

Metanoia Institute Access and Participation Statement

Metanoia 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, respectfulness and celebration of difference, where students, staff and our wider community are valued and safe.

Metanoia Institute 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 with low socioeconomic status, students of particular ethnicities, disabled students, those from a care background, refugees and people from Gypsy, Roma and Traveller background. Metanoia Institute offers a welcoming and inclusive environment which reflects the professional values of counselling and psychotherapy.

Access:

Metanoia Institute operates a fair admissions policy with clear 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 at a competitive cost which provides the basis for entry to our training programmes.

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

- Non-standard entry requirements
- Student bursary scheme based on financial status
- Lower course fees for Higher Education programmes than traditional providers
- Timetabling of teaching at weekends

Participation:

Metanoia Institute is committed to supporting, monitoring and evaluating the widening participation of students from under-represented groups. This will enable us to evidence our commitment to ensuring fairness and equality in access, participation and achievement in our training programmes as part of our institutional strategy.

We support progression and achievement through:

- Teaching in far smaller group sizes than traditional providers
- Placing a strong emphasis on tutor and peer relationships and support
- Support for students with disabilities – our 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).

- 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
- Listening to and valuing the student voice – student representatives attend termly Boards of Study at programme level, are annually surveyed on student satisfaction and have representation on all institutional committees.

Monitoring:

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

- An increase in the entry rates of students from underrepresented groups
- Improvement in the non-continuation rates of students from underrepresented groups
- Reduction in any attainment gaps between students from underrepresented groups
- Improvement in the rates of progression of students from underrepresented groups

Data collected at the point of application and entry to programmes is used 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 Annual Monitoring and Review process. We seek to continually improve our use of data sets for the purpose of monitoring access and participation.

Reviewed May 2021