

Confetti Teaching & Learning Strategy 2013-2017

General Principles

- The overall aim is for Confetti's teaching and learning provision to be recognised as excellent. To achieve this aim, teaching and learning at Confetti is guided by the following core principles
- Maintaining the highest academic standards, experiences and outcomes in all learning and teaching activities. Fundamental to this principle is the value Confetti places on industry-led teaching and learning that enables students to creatively engage with new developments.
- Providing a high quality learning environment for all staff and students, including the provision of teaching space, availability of new technologies and access to a comprehensive range of learning materials. Confetti employs the highest quality staff to undertake teaching and support learning and both values and utilises the diverse composition of the learning community.
- Recognising diversity in the learning community as an important element of the richness of the Confetti experience and as vital to the growth and development of individuals, both staff and students. Confetti actively encourages and supports individuals from a variety of backgrounds to enable them to enter higher education and to fulfil their potential as well as providing an international education to students from around the world and giving all students a wealth of opportunities to engage with different cultures and different perspectives.
- Fostering and facilitating excellence in learning and teaching through development and enhancement of practice. Key to further enhancement is working in partnership with students and responding to their feedback on the quality of learning and teaching.
- Supporting students in their transition to higher education and creating pathways to opportunities for work and further study. Not only does Confetti provide academic support for each student but it is also concerned with the social and personal development of every student.
- Focusing on the needs of the student population, to ensure that their specific requirements are met in a manner appropriate to an industry-led institution, and that graduates from all programmes have the full range of employability skills for their future careers .

Distinctive Characteristics

Confetti's approach to teaching and learning during the period 2013-17 will have the following distinctive characteristics:

- Supporting students throughout their studies in their transition to becoming independent, reflective, lifelong learners.
- By so doing, creating graduates who will be able to respond flexibly to changing vocational, intellectual and professional requirements.
- Promoting an active teaching community where students and staff work in partnership.
- Providing an integrated approach to academic staff development, working towards a coaching approach to enhancement.
- Being committed to providing face to face teaching because it creates the best educational environment. Though this is the fundamental approach to teaching at Confetti, it is supported and enriched by investment in the latest teaching and learning technologies; providing our students with a seamless, blended approach and creating a wealth of diverse learning opportunities.
- Reflecting Confetti's commitment to the advancement of knowledge through its qualifications, the foundation degree will be seen as a step towards an Honours degree.
- Maintaining the standard of the validating University's qualifications by ensuring that they represent engagement with a programme of study of appropriate length and rigour as well as the passing of assessments and meeting national subject-specific benchmarks.
- Ensuring that gaining the validating University's qualifications involves the high quality experience of studying in a Confetti environment.

Objectives

The following strategic objectives will be pursued in the remainder of the 2013-17 period, subject to review by the Confetti education management team.

- (a) Supporting students' transitions from school to higher education and then on to further study and/or employment.
- (b) Devising and progressing an agreed institutional approach to on-line learning opportunities.
- (c) Formulating and implementing changes to assessment practices that promote variety, efficiency and enhanced feedback to students.
- (d) Enhancing student satisfaction with their academic experience, including building a sense of academic community.
- (e) Devising and implementing curriculum review measures that promote efficiency and create space for generic priority themes.
- (f) Facilitating an increase in student engagement in bringing about enhancements in their academic experience.
- (g) Enhancing teaching spaces to fit in with best teaching and learning practices, including appropriate use of technologies.
- (h) Ensuring quality management is conducted with due regard to the QAA Quality Code and relevant PSRBs.