

Access and Participation Statement
Trinity College Bristol Limited
UKPRN: 10023464

1.0 Policy

1.1 Trinity College Bristol is an Anglican and inter-denominational theological college offering undergraduate, taught postgraduate, and postgraduate research programmes in the area of Christian theology, ministry and mission. We are committed to enabling as wide as possible access to our programmes and participation in them for those wishing to deepen their understanding of the Christian faith at higher education level. In our policy and practice, we seek to uphold the Christian gospel's commitment to justice for all people, irrespective of background, and to help enable people to fulfil their potential as children of God.

2.0 Practice

2.1 Access

- We seek to operate a fair recruitment and admissions process, which is transparent, reliable, valid and inclusive, through a thorough, holistic approach to considering individual student needs and circumstances. This was identified as a feature of 'good practice' in our most recent QAA review.
- Entry requirements are clearly stated, but where people for whatever reason have not been able or had the opportunity to gain the requisite prior qualifications for undergraduate entry, we enter into a careful discussion with them to ascertain whether they can show potential in other ways, including through work experience.
- Applicants have the opportunity to discuss all elements of study at college, which, as well as the academic programme, include discussion of finances, accommodation and schooling for children (where appropriate), so as to help them prepare fully and effectively for study.
- We hold regular open days, hosted by students and staff, for people to gain an insight into what it is like to study at college.
- A number of members of our faculty speak at churches and other gatherings to raise aspiration to study theology at HE level.
- We offer bursary assistance to all prospective full-time students at undergraduate level where they do not already have the means to cover their fees.
- We recognise that BAME students are under-represented among those sponsored by the Church of England, who make up a significant proportion of our total student body. One of our BAME students has recently taken part in a national consultation to help address this issue.

2.2 Participation

- We welcome new students to a period of orientation to life and study at college before the programmes begin (welcome week for full-time students, welcome

weekend for part-time students).

- We run a study skills programme for all students new to theology or returning to study, as well as occasional skills workshops.
- We have a specialist staff member dedicated to the support of students with disabilities and specific learning difficulties, offering both study skills support and help with obtaining funds from DSA. This area of work has been a strategic focus in the course of the last few years in view of large numbers of students presenting with specific learning difficulties like dyslexia and dyspraxia. In 2017/18, support was given to more than 20% of the full-time students on taught undergraduate and postgraduate programmes.
- We work with external expert advisers, as required, in relation to particular additional needs. As an example, with specialist help, we put in place a full structure of support for a profoundly deaf student.
- We seek to build an effective partnership between staff and students at all levels in enhancing the quality of learning opportunities. This was identified as a feature of 'good practice' in our most recent QAA review. We engage students, individually and collectively, as partners in the assurance and enhancement of their educational experience.
- We seek to embed a culture of support for student learning which develops the academic and professional potential of students. This was identified as a feature of 'good practice' in our most recent QAA review. This includes a well-developed and valued pastoral and student tutorial and support system.
- We seek to add value to students' experience through a strategic approach to the development of leadership skills through our School of Leadership. This was identified as a feature of 'good practice' in our most recent QAA review.
- Families of students are welcomed to play a part in the wider community life of the college.
- The college runs an Ofsted accredited day nursery to enable those with small children to participate more fully in study opportunities.
- The college welcomes students from a diverse age range, currently from age 20 to age 70.

2.3 Progression

- Retention rates are very high. Latest available figures (2016/17) show that retention rates across the taught programmes averaged 96%.
- There was a 100% pass rate among students who completed their programmes in 2016/17.