

MAPPING OF ESG PART 1 WITH THE ECCE 'STANDARDS'

ESG PART 1	ECCE RELEVANT STANDARDS
<p>1.1 Policy for Quality Assurance Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.</p>	<p>Part 2, 8.1 Mechanisms for Programme Evaluation; 8.2 Faculty and Student Feedback; 8.3 Student Cohort Performance; 8.4 Involvement of Stakeholders; 9.1 Governance 9.4 Interaction with Professional Sector 10 Continuous Renewal and Improvement;</p>
<p>1.2 Design and Approval of Programmes Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.</p>	<p>Part 2, Competencies of Students; 1.1; Statement of Aims and Objectives; 1.2 Participation in formulation of aims and objectives; 1.4 Educational Outcomes; 2.1 Curriculum Model and Educational Methods; 2.8 Curriculum Structure, Composition & Duration; 2.9 Programme Management;</p> <p>Part 4 2 Eligibility Criteria for Accredited Status</p>
<p>1.3 Student-centred learning, teaching and assessment Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.</p>	<p>Part 2, 2.1 Curriculum Model and Educational Methods; 2.8 Clinical Training; 2.10 Linkage with Subsequent Stages of Education And Training, Chiropractic Practice & Health Care System; 3.1 Assessment Methods; 3.2 Relation Between Assessment and Learning; 4.4 Student Representation; 7 The Relationship Between Teaching and Clinical or Basic Sciences Research; 9.2 Academic Leadership</p>
<p>1.4 Student Admission, Progression, Recognition and Certification Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.</p>	<p>Part 2, 4.1 Admission Policies and Selection; 4.2 Student Intake</p>
<p>1.5 Teaching Staff Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.</p>	<p>Part 2 5.1 Faculty (Staff) Recruitment 5.2 Faculty Promotion and Development 6.4 Educational Expertise 6.5 Administration & Technical Staff</p>
<p>1.6 Learning Resources and Student Support Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.</p>	<p>Part 2, 4.3 Student Support and Counselling; 6.1 Physical Facilities; 6.2 Clinical Training Resources; 9.1 Governance; 9.3 Educational Budget and Resource Allocation</p>
<p>1.7 Information Management Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.</p>	<p>Part 2, 6.3 Information Technology; 6.4 Educational Expertise; 8.1 Mechanisms for Programme Evaluation; 8.2 Faculty & Student Feedback 8.3 Student Cohort Performance</p>
<p>1.8 Public Information Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to-date and readily accessible.</p>	<p>Part 4 3.2.4.4 Publication of Reports</p>
<p>1.9 On-going Monitoring and Periodic Review of Programmes Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.</p>	<p>Part 2, 8.1 Mechanisms for Programme Evaluation;</p>
<p>1.10 Cyclical External Quality Assurance Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.</p>	<p>Part 4 2 Eligibility Criteria for Accredited Status; 3.2 Re-accreditation of an institution for Accredited</p>

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