



# **Metanoia Institute**

## Education Strategy 2023-2028

## Education Strategy 2024-2028

### Section A: Introduction, context and scope

Our collective vision for the Metanoia Institute is of a leading international organisation delivering Psychotherapy, counselling and related subjects at Degree, Postgraduate Masters and Doctoral levels, inspired by its values and strategic focus which could be described as *'the place of useful, inclusive and purposeful learning'*, that makes a positive difference to the lives of its students, to society and to the world.

Our Education Strategy is articulated through our commitment to delivering an Outstanding Student Experience. This will be achieved through education which is:

- innovative,
- collaborative and
- inclusive.

Our education will be designed to provide an intellectually stimulating environment, informed by and interlinked with, our strengths in research informed delivery, knowledge exchange with our partners for our students and staff and enterprise via developing closer links with our employer network, alumni/membership and professional bodies. (see Enterprise and Innovation Strategy (EIS))

Our strategic ambitions focus on growing our undergraduate and postgraduate cohorts, diversifying our student population and creating flexible pathways, so that individuals from a variety of backgrounds can benefit from the distinctive student experience at Metanoia.

Specifically we will:

- a) provide to all learners, whatever their background or mode of study, with a distinctive, innovative and consistently high-quality academic learning experience that utilises flexible pedagogies and heutagogies, designed to meet diverse learner needs and build social capital and citizenship skills;
- b) develop high quality, strongly employable and entrepreneurial (socially and economically) graduates and postgraduates equipped with the knowledge, skills and ability to excel in their workplace; offer attractive, research-led and employer-informed curricula that meet the needs of our beneficiaries; and

- c) enable our graduates and postgraduates to realise their full academic potential as part of their lifelong learning journey as alumni and members. (See EIS).

Our key educational priorities over this period are summarised by the following categories.

- 1) Taught Degree Awarding Powers (TDAPS). To apply and successfully complete a subject specific TDAPs assessment to become a stand-alone independent awarding body.
- 2) Diversification. To grow and diversify the student body, our curriculum offer and the delivery methods employed.
- 3) Technology. To utilise technology and digital opportunities to enhance and be efficient in our all of endeavours.
- 4) Sustainability. To ensure that we operate efficiently and build sustainably across the organisation from an economic, educational, social and environmental perspective.
- 5) EDI. Offer equality, equity and inclusivity of opportunity to all our community and stakeholders.
- 6) Diversity and Internationalisation. To review and enhance our curricula to ensure it is:
  - a. open and inclusive to all our learners recognising that our students will come from diverse backgrounds; and
  - b. develop an outward looking perspective that attracts and motivates a diverse range of students and staff to study and work with us.
- 7) Being informed. Ensuring that our work and approaches are informed by the principles of collaboration, cooperation, high quality research and scholarship and all of our decision making grounded in evidence and data informed processes.

This Educational Strategy should also be seen to be connected to and drive other key institutional strategy/framework review and development including but not limited to:

- 1) Learning, Teaching and Assessment Strategy;
- 2) Portfolio Development Strategy;
- 3) Student Experience Strategy;
- 4) Student Engagement Strategy;
- 5) Research Informed Learning Teaching Practice and Scholarship Strategy;
- 6) The Enterprise and Innovation Strategy (EIS) including components of the Knowledge Exchange and Stakeholder Engagement Framework (including Alumni and Memberships);
- 7) Internationalisation Strategy;
- 8) Access and Participation Plan including our Admissions policy;
- 9) EDI Strategy;

- 10) People and Culture Strategy (including professional and learning development policy);
- 11) Marketing and communications strategy; and
- 12) Digital Transformation Strategy.

## **Section B Our Institutional Strategic Aims**

This Educational Strategy informs the work of the Institute's educational endeavours across all of its constituent departments and delivers and articulates our Institutional mission, values and Strategic Plan. Our **Values** (Community, Inclusion Openness, Responsibility and Challenge and Growth) inform the operation and implementation of our key strategic pillars which in turn shape our strategic objectives in education.

These Institutional Strategic Pillars are highlighted below as headings and how the Educational Strategy will articulate these in detail. Codes are added for cross referencing purposes.

### Pillar 1 Inclusion (I)

*Objectives: Upskill and diversify our teaching staff (I1); develop and broaden our curriculum for increasing diversity (I2); inclusivity and diversity teaching practices and learning environments staff and students (I3-6).*

### Pillar 2 Innovation (IN)

*Objectives: In programme design and delivery (IN1); Modernise our infrastructure (IN2); Enhance our educational reputation through our work and interconnect with our Marketing and communications strategy to improve our brand through education (IN3); embracing digitalisation and technology (IN4); student engagement IN5).*

### Pillar 3 Intelligence led (ITG)

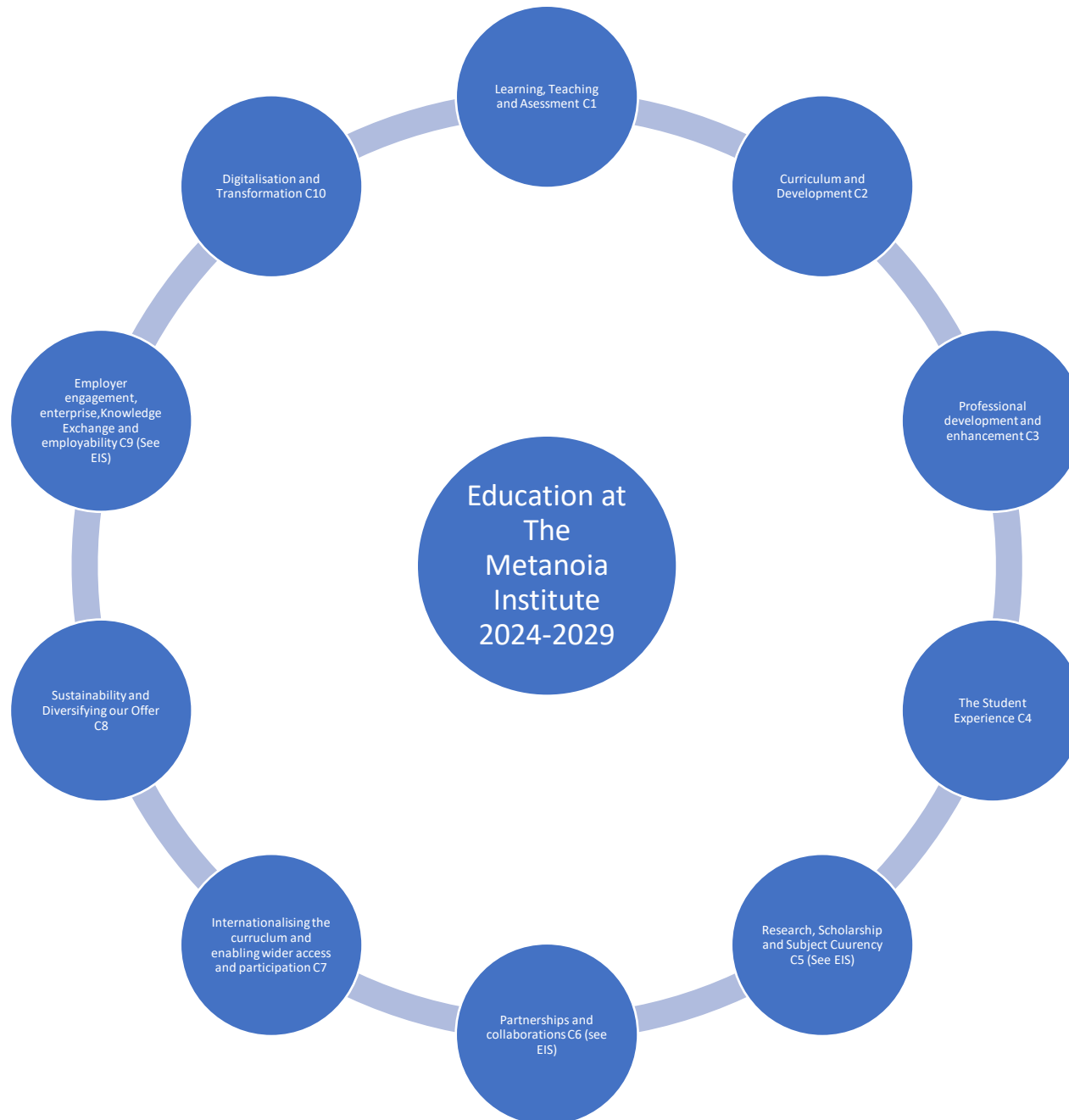
*Objectives: Data and analytics informed, evidenced based and informed continuous improvement (ITG1-3); students as partners who can act as co-creators within decision making (ITG4); alignment of strategic planning and be impactful and evaluate our educational impact across Research KE informing our learning, teaching and practice (ITG5&6).*

### Pillar 4. Sustainability (S)

*Objectives: Acquire and maintain DAPS (S1); growth and diversification in student numbers through curriculum diversification and being market led(S2); sustainable development principles ensuring that our learning, teaching, assessment and research footprints are continually reviewed with sustainability in mind (S3); building resilience and flexibility in our portfolio and delivery(S4); linking our educational endeavours through 3<sup>rd</sup> stream income generation taking advantage of new opportunities that may arise for example life-long Learning and funding changes and connecting to the EIS (S5); reputational enhancement (S6).*

### **Section C The Educational Strategy Components**

Our Educational Strategy can be conceptualised in the following diagram which articulates its primary components. Each primary component is articulated further in turn, referenced to our strategic pillars by the code above, demonstrating how our strategic plan shapes and informs Education at The Metanoia Institute for the coming five years. We will enhance and develop our Governance to oversee this work to ensure all of our objectives are outcome-orientated, supported via a system that embraces independent oversight, high quality and setting and maintaining standards and ensuring that the whole Metanoia community is engaged with representation at its heart.



## C1. Learning, Teaching and Assessment

Ensure all of our learning and teaching embraces and enhances the principles of Universal Design for Learning (I3-6). Metanoia will continue to develop our relationship with key partners and employers and in collaboration with the EIS, align our endeavours for the benefit of our curriculum appropriateness, graduate attributes and wider professional development opportunities (staff students and members) for the provision of CPD, award bearing qualifications and work placed/recognised learning. Metanoia will work to achieve full subject-specific Degree Awarding Powers and by doing so secure a full TEF award at the next point of assessment (IN3). Additionally we will work towards maintaining Metanoia's position as being *primus inter pares* as a provider of therapeutic and counselling training whilst diversifying and demonstrating high quality of provision in cognate disciplines through our innovate approach to learning, teaching, research, scholarship and enterprise activity (S6).

- 1) Innovate the delivery method utilising all forms of delivery format.
- 2) Broaden and be creative in what assessment techniques are used to ensure all learners have the opportunity to succeed.
- 3) Introduce and enhance the principles of the Universal Design for Learning across the whole organisation portfolio.

Focus on the needs of the learner around the principles of Heutagogy.

## C2. Curriculum and Development

Be innovative in our assessment style and academic architecture to facilitate a wide variety of learning styles and ensure these are constructively designed and mapped to curricula that is taught with equality, diversity and inclusivity (EDI) in mind. Our educational approach to EDI will be supplemented to cover a wider range of principles (Equality, Equity, Diversity Inclusion and Belonging). Programmes shall be increasingly modular and allow for credit accumulation in small to larger chunks of learning and awards shall be named and or allow for negotiated to meet learner requirements (IN1). This will be in line to meet the changing funding requirements of the Life Long Learning Framework commencing with levels 4-6 provision and eventually informing all Taught (levels 4-7) provision. We shall ensure that modular learning in keeping with our EI Strategy supports CPD, short course and employer based learning to allow for all LLE funding to be linked to full credit bearing programmes.

We will broaden our curriculum reach through the development of cognate disciplinary subject delivery that appeal to a wider clientele and develop our links and supply of work-based learning to organisations in collaboration with the EIS. Creating a sense of belonging within our student

community will enhance opportunities for students to stay with the Metanoia learning community for longer periods of time, through encouraging pipeline learning opportunities and progression between award bearing programmes at various levels(12).

- 1) Expand our portfolio of course offerings to encourage a diversification of our student base and to become agile at responding to sector and market changes/needs.
- 2) Fully modularise our offer so that resources to common themes can be shared across courses and where appropriate, modalities, preparing for the introduction of the Life- Long Learning framework to be launched and funded by OfS.
- 3) Develop the curricula around key principle associated with the Connected Curricula, Universal Design for Learning and being research informed.
- 4) Ensure all curricula is mapped to the principles of the national and European Credit and Quality Frameworks.

### C 3. Professional Development and Enhancement

Within the context of the People and Culture Strategy and the Learning and Development policy, we will devise a fully articulated Academic Professional Development Framework that aligns with national and international expectations of the sector and the professional body frameworks (including the Researcher Development Framework, the UK Professional Standards Framework, Scoped etc.). Specifically we will:

- 1) facilitate advanced scholarship and research amongst our academic faculty to innovate our approach to delivery and curriculum design;
- 2) support our staff to become more highly qualified and recognised through the development of a staff development framework measured by increased qualification profiling and PSRB membership;
- 3) establish a full CPD framework to enhance staff opportunities to develop in their career and develop skills and experiences within a wider set of sector established domains namely in alliance with our Enterprise and Innovation Strategy consider how Knowledge Exchange, Research, scholarship and Employer Engagement activities support the development of our staff in order to enrich the student experience; and
- 4) develop a Metanoia Academy of Scholarship that will drive research informed learning, teaching and practice and this will include:
  - a. a more fully integrated research academy,
  - b. an inhouse journal helping to support scholars publish at different stages of their development and recognising different levels of experience, and
  - c. identify/establish appropriate communities of practice to enhance the sharing of recognised practice (INS1-5).

### C4. The Student Experience

Ensure that students are at the heart of our decision-making process through their attendance and membership of development of a fully supported academic governance system. Students will be co-creators and through a full student engagement strategy, their voice will be heard and embedded within the decision-making process, noting both responsibilities and accountabilities that comes with this (ITG4).

Through a diversification of our portfolio and delivery methods (connecting to C1 and C2 above), extend the range of our offer to attract students from all backgrounds and ensure our Access and Participation Plan promotes EDI through diversity, inclusion equity, belonging and equality (S2). We will ensure that this is underpinned by a full student welfare policy and plan supporting all students needs irrespective of their background, progression likelihood or point in their journey with us.

- 1) Enhance our student journey from initial point of enquiry with the institute through to our alumni scheme as active and engaging participants as Members of the Metanoia Community.
- 2) Fully embrace and enable a full student engagement strategy across the whole organisation.
- 3) Ensure that intervention approaches are targeted to the needs and apply to all students to maximise their potential and support their learning journey at Metanoia.
- 4) Ensure that the student experience complements and reflects the ambitions of our EDI strategy.

#### C5. Research, Scholarship and Subject currency

We will focus our research activity on supporting and informing Learning Teaching and Practice. Both our continuous improvement process and our reflective enhancement process will draw upon data and evidence derived through the whole of the student journey from enquiry data and marketing information through to alumni and membership data. Key measures of success will follow be indicated by enrolment, continuation, progression, completion and employment data at institute level, whilst at course and module level we will measure our ability to demonstrate the “7 C’s” of quality – where our courses demonstrate that they are (developed from the OfS expectations as part of the conditions of registration): Contemporary, show Coherence, sufficiently flexible to be Cohort specific, provide Choice within the module/programme, build Consolidation in learning, demonstrate Comprehension in learning and understanding and deliver Challenge to all students at all levels (ITG1-3). This will enable our curriculum and delivery to be recognised by industry, regulators and PSRBs as being at the forefront of counselling and psychotherapy activity.

To ensure agility and embracing opportunity in a changing HE landscape, by connecting our key strategies and ensuring a ‘golden thread’ through them. Through research and scholarship, we will ensure that all parts of the organisation incorporate this into their endeavours, focusing particularly on pedagogic, heutagogic and practice-based research and scholarship. The relevance of this research in our teaching and learning will be demonstrated through the incorporation of the connected curriculum, allowing all our learners to relate to the “big questions” that face society into

the thematic representation of their chosen programme of study, their practice and allow them to become active global citizens embracing inclusion and facilitating diversity and equality (ITG5&6). To deliver this we will focus on the following 3 key changes to the way this is delivered within the institution.

- 1) Focus our research capacity, funding and activity to support research-informed learning teaching and practice.
- 2) Involve all parts of the Metanoia community to be facilitated, empowered and enacted in research and scholarly activity.
- 3) Proliferate the number of academic staff that have PhDs, AHE-accredited membership as Fellows (Fellow, Senior and Principal) of the HEA and ensure all new staff are suitable qualified with a PGCHE or equivalent (I1).

#### C6. Partnerships and collaborations

To build our technological learning capacity in terms of supply, development and learning utilisation, whilst maintaining the virtues of PSRB required formats for accreditation purposes (IN2) by being market aware, taking stock of trends and engaging in SMARTER horizon scanning to drive opportunity and resilience in the organisation's social, political and economic capital through flexibility and agility through our outward looking approach to the partners we work with(S4). We will also do this by aligning our Educational endeavours with the objectives as set out in the EIS.

- 1) Ensure that we continue to work closely and collaboratively with our PSRB accrediting bodies to ensure our curriculum, its delivery and the student experience meets with their requirements.
- 2) Develop closer and more sustainable links with key PSRB's (eg AHE, QAA, SEEDA, UKCGE, Vitae etc), so to allow for the development of life-long, work based and enhanced learning and sector recognised best practice.
- 3) Develop a trusted relationship with OfS, its designated bodies and wider PSRBs relevant to the work at Metanoia to ensure compliance and enhancement of our commitments to national regulatory, academic frameworks and conditions.
- 4) Build and develop closer ties with validating bodies to de-risk the possible need to change validation arrangements until DAPs is secured.
- 5) Post DAPs to consider how through partnerships Metanoia's brand and footprint can be enhanced.
- 6) Build closer co-creative relationships with our students and their representatives so that our student community is seen as a critical partnership.
- 7) Use our growing connection with employers for the enhancement of our curricula so that we are producing graduates whose exit skills are appropriate to the needs of the Counselling and Psychotherapy workforce needs

## C7. Internationalising the Curriculum and Providing for Widening Access and Participation

As Metanoia looks to diversify its curriculum offer, its delivery approaches and the mix of students from a wider range of backgrounds, our approach to internationalisation will take the form of ensuring our approach to our portfolio, curriculum development, widening participation, access and participation is all informed by an internationalist perspective. This is to ensure that all students whatever their background, personal characteristics and domesticity are considered, valued and catered for. Specifically, internationalisation and its development will be embryonic in form but focusing upon:

- 1) ensuring that our curricula is appropriate and suitable to meet international quality arrangements across Europe and beyond so to satisfy professional body requirements underpinning some of our courses (e.g. Transactional Analysis) so that these are recognised internationally and facilitate our student employment opportunities beyond the UK;
- 2) ensuring that our full portfolio is open and accessible to all, with an emphasis on decolonising our curriculum, all learning teaching and practice elements including learning resources as well as our research informed approach embeds EDI as a core principle;
- 3) exploring markets internationally for student recruitment and wider collaboration through the delivery of online programmes, reaching out to wider markets where a British system of counselling and psychotherapy exists; and
- 4) begin to establish a framework for applying for a tier 4 visa issuing system.

## C8. Sustainability and Diversifying our offer

- 1) Sustainable development will be approached and achieved by considering economic, environmental, social and personal sustainability.
  - a. *Economic sustainability* – achieved through being fleet of foot in terms of our academic processes and being agile to changes and trends in the market vis a vis:
    - i. Recruitment
    - ii. broadening our portfolio offer to accommodate new students and access new markets and
    - iii. diversifying our delivery methods and possible locations.
  - b. *Environmental sustainability* – across the education team being aware of our individual and collective carbon footprints and utilising technology to reduce non-essential travel, use wherever possible opportunities for online meetings and teaching, ensuring our teaching resources are utilised effectively and efficiently and sourced with renewability in mind and consider opportunities for year-round teaching (via a trimester system) and using more intensively weekdays, evening as well as weekends to timetable our delivery.

- c. *Social sustainability* – to ensure that students are made aware of our responsibilities as socially aware global citizens through integrating the connected curricula into our overall approach to curriculum design and teaching, embracing EDI and raising a solution focused approach to societies big questions through the lens of the course content.
- d. *Personal sustainability* – being aware of the mental health and welfare of our students and staff and ensuring there are support facilities to track, monitor and support in this capacity (S3).

#### C9. Employer Engagement, Enterprise, Knowledge Exchange and Employability

Whilst this will be the main purvey of the Enterprise and Innovation Strategy and People and Culture Strategy there are some significant and important cross overs for the Education strategy.

- 1) To ensure that our core funding is not solely reliant upon student fee revenue and diversity the organisation's offer to extend the capacity of all staff to engage in and bid for research monies, 3<sup>rd</sup> stream income opportunities allied to education (e.g. employer targeted credited courses), and other activities related to the core purpose of research informed learning, teaching and practice.
- 2) Using research, scholarship and Knowledge Exchange to facilitate and enhance our approach to work-based and related learning, we will engage with employers to offer greater experiential learning opportunities to our students increasing the opportunities for those to achieve success with different learning styles.
- 3) Prepare for the Lifelong Learning Framework where flexible, negotiated and bite sized chunks of learning can be delivered through adopting approaches to support the development of a micro-credentials framework.
- 4) Recognise that our education portfolio can support the delivery of our approach to corporate social responsibility, as a registered charity and as a local employer in West London and explore opportunities to expand our application and influence in this area.

In collaboration with the wider organisation the Education area will work to provide a diet of educational civic engagement activities that will establish a framework consistent with sector expectations of a DAPs awarding institution. This will enhance and enrich staff and student experiences through an enhanced reputational value by working with a wider range of stakeholders to derive alternative funding opportunities for students, their welfare, support reasonable adjustment plans, develop scholarship schemes and support initiatives with employers.

#### C10. Digitalisation and Transformation

To build our technological learning capacity in terms of supply, development and learning utilisation, whilst maintaining and influencing the virtues of PSRB required formats for accreditation purposes (IN2). Ensure we diversify our delivery to include hybrid and online learning through

synchronous and asynchronous learning forms, making use of technology to enhance all our systems to allow for comprehensive analysis and synthesis of continuation, progression, completion and post study data (IN4). To ensure that all aspects of the student journey are enhanced with the use of digital and technological systems, we will:

- i. through the implementation of Quercus in the delivery of the academic administration;
- ii. through enhancing Moodle to act as a full learning platform utilised by staff to support online, hybrid synchronous and asynchronous learning; and
- iii. through the development of a short course and micro-credentials framework supporting flexible and lifelong learning entitlements and negotiated forms of credit accumulation and awarding.

#### **Part D Summary.**

This Strategy will be delivered over the coming 4 year period and inform the review and enhancement of the next strategy phase. It will be delivered through the close alignment to the implementation plan as illustrated in section E below. It will be continually reviewed and if necessary updated to reflect any changes that will be necessary to respond to sector changes, requirements or strategic changes made by the organisation. These changes will be reviewed and approved by Academic Board and the Executive Committee with oversight via the Board of Trustees to ensure it continues to align with the strategic plan, mission and values of the Institute.

#### **Part E Implementation Plan (to follow)**