Academic Committee;
6. establishing, as necessary, a Board of Studies and appointing a Director of Studies with the responsibility for day to day quality management of specific programmes or of cognate groups of programmes;
7. reviewing and developing annually a faculty learning and teaching plan, and monitoring and evaluating its implementation; forwarding such plans for approval by the Learning, Teaching and Assessment Committee;
8. reporting annually to the Senate on the exercise of powers delegated to it by the Senate;

**The Academic Committee Members are responsible for:**

1. considering the summary of recommendations from External Examiners on the course programmes and modules as prepared by the Academic Dean;
2. overseeing arrangements for the quality review, and any Collaborative Provision Audits as appropriate, and as outlined in the Quality Review Guidelines and Schedule document, to ensure the implementation of any actions arising from these engagements;
3. approving the Globethics strategies for learning, teaching and assessment and ensure the completion of any steps necessary for meeting strategic objectives contained therein;
4. reflecting upon the contents of this Manual and ensure its systematic review in relation to internal planning, monitoring, evaluation and reporting processes and to cyclical external reviews.

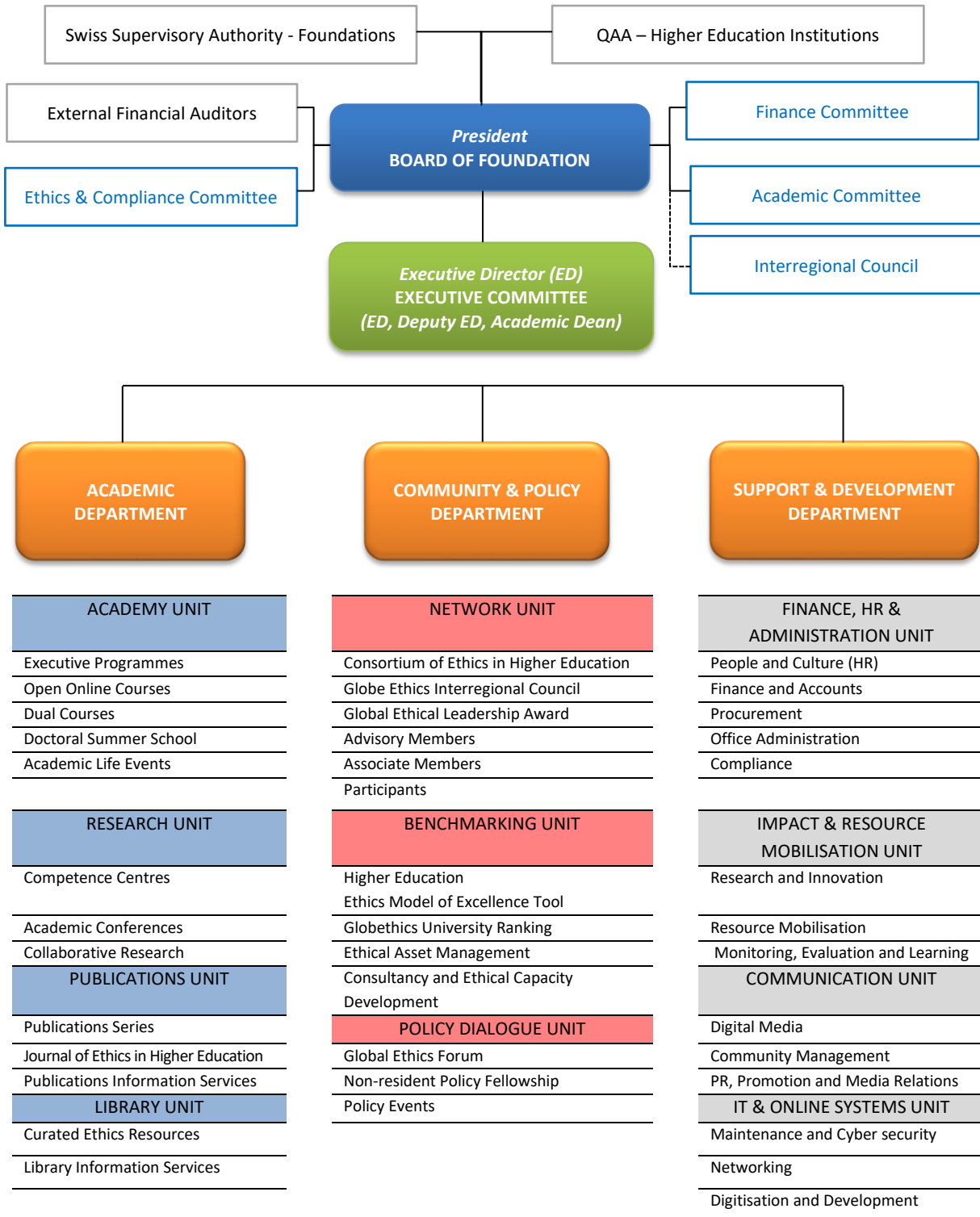
**The Course Instructor in collaboration with the Course Coordinator is responsible for:**

1. reviewing the marking of assessed work and confirming the marks awarded to students and/or participants;
2. making recommendations for the award of qualifications;
3. making recommendations with regards to progression, re-take examinations and termination of registration.

**External Examiners, may be appointed as appropriate, and are responsible for:**

1. monitoring, advising and reporting on standards in relation to assessment of course participants and the award of qualifications;
2. ensuring that assessment of course participants is undertaken fairly and rigorously according to the grading policy as documented in the assessment strategy and the course handbooks.

### 3.3 Globethics Organisational Chart



Globethics Organisational Chart 2023

## **4. Design and Approval of Programmes**

### **4.1 Design of Course Programmes and Modules**

Globethics aims at providing quality course programmes and modules. The Academy team, under the leadership of the Academic Dean, makes proposals for the design of new course programmes and modules. The proposals for new course programmes and modules are submitted to the Academic Committee, who evaluates the proposals, makes recommendations on contents, structure and focus, and may recommend to assign experts from among the Globethics Pool of Experts to accompany the design process. Alternatively, the Academic Committee may recommend joint design processes with partner institutions, or the commission of the design process to external service providers, as appropriate.

### **4.2 Approval and Review of Course Programmes and Modules**

The Academic Dean reports to the Academic Committee on the completion of new course programmes and modules, offers live demonstrations of the course presentation. The Academic Committee approves the course programmes and modules on the basis of these presentations and the corresponding recommendation for implementation. The Academic Committee has the right to request additional information and reporting as appropriate. The Academy Support Team reviews the course programmes on a periodical basis, based on regular internal review cycles, collected feedback information from course participants and course instructors. Necessary amendments are documented in an evaluation report and a corresponding action plan. The Academic Dean reports to the Academic Committee on a regular basis about review cycles and actions taken to improve the quality of the course programmes and modules.

### **4.3 Collaboration in Course Programme and Module Design**

Globethics values the collaboration with partner institutions in a broad range of academic areas, including the joint design of course programmes and modules. The collaboration, whether initiated by Globethics or by the partner institution, documented in a Memorandum of Understanding (MOU), or a Partnership Agreement, which details the objectives of the collaboration with a particular focus on establishing the scope, the responsibilities, the duration of the project, the adherence to a shared ethical framework in conducting the collaboration and in achieving the best possible result, the agreement on the policies and regulations to be respected, and the financial and budget related agreements between the parties. The collaboration agreements are developed and accompanied by the Community & Policy and Support & Development Departments, in consideration of the adequate integration in the academic programmes and partnership development strategy.

## **5. Learning Environments, Teaching and Assessment**

### **5.1 Online Learning Environment**

Globethics provides the core of its course programmes in an online learning environment supported by online systems (learning management system, e-library and publications repositories). A dedicated IT support service ensures the regular update and maintenance of the systems, to ensure that course participants find appropriate conditions for their learning conditions. Registered course participants benefit of a Course Orientation Session at the beginning of each semester to offer an introduction into the structure and facilities of the online learning environment.

## 5.2 Blended-Learning Environment

Globethics unique value proposition resides in its simultaneous online (online community, e-library and publications) and onsite (regional offices) presence. In view of harnessing this constellation in favour of course participants' learning experience, the organisation is also offering a blended-learning environment with the provision of short term courses (training-of-trainers courses) organised in collaboration with partner institutions in the focus area of ethics in higher education. These onsite courses offer participants the opportunity to pursue their studies by opting for one of the online course programmes. The admissions/registration process is conducted as for any new registration to an online course programme. The participation in a training-of-trainers course is open. The course curricula, contents and study plans are designed and reviewed by Globethics in application of the same procedures as for the online course programmes and modules.

## 5.3 Provisions for Teaching and Learning

Globethics endeavours to ensure that the provisions for teaching and learning, at the heart of the Globethics educational ecosystem, are regularly reviewed and correspond to the needs of course participants and course instructors.

The delivery of the online course programme is ensured by the course instructors, mainly recruited from among the Globethics Global Pool of Ethics Experts (POE).

The accompaniment of course participants in their learning progression is at the heart of Globethics educational preoccupation. Globethics endeavours to remain at the disposal of course participants from their registration to the completion of their course programmes. At the registration the relevant individual participant data are collected in accordance with the data protection laws in vigour and the organisation's terms of service, Data Protection Policy and Privacy Policy. Globethics is also dedicated to ensure that course participants with special needs, in particular course participants with disabilities, can participate in the course programmes offered. A Disability, Accessibility and Inclusion Policy regulates the provision in this regard, and a dedicated Disability Support Request Form is embedded in the registration process.

Course participants benefit also from a dedicated Orientation session at the beginning of each semester. The orientation session provides an introduction into the key areas of the learning experience, from live demonstration on the learning management system/online platform, to library tutorials and an introduction to relevant research resources.

Course participants and course instructors are encouraged to contact the Academy at all times for questions and concerns regarding the learning and teaching environment. The Course Coordinator is tasked to review that the online systems are fit-for purpose, that the information flow between Academic Office, course participants and instructors is ensured. In view of a transparent, coherent and timely internal communication between the Academy team and course instructors, an internal digital communication platform is established. The academic implementation review and evaluation cycles are documented in the Academy Quality Review Guidelines and Schedule, and the core academic schedule and extra-curricular events are documented and communicated to course participants, instructors and staff through an Academic Calendar with an 18 months in advance planning cycle.

## 5.4 Assessment Strategy and Provisions for the Assessment of Course Assignments

Globethics has an Assessment Strategy in place which describes the framework of understanding of the learning outcome-based assessment of course participants' assignments. With this strategy Globethics endeavours to accompany course participants and course instructors in their learning experience, with the aim to ensure a learning progression and the achievement of the learning outcomes.



The provisions for the assessment of the course assignments include the description of learning objectives, learning outcomes, a comprehensive grade table with detailed rubrics according to the three learning outcome areas (knowledge, competencies, skills...). Globethics has implemented an originality check software, which allows not only the verification of plagiarism as defined by the Plagiarism Policy, but allows both course participants and instructors to develop together a culture of research integrity and respect of academic conventions in alignment with the Globethics values. The Academy has also templates for the periodic verification of course programme learning objectives and outcomes, used in particular with regard to the design and/or review of course programmes and modules.

## **6. Course Participant Admission, Learning Progression, Recognition and Certification**

### **6.1 Course Participant Admission**

The Globethics online course programme is understood as an executive continuing education programme, offered as open and flexible distant learning programme through the Globethics online learning environment. The course programmes are generally destined for broad audience of professionals in various domains seeking to further their competencies and skills in applied ethics. The admissions are regulated through an registration process, during which in particular a prior learning assessment is conducted on the basis of the highest achieved tertiary education degree. A course Participatory Requirements guideline document informs about the access conditions. Furthermore, at registration, course participants are informed about the terms of service and the processing of their personal data according to the laws in place at the location of Globethics operations, as well as in accordance with the Privacy Policy and the Data Protection Policy of the organisation. The registration process is completed, upon payment of the tuition fees (certificatetrack), the verification of the minimal conditions according to the Participatory Requirements, and with a registration confirmation by individual email communicating the access credentials to the online learning platform.

### **6.2 Course Participant Learning Progression**

Globethics is highly interested in providing course participants an adequate accompaniment in their learning progression. Globethics has embedded a synchronous learning component with weekly live sessions allowing course participants to review course contents, ask questions and discuss case studies with their peers and under the guidance of their course instructors. The recordings of the sessions are embedded in the course programme pathway on the learning management system, so that course participants can view live sessions at any time. The live sessions constitute a unique feature to monitor the learning progression and to verify the attainment of learning outcomes at the level of each unit. In addition, the live sessions constitute an instrument to steer the active participation of course participants, the verification of their learning acquisitions, and to motivate the peer-to-peer engagement also in other sections of the online learning journey, for example with regard to the discussion forums.

### **6.3 Recognition of Learning, Prior Certified and Experiential Learning**

Globethics currently provides an open, executive continuing formation with online course programmes of a duration between eight and twelve weeks and a provision of unaccredited, internal awards. In this context, the recognition of prior certified and experiential learning is scarcely relevant. However, Globethics has established an Accredited Prior Learning (APL) Policy, which regulates cases, in which particularly experiential learning can be assessed to allow – in a perspective of open access education – participants the attendance in course programmes. This provision is particularly relevant for course programme jointly offered with partner institutions and/or for the event of future course programmes provisions with accredited awards and degrees.

## **6.4 Provisions for the Certification and Granting of Awards**

Globethics offers a two track registration process, with a basic track without certificate, and a certificate track with certificate of attendance upon fulfilment of the study requirements, i.e. the verified completion of the weekly assignments and the final graded assignment. The learning management systems log- and gradebooks allow the verification of the completion of the study requirements for each students. Course instructors verify the completion, offer feedback as indicated and register the completion in the gradebooks, which serves as the documented basis for the granting of a certificate of attendance, issued upon final verification of the Course Coordinator. A course Participatory Requirements guideline document informs about the learning outcome-based internal awards Globethics provides participants at the completion of the course programme.

## **7. Course Instructors and Delivery of Inclusive Quality Education**

### **7.1 Course Instructors as Ambassadors of Inclusive Quality Education**

Globethics is committed to inclusive quality education accessible to all according to the Sustainable Development Goals 4 of the United Nations 2030 agenda and promotes this understanding of education as a human right and critical driving force for sustainable development and peace. The alignment of the course instructors with this overarching perspective and the identification with the role of ambassadors of the vision, mission and values the organisation holds fast to constitute critical elements of the quality framework. Globethics course instructors are invited to participate in all general and academic life events in order to benefit of an exposure to this ethical orientation, in order to guide and accompany course participants adequately, both with subject matter expertise and with intercultural sensitivity.

### **7.2 Provisions for Course Instructor Appointments**

The appointment of the course instructors constitutes of a three tiered-process. Course instructor candidates are proposed both by the Academic Dean and/or the Academic Committee. The selection process is regulated by criteria of academic qualification and expertise with a proven pedagogical experience and approved by the Board of Foundation upon recommendation of the Academic Committee. Given the nature of the Globethics online course programme as professional development programme, the selection of instructors is also guided by the criterion of professional and competence development expertise. The qualification of a Globethics course instructor is verified by a double vetting process, first through qualitative interviews by the Academic Dean, and secondly a review and approval by the Academic Committee and Board of Foundation.

### **7.3 Global Pool of Ethics Experts**

The Global Pool of Ethics Experts (POE) constitutes Globethics academic and competence development group. Its members are high-profile academics and/or professionals with expertise in competence development supporting the staff in the implementation of its mission in the areas of course development and design, course delivery, research and publication and various other consultancy services. The Pool of Experts members are publicised on the Globethics website and the structure of the Pool is documented in the Pool of Experts Structure and Appointment Guideline document.

The Pool of Experts members are convened by the Academic Dean to an annual Pool of Experts Roundtable, which provides an overview on the strategic directions, the curriculum development and the quality related enhancement measures undertaken by the organisation. The Pool of Experts Roundtable serves also as a platform for an informed exchange between the experts on current trends and developments in teaching and research in the field of ethics. The Pool of Experts ensures that good examples of academic and professional practice are identified, promoted and shared across the organisation and to the benefit of the course participants.

## **7.4 Provisions for the Accompaniment and Training of Course Instructors**

All course instructors receive an introduction information package comprising Globethics foundational documents. Furthermore, all appointed course participants have to attend the mandatory induction session at the beginning of each semester. The induction sessions are part of the Quality Assurance Training Plan and ensures that all course instructors are adequately equipped and familiarised with the pedagogical framework, the ethical foundation and the specific educational provisions pertaining to the individual course programme, with particular attention to course participants' engagement and support.

## **8. Learning Resources and Structures for Course Participant Voices**

### **8.1 Open Education Resources (OER) Learning Environment**

Globethics is committed to open access educational resources to ensure that quality education becomes accessible for individuals, who would otherwise be limited in continuing formation opportunities. Therefore, Globethics makes an intentional investment in the provision of e-library collections and publication series aligned with the subject matter areas of its course programmes. These resources cover three concentration areas: Business and social ethics, educational ethics and intercultural/interreligious ethics. The alignment of the e-library and publications resources with the course programme is ensured through an annual internal review process. The maintenance and update of the repository and harvesting systems of the e-library are ensured by an external service provider, with an annual review and renewal process ensured by the Globethics Support Services.

### **8.2 Structures for Course Participant Voices**

Globethics ensures that registered course participants voices in terms of feedback on the educational provision is valued and heard. Structures and procedures in place include the course participant course completion survey on the overall learning experience, which constitutes an important source for the evaluation of course programmes as part of the internal review cycle. Throughout the semester course instructors and staff encourage participants to offer feedback on specific learning needs, so that the provisions can be adapted during the course delivery as appropriate. The Course Participants Complaint Procedure outlines the actions to be taken in the event of course participants' dissatisfaction with any of the provisions and services delivered by Globethics. The Academy also ensures that course participants are included in the development of its programmatic offer by way of sporadic and targeted surveys, qualitative interviews and meetings through which opinions and ideas are collected. Course participants' voices in form of testimonials are also regularly featured in the Globethics communication channels.

## **9. Information Management**

### **9.1 Provisions and Regulations for Course Participant Data and Information Collection**

The course participant data and information collection is regulated through the Terms of Service, the Privacy Policy and the Data Protection Policy. The provisions are clearly communicated and indicated from the outset of the course registration process. Globethics complies with the related national and international laws in vigour in processing and collecting course participants' data, protects the data rigorously and does not share them with third parties. In rare cases, where the disclosure of protected and confidential data may be necessary, e.g. with regard to severe complaint cases with need for external counsel, Globethics has provisions and regulations in place with a Release of Information Form.

## **9.2 Provisions and Regulations for the Analysis, Management and Use of Collected Data and Information for Quality Assurance**

Globethics uses the collected data and information within the restricted framework of the legal provisions for quality assurance and enhancement. This is in particular valid for the collection of course participants' view during and after the completion of the course programmes, for the analysis of course participant demographics and the establishment of course programme statistics, as well as action plans for targeted improvement measures.

## **10. Public Information and Reporting**

### **10.1 Public Information Strategy**

Globethics endeavours to provide coherent, clear and concise information on its provisions both digitally and through its printed publicity material. The organisation's public information and dissemination strategy reposes on four main pillars: the digital marketing with information and promotion through the organisation's social media platforms, the regular targeted information through the Globethics monthly newsletter, and direct mailings across all stakeholder groups of the organisation. The Academy offers in addition one virtual information session prior to the beginning of each semester with particular attention to the sharing of information on the recent developments in the course programme for potential course participants.

### **10.2 Provisions for Internal and External Reporting**

Provisions for internal reporting include bi-annual reports on the status and development of the academic programmes and resources to both the Academic Committee and the Board of Foundation as governing bodies with oversight and advisory competency for the provisions of the Academy. Course Reports and Semester Reports complement the internal reporting with synthesised analysis on the course delivery in view of the quality enhancement. Strategic developments are also integral part of the Executive Committee's management reports to the Board of Foundation. Globethics ensures external reporting through its Annual Reports and Strategy Documents.

## **11. Continuous Monitoring and Periodical Review of Programmes**

### **11.1 Provisions for Course Programme Monitoring and Evaluation**

Course Programme monitoring is ensured by the Course Coordinator, who reports to the Academic Dean and liaises regularly with the course instructors. The Academic Dean and the Course Coordinator conduct evaluation sessions after each semester with all course instructors. The evaluation sessions are complemented by feedback survey both from course participants and instructors. The evaluation reports comprise an action plan with follow up items to ensure the monitoring of implementation of recommendations.

### **11.2 Provisions for Periodical Review of Course Programmes**

Globethics lays emphasis on the periodical review of its course programmes. The Academic Committee accompanies this process through recommendation of relevant subject matter experts and/or direct review recommendations. The periodical review of course programmes pertains to the verification of the actuality of course contents and the adequacy of the course design and presentation, to ensure that course participants can benefit of the best possible learning experience. The periodical review includes the review of study resources, such as reference works, bibliographic references, Globethics e-library collections and publications series, in collaboration with the respective departments. The periodical review of course programmes, as well as other key dimensions of the Academy overall quality review is guided by the Quality Review Guidelines and Schedule. As of September 2022 an annual midterm Quality Review Report with an Action Plan for the next implantation period is presented to the Academic Committee.

The Quality Review Guidelines and the Schedule are regularly reviewed by the Academy team in consultation with other departments and the Academic Committee.

## 12. Cyclical External Quality Assurance

### 12.1 Provisions for Cyclical External Quality Assurance

Globethics is committed to cyclical external quality assurance to ensure that provisions and services are in accordance with its ethos and with international quality standards. The cycles for external quality assurance are governed by the rhythm of the four-years strategic periods of the organisation (current period 2023-2027).

### 12.2 External Evaluation and Accreditation Strategy

Globethics perceives external evaluation as an additional opportunity for enhancing the quality of its provisions and endeavours to further develop its strategic directions for external evaluation. The Globethics programmatic accreditation (Benchmarking of course programme Ethics in Higher Education for teaching Professionals) and institutional Accreditation Strategy, accompanied by the Accreditation Reference Group, are crucial elements of the organisation's perspective on external evaluation as opportunities for advancing its quality assurance agenda in accordance with its programmatic vision of a learning organisation.

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## Related Documentation

### **01 Globethics Foundational Documentation**

- 01\_1 Globethics Vision, Mission and Values
- 01\_2 Globethics Ethical Profile
- 01\_3 Globethics Code of Ethics

### **02 General Policies**

- 02\_1 Internal Control System Policy
- 02\_2 Data Protection Policy
- 02\_3 Privacy Policy
- 02\_4 Prevention of Radicalisation and Extremism Policy

### **03 Academic Programmes Policies**

- 03\_1 Statement on Academic Freedom
- 03\_2 Research Partnership Principles
- 03\_3 Library Collections Policy
- 03\_4 Disability, Accessibility and Inclusion Policy
- 03\_5 Accreditation of Prior Learning Policy and Regulations
- 03\_6 Anti-Plagiarism Policy

### **04 Other Course Programme Related Documentation**

- 04\_1 Assessment Strategy
- 04\_2 Course Handbook Participants
- 04\_3 Course Handbook Staff and Instructors
- 04\_4 Participatory Requirements
- 04\_5 Radicalisation and Extremism Risk Assessment
- 04\_6 Academy Risk Assessment

### **05 Quality Assurance and Enhancement Documentation**

- 05\_1 Academy Quality Review Guidelines and Annual Schedule
- 05\_2 Guidelines for Course Participants Making a Complaint
- 05\_3 Globethics Academy Quality Assurance Training Plan
- 05\_4 External Evaluation and Accreditation Strategy
- 05\_5 Pool of Experts Composition and Regulations
- 05\_6 Quality Assurance Related Glossary

## **06 Templates and Forms**

06\_1 Policy Template

06\_2 Learning Objectives and Outcomes Templates

06\_3 Instructor Feedback Template

06\_4 Course Participant Feedback Template

06\_5 Course Participant Complaint Form

06\_6 Disability Support Request Form

06\_7 Release of Information Form