



Enhancement Strategy

The Metanoia Institute

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1. Introduction

At Metanoia, enhancement is inseparable from our institutional mission: to foster transformational, relational and practice-embedded learning. As a specialist provider of psychological therapy education, the Institute’s enhancement strategies must align not only with sector expectations but with professional standards, placement realities, and the diversity of adult learners entering the field. This strategy underpins our journey towards taught degree-awarding powers (TDAPs), embedding systematic enhancement activity across academic governance, curriculum design and delivery, student support and research-informed practice.

The Institute subscribes to the conception of enhancement in a higher education context as delivering ‘deliberate and systematic improvement in the quality of provision and the ways in which students’ learning is supported, involving the active engagement of students and staff’.¹ This definition signifies that enhancement is more than a collection of examples of practice that might be identified in an individual institution and termed ‘good’. It is about a provider being aware that it has a responsibility to improve the quality of learning opportunities and outcomes for students, and to have robust and demonstrably effective policies, structures and processes in place to achieve that (within an evaluative, outcomes-driven framework of success).

In practice, enhancement requires the effective administration of an explicit process of evidence-based analysis and evaluation to determine the specific steps relating to an identified aspect of provision. The quality of learning opportunities and information about those refers not only to students’ academic engagement but also to the range of professional services, information and guidance that students receive while they are with us.

Enhancements may be implemented at pace or take longer to instigate and realise, for example emerging from the annual and periodic cycles of reflective review at a module, programme or institutional level. A key role in effecting this approach is to secure and deploy appropriate resources to promulgate this ethos and practice, be that through human resources, policy and procedure development, stakeholder guidance or effective data management systems. Metanoia drives this enhancement strategy through its own Academic Action Plan and wider Institutional Action Plan and monitors the strategy through annual and other cyclical / periodic monitoring mechanisms.

Successful quality enhancement across the student journey requires an institutional consensus on the purpose and value of reflective review and evaluation, clarity in terms of the scope and purpose of data collection and its assessment, and a clear strategy for building indicators of success, with a focus on learner and trainee (student) achievement.

¹ [UK Quality Code \(June 2024\)](#)

Note: while the QAA is no longer the Designated Quality Body (DQB) for the Office for Students, the UK Quality Code for Higher Education has maintained its position as the key reference point for the sector in the UK in terms of expectations and practice for assuring and enhancing quality and for setting and maintaining academic standards.

Further, success requires inclusive and intelligent communication and a genuine commitment by the staff body and other stakeholders, including students, who can make a difference.

For quality assurance and enhancement activity to permeate all levels of the Institute, the principles underpinning the range of relevant policies and procedures in place must be accessible to all internal and external stakeholders, including external examiners and partners.

To achieve this, including taking account of regulatory requirements and external reference points and benchmarks, is a demanding process that requires the recruitment, development and nurturing of professional expertise at departmental and central services levels.

The Metanoia context

The Institute defines enhancement as an embedded responsibility of all departments and teams in delivering Metanoia's Strategic Plan 2023–28². Through regular critical self-evaluation and continuous improvement of learning, teaching and research, we ensure high-quality academic and professional outcomes and sector credibility. Enhancement expectations include:

- co-construction of learning through **staff-practitioner partnerships**;
- integration of **placement-informed innovation** into the curricula;
- Reflexive use of **performance and progression data** to identify differential outcomes; and
- continuous review of the learner journey to ensure **accessibility and equity** in outcomes opportunities throughout that journey.

These expectations drive both our internal quality assurance and enhancement processes and our engagement with key external reference points and benchmarks (specifically, the requirements and expectations of sector-relevant PSRBs, the Office for Students, Ofqual, QAA and its revised UK Quality Code for Higher Education).

2. The Institute's expectations

Metanoia has expectations and associated mechanisms to deliver an enhancement-led, outcomes-focused approach in curriculum design and development, teaching, learning and assessment, student support and information, student achievement, partnership development, staff development and scholarship, resource planning and quality management processes.

The following core activities and principles guide the Institute in terms of delivering the MI Strategic Priorities 2023-28 and the expectations set out above:

The Institute will:

- i. provide effective oversight and coordination of all externally and internally facing policies and procedures and programme-related information, ensuring that all published material is appropriately comprehensive, accessible and accurate;
- ii. ensure that all staff members – both teaching and professional services – are appropriately qualified, accept responsibility for reflection on their performance and set targets in collaboration with their line manager for their own personal and professional continuing development;

² <https://www.metanoia.ac.uk/about/our-vision-and-mission/>

- iii. support staff to develop the quality of their teaching and scholarly work or professional practice and support the recognition and reward of excellence through promotion and the sharing of good practice across the institution;
- iv. seek regular feedback through a range of proven mechanisms from staff, students, external peers and other stakeholders to maximise opportunities for identification of potential enhancements, and feed back to these sources on action and initiatives taken;
- v. provide guidance and support for the academic development of new programmes with reference to external standards and subject benchmarks and appropriate HE academic frameworks;
- vi. strive to nurture an accessible and inclusive learning environment and a range of support systems for students both within and in addition to their academic programmes to enable all learners and trainees the opportunity to achieve their academic, personal and professional potential over and above the minimum continuation, completion, and progression benchmarks set by the Regulator;
- vii. identify and address barriers to student engagement in both academic governance and learning and teaching to enable all learners to participate as partners in their education and training within the Metanoia context;
- viii. develop Institute-appropriate, effective channels of communication to promote the capability of teaching staff through engaging and productive scholarly activity, subject expertise and practitioner experience; and
- ix. encourage, facilitate and build functional networks of students and staff – appropriate in scale and scope for the Institute – to implement change at all levels of the Institute, manifested within the governance structure and in learning and teaching processes.

3. Implementation of the Strategy

Some examples of enhancement development implementation at Metanoia include:

- As part of the Institute’s digital transformation strategy, the introduction of student-data dashboards and analytics to identify barriers to retention, progression and completion with a view to removing those impediments;
- A research-engaged teaching initiative across all doctoral (level 9) programmes, supporting student publication and dissemination of academic outputs; and
- A developing, staff-led innovation community sharing good practice in inclusive pedagogy, heutagogy and anti-oppressive supervision and practice.

The Institute will regularly review and develop its range of policies, procedures and regulations to guide members of the MI community in the application of the underpinning principles in practice to multiply enhancement-led activity such as those listed above. This will entail:

- i. Publication of guidance on, and support for, creative and progressive curriculum development to prioritise key institutional themes and concerns, for example, post-qualification skills development, scholarly activity and employability in a professional practice context;
- ii. Implementation of the principles of learning, teaching and assessment with increased support for innovative delivery involving the exploitation and embedding of digital technologies for blended and fully at-distance learning, promoting students and trainees as critical, self-reflective, independent and active learners;

- iii. To support the achievement of ii., identify and implement digital technologies that support the Institute's goals, prioritising and targeting investment in infrastructure, systems and platforms that will enhance the learning and working experience at Metanoia;
- iv. Further develop the assessment framework to assure consistency of standards across subject areas and departments, aligned to the standards set out by AdvanceHE for UK HE sector¹;
- v. A Student Engagement in Governance Policy³, supported by a Student Charter⁴, to promote and facilitate learner engagement through representation in the structures and processes that underpin and quality assure learning, teaching and assessment;
- vi. Policies and procedures to guide, utilise and take advantage of external expertise⁵, notably the appointment of external examiners for all programmes and the role of external experts in programme approval and reapproval processes;
- vii. Policies and frameworks to encourage the development of academic and employability skills agendas to facilitate lifelong learning, support widening access and participation within the context of the Institute's student body profile and promote longer-term professional opportunities for our students in partnership with our network of sector-relevant partners;
- viii. People-and-culture-related policies for the strategic recruitment, retention and progression of academic and professional services staff of the Institute;
- ix. Management and peer review, including but not limited to the observation of teaching practice, with development opportunities for staff activity to support the currency of the curriculum, to be at the forefront of subject knowledge and learning and teaching methods;
- x. Development opportunities for professional services staff to ensure the effectiveness of practice in academic administration; and
- xi. Appropriate policies, procedures and systems for the collection, secure storage, management and retrieval / display of key data sets related to learner outcomes, profiling and cohort performance to inform and support critical evaluation and the selection and use of indicators of enhancement.

Figure 1, below, shows the key areas of enhancement activity at the Institute.

³ <https://www.metanoia.ac.uk/about/policies-and-procedures/>

⁴ <https://www.metanoia.ac.uk/about/student-charter/>

⁵ See the Metanoia Institute [Externality Policy](#).

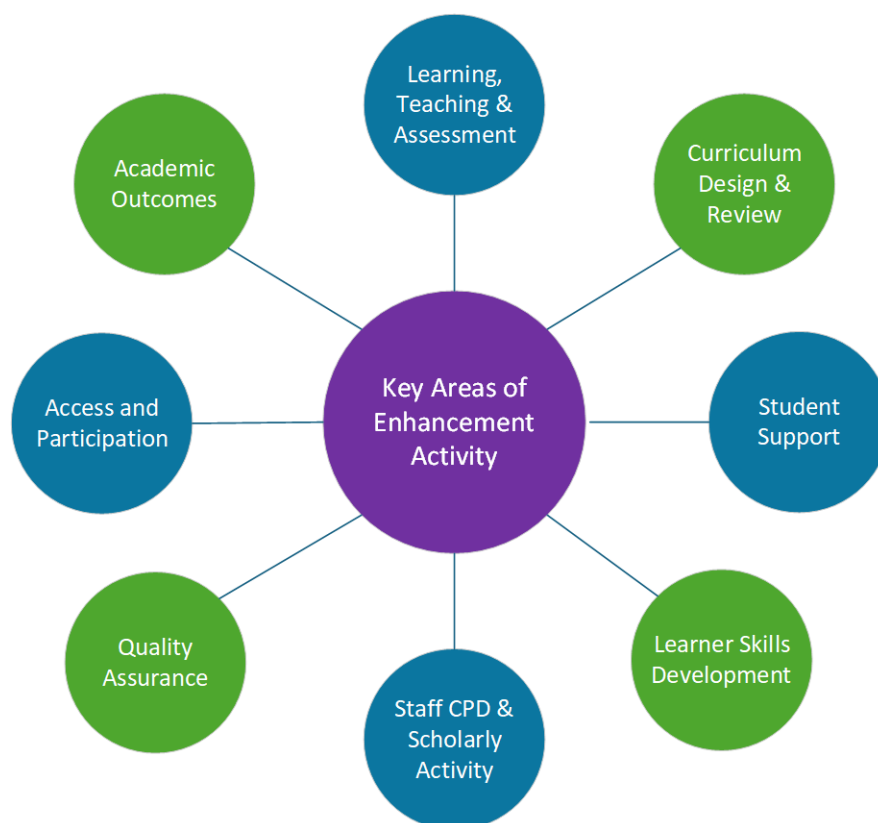


Figure 1: Key Areas of Enhancement Activity at Metanoia Institute

4. Monitoring of the Strategy and evaluation of success

In delivering on the Strategy, the Institute will identify focuses of enhancement – and indicators of success – through SMART⁶ issue- and period-specific objective-setting via the established institutional review and evaluation processes that are embedded in and managed through Metanoia’s deliberative structures and articulated as actions and deliverables in the Academic Action Plan and, as appropriate, elsewhere.

In addition, a *thematic* approach will be adopted to identify areas for enhancement across the institution that might otherwise not be captured through the delivery of the Education Strategy’s Implementation Plan, realised through the Academic Action Plan, or the normal processes that operate to identify areas for improvement or enhancement, such as annual monitoring and programme review. Academic Board (supported by its sub-committees) has a critical role in monitoring enhancements and development initiatives through annual and periodic cycles of review and reporting on these to the Board of Trustees. The Institute will identify periodically specific themes for enhancement informed by, for example, regulatory and professional body initiatives and concerns. These will be managed through the Academic Action Plan, with outcomes and progress monitored through the governance structure of the Institute or delivered through a discreet enhancement project identified via the application of the principles of this Strategy.

Academic Board (supported by its sub-committees) has a critical role in monitoring enhancements and development initiatives through annual and periodic cycles of review and reporting on these to the Board of Trustees. The Institute may identify periodically specific

⁶ i.e., Specific, Measurable, Achievable, Relevant and Time-bound.

themes for enhancement informed by, for example, regulatory and professional body initiatives. This will be managed through the Academic Action Plan, with outcomes and progress monitored through the governance structure of the Institute.

Programme (re)validations and internal institutional-level reviews will have the remit to explore and evaluate enhancement-led activity within a specified period and to articulate recommendations for further action to support the Institute's endeavours in its identification of enhancement opportunities across the student journey.

POLICY BACK SHEET

Section 1 - to be completed by policy proposer and forwarded to relevant Committee Secretary

Policy Title:	Enhancement Strategy
Author:	Head of Regulation
Rationale: <i>Outline the purpose of the policy, and its scope e.g. credit-bearing provision</i>	The Strategy sets out the Institute's commitment and approach to ensuring that enhancement principles inform and guide activity across the student / trainee journey in order to identify opportunities for enhancing the student experience within the Institute's outcomes-focused framework of learning and teaching and within the context of Metanoia's Strategic Plan.
Consultation undertaken: <i>List all groups and/or committees where consultation was undertaken e.g. JSSC, external advisor</i>	TBC
Resource implication: <i>Outline the potential financial, human and technological resource implication of the policy</i>	None

DOCUMENT CONTROL

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Date originally approved: TBC	Due for next review: 2027-28 academic year	

Related policies and other documents

- Institutional Strategy 2023-28
- Governance Handbook
- Review Framework for Annual and Periodic Monitoring
- Programme Approval Policy and Procedures
- Student Representation Scheme
- Equality, Diversity and Inclusion (EDI) Strategy
- Access and Participation Statement
- Student Support Strategy
- Student Charter

External Reference Points

- QAA's UK Quality Code for Higher Education Advice and Guidance: Student Engagement

ⁱ [Framework for Enhancing Assessment in Higher Education](#) (AHE)