



Metanoia Institute

Access and Participation Statement 2026-27

Context

The Metanoia Institute (“Metanoia”; “the Institute”) values the wealth of experience, skills and knowledge that students from a wide and diverse range of backgrounds bring to the Institute and to the learning experiences of others. We welcome a rich diversity of learners and aim to foster a culture of inclusion and belonging, respect and celebration of difference, where students, staff and our wider community are valued and safe.

Metanoia is committed to continuously improving the rates of access, success and progression amongst groups where participation in higher education and entry to the counselling and psychotherapy professions remains low. This includes, but is not limited to, individuals from areas of significant deprivation, students of particular ethnicities, learners with a disability or particular need, care-experienced individuals, refugees and people from other communities such as Gypsy, Roma or those from a Traveller background. Metanoia fosters a welcoming and inclusive environment that reflects the professional values of counselling and psychotherapy.

Access

Metanoia operates a fair and transparent admissions policy¹ with clear published entry criteria for its courses. Prior qualifications are not in themselves the basis for acceptance onto a programme of study. The Institute operates a Skills Certificate course that provides the basis for entry to our training programmes.

We encourage and support widening access and participation on our programmes through:

- the inclusion of non-standard entry requirements;
- student bursary and scholarship schemes based on an applicant’s financial status and hardship funds available to apply for through the academic year;
- lower course fees for undergraduate higher education programmes than traditional providers; and

¹ <https://www.metanoia.ac.uk/about/policies-and-procedures/>

- timetabling of teaching at weekends.

The Institute's Strategy 2023-2028² establishes at a higher level Metanoia's ambition to attract and retain students (and staff) from a wide demographic to enrich the learning experience for all students across the Institute's undergraduate and postgraduate provision. This objective is articulated further and realised through the Institute's Education Strategy and Learning, Teaching and Assessment Strategy.

Metanoia has an Access and Participation Plan (APP) approved by the Office for Students which can be found [here](#) and outlines particular strategies for supporting access for underrepresented groups.

Participation

Metanoia monitors, evaluates and supports the widening participation of students from traditionally under-represented groups in psychology and counselling. This enables us to evidence our commitment to ensuring fairness, equity and equality in access, participation and achievement in our training programmes, a key element of our institutional strategy.

We support progression and achievement through:

- Keeping our staff-student ratio in teaching to a level that aligns with quality framework and PSRB expectations;
- Placing a strong emphasis on tutor and peer support;
- Providing dedicated support for students' additional needs and disabilities³;
- Maintaining focus on the development of professional clinical skills in preparation for a career in the field of counselling/psychotherapy;
- Supporting students to secure required clinical placements, through an in-house counselling service (MCPS) as well as partnerships with a variety of providers; and;
- Valuing and enabling meaningful student engagement⁴.

Data-informed Monitoring

Metanoia Institute is committed to regularly reviewing and improving access and participation practices and policies to ensure:

- Steady growth in the entry rates of students from traditionally and currently underrepresented groups;
- Reduction in the non-continuation rates of students from underrepresented groups;

² <https://www.metanoia.ac.uk/media/3406/metanoia-strategy-2023-2028.pdf>

³ The Institute's Disability Support Officer provides advice and information for individuals who have an additional support need/disability, including support in applying for DSA (Disabled Students' Allowance).

⁴ Metanoia's Student Engagement in Governance Policy supports the wider Institutional Enhancement Strategy. The Policy sets out the Institute's commitment to meaningful student engagement through effective representation, active participation in learning and teaching and involvement through representatives' membership of deliberative decision-making bodies in the governance structure.

- Reduction in any attainment gaps between students from underrepresented groups; and
- Improvement in the rates of progression of students from underrepresented groups.

Data collected at the point of application and entry to programmes is analysed to develop an increasingly sophisticated understanding of our students and their progression and achievement through the journey of their professional studies. This data is used in the Institute's annual and periodic monitoring and review processes to inform action planning, while transparency and performance metrics data and information is published on public-facing web pages, meeting Condition F1 (transparency of information) condition of the OfS's Regulatory Framework.

Metanoia is committed to continuously improve its use of data sets and data dashboards for the purpose of monitoring access and participation to inform positive action.

Transparency Return Data

The Institute's latest transparency tables (plus archived tables) are published on its public-access web pages. These tables set out:

- The number of applications for admission on to recognised, undergraduate higher education courses that we have received from UK domiciled applicants.
- The number of offers we have made in relation to those applications.
- The number of those offers accepted and the number of those who have registered with us.
- The number of students who registered and went on to complete their course with us.
- The number of students who attained a particular degree or other academic award, or a particular level of such an award, on completion of their course with us.

It also shows these numbers by reference to:

- The gender of the individuals to which they relate.
- Their ethnicity.
- Their socioeconomic background.

This information is provided annually to the Office for Students, the regulator of higher education in England.

Statement Review

Review of this statement: We review this Access and Participation Statement annually as part of our regular review of policies. We will update (where and when appropriate) and re-publish this policy annually, as required by condition A2 of the Office for Students Regulatory Framework. This version of the Access and Participation Statement was published in August 2026.

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