



Learning, Teaching, Assessment and Feedback Strategy

Strategy Owner: Director of Education

Date approved: September 2025

Next review Date: May 2026

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What underpins our Learning, Teaching, Assessment and Feedback Strategy?

Metanoia's Core Purpose

1. **Education:** We will provide a transformative and enriching teaching and learning experience that empowers students to achieve their potential and inspires them to make a positive impact in their communities. We will nurture a supportive learning environment that fuels growth, sparks creativity, and cultivates critical thinking. We will use research to continuously explore and implement evidence-based approaches for the most effective and impactful educational experience.
2. **Training:** We will deliver programmes that integrate clinical practice with academic rigour underpinned by research to provide well-defined and flexible training pathways that lead to immediate employability across all sectors, allowing graduates to make a meaningful impact from day one.

Metanoia's Education Strategy

1. Built on Pedagogical Research Evidence
2. Grounded in Evidence from Counselling and Psychotherapy Research
3. Inclusive and Accessible
4. Foster a Sense of Belonging, Mattering and Connection
5. Embrace Digital Learning
6. Clinically Aligned and Future Focused
7. Sustainable

Metanoia's Values and Behaviours

- Community
- Responsibility
- Inclusion
- Openness
- Challenge and Growth

Learning and Teaching at Metanoia

At Metanoia we will facilitate learning that develops both the individual and the practitioner:



To enable us to successfully develop both personal and professional growth in our learners, our teaching will be delivered in line with the latest established research on:

- **Developing personal growth in adults:**
 - Empathetic and relational
 - Developmental and personalised
 - Experiential and reflective
 - Discussion-led and dialogic
 - Safe and supportive
 - Community based
 - Digital competency
- **Counselling and psychotherapy practice development:**
 - Rooting teaching in real-world practice
 - Drawing in a range of clinical and research perspectives

- Designing tasks and activities to deliberately foster explicit connections between theory and practice
- **Creating cultural humility in students to enable our students to feel empowered to carry out their practice ethically with a range of diverse clients:**
 - Decolonisation and diversification of curriculum and reading materials
 - Opportunities to enable safe spaces for critical reflection on the colonised nature of research and theory in counselling and psychotherapy

This will all be underpinned by our Educational Strategy goals of:

1. Built on Pedagogical Research Evidence
2. Grounded in Evidence from Counselling and Psychotherapy Research
3. Inclusive and Accessible
4. Fostering a Sense of Belonging, Mattering and Connection
5. Embracing Digital Learning
6. Clinically Aligned and Future Focused

Assessment and Feedback at Metanoia

Fairness, transparency, and contextual understanding are crucial in assessing personal and professional growth. Our assessment and feedback will be rooted in the values of Metanoia. It will be designed to **foster community** whilst **encouraging responsibility**. It will be **inclusive, transparent** and **open** and designed to **scaffold self-challenge and growth**.

Fostering a Community of Learners

- We will foster belonging and collaboration, not competition
- We will create supportive, mentoring and community-based environments through the methods we use to engage students in assessment
- Our feedback will be carefully constructed to foster belonging and strong relationships between students and assessors
- We will embed digital approaches to creating communities of learners in the virtual space

Encouraging Responsibility

- We will encourage honest self-reflection and ownership of learning through embedded formative assessment, self-assessment and peer-assessment

- We will assess clinical competencies using a range of sources. It will be the student's responsibility to capture this breadth of feedback and develop a portfolio of evidence that they build on throughout their programme
- Our feedback will be accessible, clearly identifying both strengths and areas for development. It will be directly linked to our assessment criteria and will signpost students to where to find additional support. This approach will enable students to take responsibility for their own development, whilst giving them the scaffolds to be successful

Inclusive

- We will design assessments that are accessible and inclusive, accommodating different learning needs and identities to reflect the diversity of learners
- We will offer a range of modes of assessment across each programme, to reduce the impact of learning needs related to certain modes of assessment
- We will offer choice in assessment mode for many of our submissions, to enable students to express their understanding in a format that suits them
- Our feedback will be concise, written in accessible language, and make clear links to assessment criteria
- Our feedback will be feedforward in nature, providing clear guidance that can be applied to any further assessment
- We will provide feedback dialogically
- We will use digital learning approaches to enhance the inclusivity of our provision
- We will use digital platforms to diversify our assessment methods

Transparent and Open

- Our assessment expectations and criteria will be transparent
- Our calibration and moderation processes will be captured in a single document which is transparent and easily accessible to students
- Our assessments will be constructively aligned to our learning outcomes at both module and programme level
- Our assessments will be designed to encourage critical exploration of diverse perspectives and approaches
- Our assessments will be designed to encourage curiosity and openness to multiple viewpoints
- Our feedback methods and guidance will be designed to reduce power differentials to foster open dialogue about progress

Scaffolding Self-Challenge and Growth

- We will use assessment to stretch students' capabilities and foster continuous improvement
- We will support students to accept discomfort as part of the assessment process, clinical learning and professional development
- We will provide embedded and strategically placed support for students to develop assessment literacies throughout their programme
- We will embed formative assessment in every module
- Our assessments will be timely to maximise growth from them
- Our assessments will scaffold our students to consistently challenge assumptions and engage in reflexive practice
- Our assessments will be authentic to future careers in counselling or psychotherapy, scaffolding our students to be ready for immediate employability across a range of sectors
- Across a programme, our assessments will enable us to evidence robust clinical practice that is underpinned by academic rigour
- During feedback we will encourage and scaffold challenge and growth
- We will carefully design the range of modes of assessment across our programmes, to ensure that students have opportunity to develop their skills in expressing their learning in different formats
- We will recognise our ethical responsibility to design fair, bias-aware assessments
- We will encourage students to engage in digital based assessments to further promote self-challenge and growth

This approach will enable us to provide a holistic, values-based model of assessment, focused on growth, fairness, and inclusive excellence. For details of how this is enacted in practice, please see our current Assessment Policy and Guidance.

Academic Integrity at Metanoia

Part of our Core Purpose is to 'integrate clinical practice with academic rigour'.

Academic rigour will be safeguarded and monitored through:

- Our Assessment Policy and guidance – including clear procedures for assessment briefs, calibration, marking and moderation

- Our external moderation processes- including a focus on the academic rigour of our assessments
- Our annual monitoring processes – including grade average and spread monitoring

Academic rigour is underpinned by a culture of **academic integrity** across both the academic teams and students. In order to create a culture of academic integrity we will:

- Ensure we have opportunities for regular cross programme discussion and reflection on the academic integrity of both staff and students
- Embed academic integrity in our curriculum, including ethics and use of artificial intelligence
- Allocate workload to Education Leads to enable them to keep abreast of trends and research related to academic integrity in Higher Education, including the use of artificial intelligence in all areas of the assessment process
- Highlight our Academic Misconduct Policy to all students at the start of each section of their training
- Transparently and consistently apply our Academic Misconduct Policy