

Specification of the European Quality Areas by means of criteria, examples of indicators and sources of evidence

Quality Area 1: Planning (curricula)		
Criteria	Examples of indicators	Sources of evidence
Institutional curricula¹	<ul style="list-style-type: none"> • Curriculum: There is a curriculum which determines the core educational goals. These goals are transparent to both teachers and students. • Feasibility: Both teachers and students feel that the timeframe of the learning goals is feasible: The programme can be completed successfully within the planned time. • Link between curriculum and professional practice: The curriculum ensures the development of professional skills and has clear links with current professional practice. • Curricula are regularly revised in order to adapt them to changes in professional practice and in society at large. 	<p>Project Agenda items to discuss suitable programme of teaching and assessment materials to be used for learners.</p> <p>Minutes of project planning and curriculum area meetings</p> <p>Suitable documents identified and agreed to meet the curricula</p>
Organisational framework of teaching	<ul style="list-style-type: none"> • Organisational framework: The requirements for the assessments (time, assignment of teaching contents, etc.) are appropriate to realise the learning goals and the core ideas and values. The organisational framework (syllabus, distribution of subjects, etc.) supports the implementation of the educational goals. • Flexibility: The educational goals give teachers enough flexibility to create a personal model of learning and teaching processes. • Duration: The teaching programmes fulfil the formal requirements regarding duration. • Additional teaching options: To promote particular interests and talents providing special options for students (alternative subjects, remedial teaching, etc.) 	<p>Documents to be used in the delivery identified.</p> <p>Information on additional learning options agreed.</p> <p>Target dates agreed with partners</p> <p>Training programme agreed to suit teacher(s) and allow for flexibility to suit partners and individuals.</p>
Content of curricula	<ul style="list-style-type: none"> • Adequacy of content: Subjects have breadth and balance (broad knowledge versus in-depth knowledge) and are justifiable in terms of both national curriculum and own institutional arrangements. • A curriculum allows consideration to be given to the abilities of the individuals with respect to their educational needs and possibilities (tailored programmes, individual study programmes). • Formulation of learning goals: The final qualifications have been translated adequately into learning goals for the teaching programme or its components. The contents of the programme offer students the opportunity to obtain the final qualifications. • Combination and coherence of various teaching contents: The content taught in one part of the programme is well integrated with other parts of the programme. The teaching programmes show appropriate sequences and facilitate coherent progression over years. • Relation to both previous and further education: The content of the teaching programme relates to previous and further education. 	<p>Training programme agreed to be inclusive for all learners. 1 to 1 sessions between trainer and student to identify best learning methods.</p> <p>Curricula to allow students to gain agreed certificate/qualification.</p> <p>Training needs analysis (TNA) to be available at the commencement of the training.</p> <p>The training programme to be relevant to the specialist occupational sector, golf greenkeeping.</p>

¹ The review of this criterion only makes sense if the VET provider/institution has decision-making power on (parts of) the institutional curriculum.

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Promotion of key qualifications (soft skills)	<ul style="list-style-type: none"> The curricula provide for the promotion of key qualifications and soft skills. These include e.g. learning to learn, social competences, communication skills, (self-) management skills, problem-solving competences. Special attention is also given to the attainment of general key competences like literacy, basic mathematics, computer literacy etc. 	Curricula to allow for any requirement to give the learner the key/soft skills identified within the end certificate/qualification.
Practical training	<ul style="list-style-type: none"> Practical training: The curriculum includes external practical training. There is a strong cohesion between institutional teaching and practical training. Verification: The institution verifies whether the content of practical training corresponds to the curriculum requirements and whether the supervision of the company/organisation is sufficient. 	The curricula allows for teaching to relate to the practical/occupational area, the golf course assessor, verifier.
Final qualification of the study programme	<ul style="list-style-type: none"> Accordance with other certificates: The final qualifications of the programme correspond to the requirements for a degree in the relevant domain in Europe. Accordance with professional profiles/competences: The final qualifications are based on the professional profiles and/or professional competences drawn up by or in conjunction with the relevant professional field. 	All certificates/qualifications to be used within the programme will align to the EQF for us by others.