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 people 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.

- 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.

- 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 have been awarded a substantial grant by the Church of England RMF Innovation Fund to develop a programme aimed at enabling students from underrepresented groups and from non-traditional educational backgrounds to access theological learning and ministerial training. New pathways are being developed with additional and focused support.

- We recognise that UKME and GMH students are under-represented among those sponsored by the Church of England, who make up a significant proportion of our total student body. Priority work has been given to raising the profile of UKME and GMH people in appointing new members of staff to the faculty.

- We have been awarded a substantial grant by the Church of England's Racial

Justice Unit to develop a programme to grow theological educators among people with UKME heritage.

2.2 ***Participation***

- We welcome new students to a period of orientation to life and study at college before the programmes begin.
- 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. We attract a larger than average proportion of students presenting with specific learning difficulties like dyslexia and ADHD.
- The specialist study support tutor makes available individual learning plans for students with additional needs. Information is disseminated to teaching staff to ensure reasonable adjustments are made for learning difficulties and medical conditions.
- We have extended our assessment options to include more verbal forms of assessment like assessed conversations and presentations to give greater scope to students who struggle with writing to demonstrate their learning.
- We work with external expert advisers, as required, in relation to particular additional needs.
- We are committed to finding ways of decolonising the curriculum for the sake of all students. To this end teachers are encouraged to share their developing practice with one another at each formal staff meeting.
- We seek to build an effective partnership between staff and students at all levels in enhancing the quality of learning opportunities. We engage students, individually and collectively, as partners in the assurance of quality 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 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 and understanding through our School of Leadership.
- Families of students are welcome to play a part in the wider community life of the college.
- The college runs an Ofsted registered day nursery to enable those with small children to participate more fully in study opportunities.
- We have embarked on a programme of site development which includes making the college teaching and residential accommodation more accessible to people with limited mobility.
- The college welcomes students from a diverse age range.

2.3 *Progression*

- Retention rates are consistently very high.
- The pass rate among students who complete their programmes is very high.