

HMIE Quality Framework – May 2004
Element A5: Learning and teaching process

Quality Indicators	Key prompts	Indicative Sources of Evidence
A5.1 The learning process	<ul style="list-style-type: none"> • Learner motivation and engagement • Use of resources by learners • Reflection on learning • Independence in learning • Progress and outcomes of learning 	<p>Staff interviews (including aims and objectives of lessons)</p> <p>Learner interviews (range of modes of delivery)</p> <p>Observation of learning and teaching (range of contexts and premises)</p> <p>Learner work – notes, formative and summative assessment, log books, projects, artefacts</p> <p>Records of progress and development</p> <p>Learner feedback and evaluations</p>
A5.2 The teaching process	<ul style="list-style-type: none"> • Application of professional and subject knowledge • Application of good practice in teaching • Focus on learners • Contextualising learning • Use of resources (including ICT) • Promotion of achievement 	<p>Records of access to resources and support</p> <p>Learner-staff and learner-learner interactions</p> <p>Use of ICT resources – hardware, software, VLE, Internet, intranet, email, bulletin boards, forums</p> <p>Resources (including assistive technologies), records of use</p> <p>Written/oral feedback</p> <p>Records of staff development and career reviews</p>
A5.3 Context and planning for learning and teaching	<ul style="list-style-type: none"> • Staff-learner relationships • Planning of learning activities • Physical environment • Standards set by staff 	<p>Personal learning plans/self assessments</p> <p>Peer observation records</p> <p>Core skills policies, practices, tracking</p> <p>Schemes of work, learning and teaching plans</p> <p>Teaching, learning and assessment materials</p> <p>Records of planning learner workload.</p> <p>Records of cross-college curricular links and activities</p>