BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Online, Distance and Blended Learning (ODBL)
Full Inspection

NAME OF PROVIDER: Globethics.net Foundation

ADDRESS: Route de Ferney 150

                                         CH-1211 Geneva 2

                                         Switzerland

HEAD OF PROVIDER: Professor Dr Obiora Ike

DATE OF INSPECTION: 22–24 March 2022

ACCREDITATION STATUS AT INSPECTION: New provider

DECISION ON ACCREDITATION:

☒ Accreditation awarded for the full four-year period

☐ Probation accreditation

☐ Decision on accreditation deferred

☐ Award of accreditation refused

DATE: 19 May 2022

PART A – INTRODUCTION

1. Background to the provider

The Globethics.net Foundation (Globethics.net/the Provider) is an international, non-profit organisation that was founded in 2004. It offers a range of short online courses in applied ethics leading to internal awards, which are currently being benchmarked to European higher education levels. In addition to its course provision, the Provider maintains an extensive, open-access online library of resources in applied ethics, education and religious studies and publishes research in these fields. It is active in developing partnerships to further its work around the world. These activities are not accredited by the BAC. Its operations are run from the head office at the Ecumenical Centre in Geneva, Switzerland, which is home to the World Council of Churches and a number of other Christian organisations. It has regional offices in Argentina, India and Kenya. The regional offices are not accredited by the BAC.

Globethics.net aims to embed ethics in higher education and strives for a world in which people, and especially leaders, are educated in, informed by and act according to ethical values and thus contribute to building sustainable, just and peaceful societies.

The Provider is led by an Executive Committee headed by the Executive Director, who is supported by the Deputy Executive Director and the Academic Dean. The Academic Dean heads the Academy, assisted by the Academic Office Manager, who is responsible for course co-ordination.

The Executive Committee reports to the Board of Foundation, which is chaired by the Founder and President. The governing structure includes the Academic Committee, the Ethics and Compliance Committee, the Finance Committee and an ad-hoc Recruitment Committee, which also reports to the Board of Foundation. The Academic Committee provides oversight of the Globethics.net Academy (the Academy) through which the educational programmes are delivered.

Delivery of courses commenced in 2019 with online courses and in-person trainer training. In-person training was suspended in spring 2020. In 2021, the Academy expanded its online offer to a total of six programmes in the fields of education ethics, business and social ethics, and intercultural and interreligious ethics. Courses are designed for professionals in various fields wishing to acquire specialised knowledge, competences and skills in applied ethics.

2. Brief description of the current provision

Globethics.net provides online courses in Cyber Ethics, Ethics in Higher Education for Administrative Professionals, Ethics in Higher Education for Teaching Professionals, Responsible Leadership, Social Responsibility and Sustainable Development, and Interreligious Cooperation for Peace. The latter course is delivered with a Religious, Cultural or Ethical Studies focus. Courses run for between 8 and 12 weeks. Executive programmes comprising three of the short courses are also available.

Courses are delivered remotely by a pool of international experts. Trainer training courses were delivered in person in a range of countries around the world prior to 2020. Globethics.net retains the capacity to resume this provision, but currently has no plans to do so. Courses are delivered in English with courses due to be made available in other languages over time and offer open, free enrolment.

All courses offer a certificate track, which requires submission of a final assignment and payment of a fee. Those enrolling on the certificate track are required to provide evidence of their highest level of academic qualification. The academic requirements are specified in the course information. There are no entry requirements beyond the necessary level of English for learners enrolling on the free track. A new short course on ethics will be delivered in Spanish with an academic partner in South America in April 2022.

At the time of the inspection, there were 87 learners enrolled on courses on Ethics in Higher Education and Responsible Leadership. They were mainly professionals from diverse domains and came from a wide range of countries around the world. The largest nationality group was Indian, with smaller groups from Indonesia, Nigeria, Canada, Germany, Pakistan and Uganda. The majority were male and all were over the age of 18 years. There is no specified limit on course capacity as delivery can be adapted to accommodate expansion in enrolments.

Courses are delivered during two annual semesters with intake dates in March or April and September or October.

A global summer school is being introduced in 2023 with a focus on engaging and supporting the development of emerging scholars in the field of ethics.

3. Inspection process

The inspection was conducted in person by one inspector over three days. Meetings took place between the inspector and the President and representatives of the Board of Foundation, the Executive and Deputy Executive Directors, the Academic Dean and Academic Office Manager, the Communication and Digital Marketing Manager, the Finance Officer, the library and publications team, the programme executive for strategic partnerships and donor relations, two instructors and a group of learners. Synchronous and recorded online teaching was observed and a wide range of documentary evidence was reviewed. A tour was made of the Provider's office premises and shared facilities of the Ecumenical Centre. Regional offices did not form part of the inspection. The Provider made all requested evidence available in a timely fashion and co-operated fully with the inspection.

PART B - JUDGEMENT AND EVIDENCE

The following judgements and comments are based upon evidence seen by the inspector during the inspection and from documentation provided by the provider.

INSPECTION AREA – MANAGEMENT, STAFFING AND ADMINISTRATION

1.   The provider is effectively managed

1.1	The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body.	☒ Yes ☐ No
1.2	The head of the provider and other senior managers are suitably qualified and/or experienced, understand their specific responsibilities and are effective in carrying them out.	☒ Yes ☐ No
1.3	There are clear channels of communication between the management and others working for the organisation, including those working remotely.	☒ Yes ☐ No
1.4	The provider has a written statement of its mission and goals that effectively guides its activities and that is communicated to all stakeholders and effectively implemented and regularly reviewed.	☒ Yes ☐ No
1.5	The provider has a written risk management strategy that includes financial planning and data breaches and that is effectively implemented and regularly reviewed.	☒ Yes ☐ No

This standard is judged to be: ☒ Met   ☐ Partially Met ☐ Not Met

Comments

Management of Globethics.net is excellent. The President and members of the Executive Committee are very well qualified and experienced for their roles. The management structure and lines of reporting are clearly defined and understood throughout the organisation.

The roles and extent of authority of the Board of Foundation and the committees are appropriately documented. Channels of communication between management and others within the organisation, including those in regional offices, are efficient and support the effective operation of the Provider.

The mission and goals of Globethics.net are presented on its website and in its publications. These are successfully communicated throughout the Provider and inform all of its activities. Rigorous oversight by the President and Board of Foundation ensures that strategy is closely aligned with the values and mission of Globethics.net and that sufficient resources are made available to meet development objectives.

A comprehensive risk management strategy is in place. This includes financial planning and data breaches. Detailed risk assessments linked to appropriate mitigating actions are reviewed at appropriate intervals.

2.   The administration of online, distance and blended learning is effective

2.1	Administrators are suitably qualified and/or experienced, understand their specific responsibilities and duties and are effective in carrying them out.	☒ Yes ☐ No
2.2	The size of the administrative team is sufficient to ensure the effective day-to-day running of the provider.	☒ Yes ☐ No
2.3	The administrative support available to the management and learners is clearly defined, documented and understood.	☒ Yes ☐ No
2.4	Administrative policies, procedures and systems are up to date, thorough, well documented and effectively disseminated across the provider.	☒ Yes ☐ No
2.5	The working environment is fit for purpose and suitably resourced for the effective administration of the provider.	☒ Yes ☐ No

2.6	Data collection and collation systems are effective in supporting the administration of the provider, including the logging and monitoring of tutor and student interaction.	☒ Yes ☐ No
2.7	Learner and tutors' personal records are sufficiently detailed and regularly updated.	☒ Yes ☐ No
2.8	The provider has a robust security system and policies in place for protecting the data of its learners and tutors.	☒ Yes ☐ No

This standard is judged to be:　　　　　　　　☒ Met　☐ Partially Met　☐ Not Met

Comments

The administration of online learning is effective.

Administrators are well qualified and suitably experienced. They have a good understanding of their own responsibilities and how their roles contribute to the implementation of the Provider's mission. The Academy has a small administrative staff for the co-ordination of course delivery and shares the other administrative services of the Provider. Thus, the size of the team is appropriate to support the effective operation of the Academy. Administrative support is suitably defined in job descriptions and documented in an accurate organisation chart.

Comprehensive, up-to-date administrative policies and procedures are made available to staff through a shared drive on the Provider's Information Technology (IT) network.

The Globethics.net premises are fit for purpose and provide a very good working environment. Offices are spacious and well equipped, and a meeting room of suitable size is available for regular team meetings. Larger meeting rooms and a conference hall within the Ecumenical Centre can be booked when required. Staff have access to a canteen within the Centre that provides suitable access to meals and refreshments.

Data collection and collation systems are very effective. Learner- and course-related data is held on the learning platform and this allows for accurate tracking of learners' access to learning resources, attendance at synchronous teaching sessions and monitoring of tutor and learner interaction. Appropriate personal records are maintained for instructors and learners. These are held securely and are updated as necessary.

Appropriate data collection and privacy policies are published on the Globethics.net website and are effectively implemented. Robust security measures are in place within the organisation to protect the data of learners and instructors, and the Provider uses the services of external specialists to ensure security of the IT system.

3.　The provider employs appropriate staff

3.1	There are appropriate policies and effective procedures for the recruitment of suitably qualified and experienced staff that include, for self-employed staff, a signed performance service level agreement.	☒ Yes ☐ No
3.2	Appropriate checks, including on experience and qualifications, are carried out before recruitment and accurate records are maintained.	☐ Yes ☒ No
3.3	The provider has a robust tutor recruitment system that includes a face-to-face interview using a suitable online communication platform.	☒ Yes ☐ No
3.4	There is an effective system for regularly reviewing the performance of all staff that incorporates regular monitoring of tutors' feedback to learners.	☒ Yes ☐ No
3.5	All staff are appropriately supported in their continuing professional development.	☒ Yes ☐ No

This standard is judged to be:　　　　　　　　☐ Met　☒ Partially Met　☐ Not Met

Comments

Staff and freelance instructors are highly qualified and suitably experienced.

Rigorous staff recruitment policies and procedures are in place, resulting in the appointment of well-qualified and suitably experienced personnel throughout the organisation. Instructors are drawn from the already appointed pool of experts and work to an appropriate performance service agreement, which forms part of the more extensive mandate document they are required to sign.

All appropriate checks are carried out prior to recruitment. Accurate records of these checks are kept for permanent staff. All instructors are subject to a face-to-face interview process, which may include travel to one of the regional offices for an in-person meeting.

3.2 Instructor records do not currently contain evidence of all checks.

The Provider implements a well-developed system of performance review for all permanent staff, which takes place twice a year. Challenging targets are set in line with Globethics.net's strategic priorities, and progress towards targets is appropriately tracked through to completion. This effectively supports achievement of the Provider's development goals. Instructor performance is regularly monitored by Academy staff viewing synchronous or recorded sessions. The quality of the feedback provided to learners is effectively reviewed by accessing records on the learning platform. Instructors confirm that they receive helpful informal feedback on their performance as a result of these procedures.

Appropriate Continuing Professional Development (CPD) is provided to staff and instructors. The human resources department organises monthly training sessions tailored to specific groups at all levels within the organisation. These ensure that matters affecting the whole organisation are appropriately disseminated. Instructors attend an induction on issues relating to course delivery prior to the commencement of each course, and are able to participate in events such as conferences that are organised by Globethics.net for its wider community.

4.	**Publicity material gives a comprehensive, up-to-date and accurate description of the online, distance and blended learning offered**	
4.1	Text and images used in publicity materials provide an accurate depiction of the provider's facilities and the range and nature of the resources and services offered, including where appropriate, location and administrative premises.	☒ Yes ☐ No
4.2	Information on programmes is comprehensive and accurate.	☒ Yes ☐ No
4.3	The provider's key policies are accessible through the website.	☒ Yes ☐ No

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met

Comments

Publicity material is comprehensive, up to date and accurate.

The website provides detailed information on the nature and work of the Globethics.net Foundation. The range of services and resources, including provision of online courses, the open-access e-library and publications, is accurately described. Location and contact details for the head office are specified, and helpful staff profiles provide further insight into the global nature of the Provider.

Course information is clear and user friendly. Details are provided of the syllabus, mode of delivery and learning outcomes, as well as resources available to learners. Short videos presented by instructors and staff are effective in communicating the aims and focus of the courses. There are also testimonies from previous learners who speak of the impact that studying with Globethics.net had on them. This enables prospective applicants to make informed decisions.

Key policies are readily accessible through the website.

5. **The provider has effective systems to monitor its own standards and assess its own performance with a view to continuous improvement**

5.1	There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance.	☒ Yes ☐ No	
5.2	The provider has effective mechanisms for obtaining feedback from learners and other stakeholders, such as staff, partner providers and employers, on all aspects of the provider's provision.	☒ Yes ☐ No	
5.3	Feedback is obtained, recorded and analysed on a regular basis.	☒ Yes ☐ No	
5.4	The feedback is reviewed by the management and appropriate action is taken.	☒ Yes ☐ No	
5.5	There is a mechanism for reporting to the learners what the provider has done in response to their feedback.	☒ Yes ☐ No	
5.6	Reports are compiled at least annually that include the results of the provider's performance reviews, an analysis of relevant data, including learner feedback, and action plans.	☒ Yes ☐ No	
5.7	Action plans are implemented and regularly reviewed, with outcomes reported to senior management.	☒ Yes ☐ No	

This standard is judged to be: ☒ Met   ☐ Partially Met   ☐ Not Met

Comments

The Academy has a range of appropriate procedures in place for monitoring its own standards. These are set out in a comprehensive quality assurance and enhancement manual, which documents a systematic process of annual review and self-evaluation. The process includes gathering and analysis of feedback on the provision, with outcomes and recommendations reported to the Academic Committee to inform improvement planning.

Feedback is obtained, recorded and analysed on a regular basis. Instructors elicit feedback from learners during the synchronous course sessions, and learners are also encouraged to raise issues or make suggestions via the Academic Office Manager. Where possible, these are addressed during the course. Actions taken after the course are reported to learners by e-mail. All learners are asked to complete an end-of-course evaluation. The current end-of-course form focuses on the content and delivery of the course, and so does not elicit evaluation of aspects such as pre-course information and non-academic support. As a result, opportunities to gather feedback on these areas at this stage are missed. The proportion of learners completing the evaluation is currently low. This limits its contribution to the quality assurance process.

Feedback from instructors is gathered through a well-designed end-of-course survey, which informs a report identifying strengths and areas for development. Feedback from stakeholders across the organisation is evaluated in the regular co-ordination meetings, and outcomes are reported at the meetings of the Executive Committee, Academic Committee and the Board of Foundation.

The Academy has rigorous procedures in place to evaluate its overall performance. It prepares performance reports supported by reference to all available data for the Academic Committee, which meets at six-monthly intervals. Action plans for the development of provision are submitted to the Academic Committee for approval. The Academic Committee regularly reviews the activities of the Academy and its progress towards strategic targets. Outcomes are in turn reported to the Board of Foundation.

These processes ensure that leadership has effective oversight of the provision and its ongoing development.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

6. **Management of the programme is effective**

6.1	There is an effective manager or management team with experience of online, distance and blended learning who have responsibility for programme delivery and management of the teaching, learning and assessment team.	☒ Yes ☐ No

6.2	The allocation of tutors to programmes provides a consistent learning experience and delivery is monitored to ensure consistency.	☐ Yes ☒ No
6.3	Realistic deadlines and schedules, including revision periods, are set and communicated well in advance to learners.	☒ Yes ☐ No ☐ NA
6.4	Delivery methods and programme design ensure that the programme objectives and intended learning outcomes are effectively achieved.	☒ Yes ☐ No
6.5	The programmes' content is regularly reviewed and reflects current knowledge and practice.	☒ Yes ☐ No
6.6	Programmes are designed in ways that allow learners to develop the knowledge and skills required for final examinations and/or assessments or that meet the needs of the learners and other stakeholders.	☒ Yes ☐ No ☐ NA
6.7	The commissioning of individual course content and materials is managed effectively and is checked to ensure standardisation across the provision.	☒ Yes ☐ No
6.8	Learners have appropriate access to staff for academic and/or learning support.	☒ Yes ☐ No

This standard is judged to be: ☐ Met   ☒ Partially Met ☐ Not Met

Comments

Management of the programme is excellent. The members of the academic management team are very well qualified and suitably experienced in the delivery of online learning, and the Academic Dean has extensive relevant experience in the management of teaching, learning and assessment. Operational management of the programmes is highly effective, with all aspects of delivery closely monitored and any issues promptly identified and addressed. All synchronous sessions are viewed by managers.

6.2 However, there is no process of formal teaching observations that informs performance review for instructors.

Courses are planned and instructors are booked well in advance of commencement. Either one or two instructors deliver the course. Learners meet them at the online orientation session and arrangements for the synchronous sessions are posted on the learning platform. The allocation of tutors to programmes provides a consistent learning experience. These processes ensure consistency in the delivery of the provision.

The learning platform provides learners with access to a semester calendar with all curricular and extra-curricular schedules and timelines. They are given reminders about deadlines and instructors make time in the synchronous sessions to discuss any questions or concerns regarding forthcoming submissions. The Academy is responsive to learner feedback in relation to the timing of synchronous sessions and to local issues affecting learners, such as poor internet connectivity.

Programme design is excellent. Courses are designed centrally, with modules structured and linked to ensure that the learning objectives and outcomes are met. Modules include a wide range of engaging activities to deliver the core learning and check understanding. Hyperlinks are supplied to a wealth of additional resources, including downloadable journal articles and texts from the Globethics.net e-library.

Synchronous sessions are used very effectively to enable learners to apply learning to their own context. Instructors check learners' understanding appropriately and develop the points made by learners to deepen and extend their learning. All activities are closely aligned to the intended learning outcomes. Modules build incrementally to prepare learners who are following the certificate track for their final assignment.

Course content is reviewed regularly by the Academic Office team together with the course instructors and is updated when appropriate by members of the pool of experts. Commissioning of course content and materials is managed effectively by the Academic Dean, who is currently working to standardise the whole course provision.

Learners contact their instructors for academic support via the learning platform and receive responses promptly. They also have contact details for library staff who can provide support with their research. Other learning support is

available from the academic office team. Learners state that they feel well supported and inspection findings confirm this view.

7.	**Tutors have an appropriate level of subject knowledge and pedagogic skill relevant to online, distance and blended learning**	
7.1	Tutors are appropriately qualified and/or experienced.	☒ Yes ☐ No
7.2	Tutors demonstrate an understanding of the challenges and demands of online, distance and blended learning.	☒ Yes ☐ No
7.3	Tutors have an appropriate level of subject knowledge, and pedagogic and communication skills that allows them to deliver the programmes effectively.	☒ Yes ☐ No
7.4	Tutors are appropriately trained with respect to provider policies, learner needs, teaching and instructional approaches, and the use of the technology.	☒ Yes ☐ No

This standard is judged to be: ☒ Met   ☐ Partially Met   ☐ Not Met

Comments

Instructors are highly qualified in their field and demonstrate excellent knowledge and pedagogic skills relevant to online learning. Teaching observed during the inspection employed effective strategies for including and engaging all learners.

The synchronous sessions are structured around issues selected by the learners for further exploration, and are characterised by high levels of learner participation.

Prior to each course, instructor induction is used to provide updates on policies, teaching and instructional approaches. Instructors show good awareness of the differing needs of learners. If new instructors have limited experience in online delivery, they are provided with suitable training and support throughout the course.

8.	**Tutors respond to the individual learning needs of learners**	
8.1	The academic and/or professional backgrounds and particular support needs of learners are taken into account in the planning, design and delivery of the programmes.	☒ Yes ☐ No
8.2	Learners are encouraged and enabled to develop independent learning skills.	☒ Yes ☐ No
8.3	Tutors employ effective strategies to check learners' understanding of concepts and programme content.	☒ Yes ☐ No

This standard is judged to be: ☒ Met   ☐ Partially Met   ☐ Not Met

Comments

The courses are designed for mature professionals with previous experience of study at Bachelor's degree level or above, and this is indicated in pre-enrolment course information. The first synchronous session of each course is used to elicit information on the learners' professional context and what they hope to gain from the course. This informs the focus of discussion in subsequent sessions.

Instructors respond effectively to learner input in these sessions, checking and consolidating learning, and providing examples linked to the particular interests and experience of learners. Learners state that the synchronous sessions bring the course to life. Inspection findings support this view.

Because of their previous academic experience, learners come with well-developed independent learning skills. The courses are designed to promote and facilitate independent study.

9. **Learners receive appropriate assessment and feedback on their performance and progress, which are effectively monitored**

9.1	Programmes include a schedule of assessments, the procedures and criteria for which are available in writing and are provided in advance to learners and tutors.	☒ Yes ☐ No ☐ NA
9.2	Assessments maintain an appropriate focus on assessment criteria and the achievement of the intended learning outcomes.	☒ Yes ☐ No ☐ NA
9.3	Ongoing assessments appropriately reflect the content and standards of any final assessments.	☒ Yes ☐ No ☐ NA
9.4	Learner assessment is guided by grading policies that are consistent and well communicated with a robust, fair and effective marking system that ensures assessments are returned to learners in a timely manner.	☒ Yes ☐ No ☐ NA
9.5	Progress and assessment outcomes are monitored to enable the identification of learners who are not making satisfactory progress and timely interventions take place if required.	☒ Yes ☐ No ☐ NA
9.6	Feedback is given to individual learners on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery.	☒ Yes ☐ No
9.7	Learners are made aware of how their progress relates to their target level of achievement.	☒ Yes ☐ No ☐ NA
9.8	Timely advice and guidance on alternative programmes are provided to learners who are judged to be making insufficient progress.	☐ Yes ☐ No ☒ NA
9.9	The provider takes effective steps to identify and discourage cheating and plagiarism and takes effective action.	☒ Yes ☐ No ☐ NA
9.10	Tutor and learner assessment submissions are monitored and appropriate action is taken if the timeliness of these falls below expectations.	☒ Yes ☐ No

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met

Comments

Assessment and feedback are effective and support learner progress.

Regular, ongoing assessments are embedded in each course module, with a final assessed assignment at the end of the course for those following the certificate track. The schedule of assessments is provided on the learning platform. It is agreed in advance with instructors and is made available to learners at the outset of the course. The relevant handbooks for learners and instructors contain appropriate information on learning objectives and assessment criteria.

Assessments are suitably focused on the specified learning objectives and criteria. Ongoing assessments are made through a range of appropriate tasks, such as interactive quizzes, written contributions to online discussions, and short written assignments responding to input from the module and resources available through the e-library. Grading is in line with the standard of the final assessment.

An appropriate assessment strategy is in place and supports detailed, constructive marking. A grade table for the final assignment is provided in instructor and learner handbooks, with clear descriptors for each band. However, instructors' grading is not explicitly linked and referenced to the descriptors. Assessments are returned to learners within a suitable timeframe.

Grades for ongoing assessment are recorded on the learning platform and are monitored by instructors and Academy managers, who respond promptly to any concerns regarding individual progress. Where required, instructors provide learners with suitable additional support. Learners receive regular, helpful feedback on their work that is responsive to their professional contexts and specific needs. Learners following the certificate track are supported in maximising their final assignment grade by presenting a pre-submission draft for academic feedback.

9.8 This is not applicable because learners who are making less than expected progress are able to access suitable support to meet their learning goals. The courses are not offered at different levels and are quite specific in their focus, so it is not relevant to offer guidance on alternative programmes.

The Provider has appropriate published policies on plagiarism and research integrity. Written assignments are submitted using plagiarism detection software and any instances of unacknowledged references are followed up promptly in line with the policies.

Learner submissions and instructor feedback are monitored by Academy managers. If the timeliness of these falls below expectations, appropriate action is taken. Instructors and managers deal sympathetically with barriers experienced by learners from certain geographical regions, such as power outages and inconsistent internet service.

10.   The provider offers courses leading to accredited awards granted by recognised awarding bodies

This standard is judged to be: ☐ Met   ☐ Partially Met   ☐ Not Met   ☒ NA

Comments

11.   There is a clear rationale for programmes leading to unaccredited or internal awards

11.1	There is a clear statement of the level claimed relative to the relevant national qualifications framework, for example, the RQF, CQFW or SCQF in the United Kingdom, and evidence that learners who receive the award meet the stated requirements for that level.	☒ Yes ☐ No ☐ NA
11.2	There is evidence of the extent to which the awards are accepted for the purposes of employment or further study, such as learners' destination data, employer feedback, student testimonials and success stories and post-course questionnaires.	☒ Yes ☐ No ☐ NA
11.3	External moderators are involved in the assessment process.	☐ Yes ☒ No ☐ NA

This standard is judged to be: ☐ Met   ☒ Partially Met   ☐ Not Met   ☐ NA

Comments

Courses are currently undergoing a process of benchmarking with appropriate organisations to confirm their level. This has been completed for the course in Ethics in Higher Education for Teaching Professionals, which is recognised at level 4 of the UK Regulated Qualifications Framework (RQF).

The remaining courses are to be benchmarked to a European framework, with the process due to start shortly.

The courses are designed as CPD for leaders already employed in a relevant field. Testimonials on the website confirm that these meet learners' expectations.

11.3 External moderators are not involved in the assessment process for certificate track learners to ensure that grading is consistent with the stated course level.

12.   There are satisfactory procedures for the administration of examinations and other means of assessment

12.1	The provider complies with the requirements of the relevant awarding bodies in terms of assessment security and administration.	☐ Yes ☐ No ☒ NA
12.2	For internal awards, there are effective systems in place for assessment security and administration.	☒ Yes ☐ No ☐ NA

12.3	For internal awards, there are clear procedures for learners to appeal against their marks.	☒ Yes ☐ No ☐ NA
12.4	There is an authentication process that enables the provider to verify that the learner who is registered on the programme is the same person who attends, completes the programme and receives any programme credit.	☒ Yes ☐ No ☐ NA

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met ☐ NA

Comments

Procedures for the administration of assessments are suitably rigorous.

The final award for those taking the certificate track is based on overall performance on the course and grading of the final assignment. A suitable appeals procedure is in place and is made available to all learners and instructors.

Appropriate procedures are in place for the authentication of learners on the certificate track.

INSPECTION AREA – LEARNER SUPPORT

13. The enrolment process is comprehensive, transparent and supportive to applicants

13.1	The provider ensures that the specific programmes on which learners are registered are likely to meet the learners' expectations and needs.	☒ Yes ☐ No
13.2	Applicants are provided with sufficient information to make an informed decision on the suitability of the programmes and their delivery methods and can discuss any concerns before enrolment.	☒ Yes ☐ No
13.3	Enrolment and application documentation is easily accessible and simple to complete and submit.	☒ Yes ☐ No
13.4	The provider replies to all application enquiries in line with its appropriate target response times.	☒ Yes ☐ No
13.5	Entry requirements for each programme, including those relating to language ability where applicable, are set at an appropriate level and clearly stated in the programme descriptions read by prospective learners.	☒ Yes ☐ No ☐ NA
13.6	The provider takes reasonable steps to ensure that learners accepted for programmes meet any enrolment requirements and that any claimed qualifications are verified.	☒ Yes ☐ No ☐ NA
13.7	The provider makes it clear to applicants that they are responsible for checking that they have the digital literacy and system requirements necessary to study on their chosen programme.	☒ Yes ☐ No
13.8	The provider has effective systems to identify learners who have special educational needs and disabilities requiring additional learning support or other any reasonable adjustments so that these can be put in place.	☒ Yes ☐ No
13.9	Learners apply for and are enrolled on programmes under fair and transparent contractual terms and conditions, which include appropriate refund arrangements and a cooling-off period.	☒ Yes ☐ No

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met

Comments

The enrolment process is well organised, user-friendly and supports applicants in registering for suitable courses.

The Globethics.net website provides sufficient information on course content, outcomes and methodology. Prospective learners are invited to attend a pre-enrolment information session at which they meet the Academic Dean and Academic Office Manager and instructors and support staff, who deal with any questions they may have. Contact details for the academic office are also provided on the website. Most of the learners have previously encountered

Globethics.net through partner institutions, international events such as conferences, and the activities of the regional offices, so they apply for courses with existing knowledge of the provision.

Applications are made by completing a short, simple form on the website. Learners taking the certificate track are also required to upload evidence of their identity and highest qualification, which is checked for suitability. The Academy responds promptly to all application enquiries.

The large majority of courses are delivered in English and the required level is specified on the website. Academic requirements for those taking the certificate track are shown on the website and include suitable information regarding the system requirements for successfully accessing the course. Completing an application via the website represents a suitable check on digital literacy, and appropriate support is provided on use of the learning platform during the course orientation session and throughout the course.

The application form invites learners with particular learning needs to make contact in advance of the course so that reasonable adjustments can be put in place, in line with the Provider's appropriate disability, accessibility and inclusion policy.

Courses are free for all, except learners following the certificate track. Fee-payers are informed of the fair terms and conditions and refund arrangements prior to enrolment.

14. Services provided meet the reasonable needs of learners

14.1	Staff are available to assist learners to resolve issues of a general and technical nature and all enquiries from learners are handled promptly and sympathetically.	☒ Yes ☐ No
14.2	The provider supports and encourages peer interaction through a variety of channels, including social media and virtual learning environment platforms.	☒ Yes ☐ No
14.3	Staff monitor the online activity of learners and tutors and take action promptly if there are concerns about cyberbullying or other online risks to learners.	☒ Yes ☐ No
14.4	Learners have access to a fair written complaints procedure of which they are informed at the start of the programme.	☒ Yes ☐ No
14.5	Learners are advised of BAC's complaints procedure.	☐ Yes ☐ No ☒ NA
14.6	Effective safeguarding arrangements are in place for learners under the age of 18 and vulnerable adults, which are regularly reviewed.	☐ Yes ☐ No ☒ NA
14.7	A suitable policy and effective arrangements are in place to protect learners from the risks associated with radicalisation and extremism.	☒ Yes ☐ No

This standard is judged to be: ☒ Met   ☐ Partially Met   ☐ Not Met

Comments

Services provided to learners are good. Support is readily available from administrative and technical support staff and instructors. Learners confirm that they know how to access support and that their enquiries have been dealt with promptly and sympathetically. Inspection findings support this view.

The Academy encourages peer interaction through social media, a newsletter and newly introduced virtual café meetings, which promote networking between learners. Learners are also invited to attend extra-curricular activities such as webinars.

Online activity of learners and instructors is appropriately monitored by Academy staff. Staff and instructors are suitably aware of their responsibility to deal promptly with any concerns about cyberbullying and other risks to learners should these arise.

An appropriate complaints procedure is in place and is communicated to learners during the orientation session.

The Provider has implemented robust measures to protect learners from the risks associated with radicalisation and extremism, which include a suitable policy and thorough risk assessment. Instructors and staff at all levels have undergone appropriate training.

15.   Programme materials are appropriate to the medium of delivery and are effective

15.1	Programme designers make effective use of appropriate teaching and learning resources.	☒ Yes ☐ No
15.2	Programme materials are designed for a specific and clearly stated level of study and include appropriate support material.	☒ Yes ☐ No ☐ NA
15.3	Programme materials are appropriately presented and sufficiently comprehensive to enable learners to achieve the programme objectives.	☒ Yes ☐ No
15.4	Programme materials are regularly reviewed and revised to ensure that they are accurate and reflect current knowledge and practice.	☒ Yes ☐ No
15.5	Instructions and guidance on how to study and how to use the learning materials are made available to assist learners to learn effectively.	☒ Yes ☐ No

This standard is judged to be: ☒ Met   ☐ Partially Met ☐ Not Met

Comments

Courses are well designed and effectively exploit the potential of online learning. Materials are attractive, appropriate for the level of study and user-friendly. Hyperlinks are provided within the course modules to the extensive published resources available through the Globethics.net e-library.

A library induction delivered in the orientation session and tutorial videos on the learning platform raise learners' awareness of the resources available to them and the support they can access from staff. The orientation provides helpful training on how to study using the materials on the learning platform.

Courses materials are regularly reviewed and revised. Where appropriate, new content is commissioned from the pool of experts, ensuring that it is up to date and accurate.

16.   The technology used to deliver the programmes is fit for purpose and effective

16.1	The provider uses appropriate and accessible technology to optimise the interaction between the provider and the learner.	☒ Yes ☐ No
16.2	The provider ensures that the materials and learning resources can be easily accessed by learners and checks this regularly.	☒ Yes ☐ No
16.3	The provider has access to the services of an experienced technical support provider that ensures systems are operative at all times and provides appropriate support to tutors and staff working remotely.	☒ Yes ☐ No

This standard is judged to be: ☒ Met   ☐ Partially Met ☐ Not Met
Comments

Technology used to deliver the courses is appropriate and accessible to learners around the world. Materials and learning resources are checked regularly for accessibility, with hyperlinks updated as necessary. The services of external specialists are employed to ensure that systems are operative at all times. Suitable technical support is provided to instructors and staff working remotely. As a result, the technology used to deliver the courses is fit for purpose and effective.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated ☒ Yes ☐ No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

MANAGEMENT, STAFFING AND ADMINISTRATION

Provider's strengths

The clear vision and mission of Globethics.net. are successfully disseminated throughout the Provider and consequently inform all of its activities.
Working within a well-established organisation with a wide range of international partnerships is beneficial to the work of the Academy.
Highly qualified and experienced personnel at all levels support achievement of the Academy's goals.
Very effective systems and procedures are well documented and consistently implemented.

Actions required	Priority H/M/L
3.2 The Provider must maintain accurate records of all the checks carried out prior to the appointment of instructors.	☐ High ☒ Medium ☐ Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

Highly qualified and experienced instructors have well-developed online teaching skills that effectively promote learning.
There are extensive academic resources that support learner achievement.
The Provider is responsive to individual needs and interests, enabling learners to contribute effectively from their professional experience and to meet their personal learning goals.

Actions required	Priority H/M/L
6.2 The Academy must introduce a system of formal teaching observations.	☐ High ☒ Medium ☐ Low
11.3 External moderators must be involved in the assessment process for a sample of certificate track learners.	☐ High ☒ Medium ☐ Low

LEARNER SUPPORT

Provider's strengths

There is free access to courses and a graduated fee policy for certification, which supports learners from low-income countries.
High levels of individual support are available throughout the learner journey, promoting learner success.
Good facilitation of peer interaction enhances the learning experience and encourages networking.
Well-designed course materials effectively exploit the potential of online learning.

Actions required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

The Provider should consider developing the end-of-course evaluation form to cover all key aspects of the learner experience.

A strategy to collect more end-of-course evaluations should be implemented to better inform quality assurance.

It is recommended that the marking of final assignments makes specific reference to the grade descriptors provided in the learner and instructor handbooks.

COMPLIANCE WITH STATUTORY REQUIREMENTS