

St Mellitus College

Access & Participation Statement 2020

St Mellitus College is committed to widening access and participation across all our higher education academic programmes. Recruitment, selection and admission policies and procedures are transparent, reliable, and inclusive, adhering to principles of fair admission at each stage of the process. We are committed to helping students to succeed in their chosen course of study, providing appropriate support, to ensure higher education acts as a gateway to employment, personal development, and further opportunities for study.

This Statement is made in line with the Office for Students Regulatory Framework 2018.

[This statement can be found on our website.](#)

Access

St Mellitus College operates a transparent admissions process, with an emphasis on individual student needs and circumstances. We offer a number of pathways of study, increasing the opportunity for those seeking to participate in Higher Education and attract students from diverse backgrounds.

- Entry requirements for each course are clearly stated, and every applicant is considered on an individual basis.
- For each applicant it is ascertained whether potential for a particular course might be demonstrated in ways beyond specific academic measure, which can include prior study in a different discipline, work or life experience. Where appropriate a student can enter studies at Certificate or Diploma level and transition to a full Bachelor course following assessment of progress.¹
- Every applicant is considered based on their individual needs and circumstances. At interview each applicant is given opportunity to discuss any questions they have about studying, finances, and family support.²
- Every applicant has the opportunity to attend an Open Day at the college where they meet with students and staff and gain insight into the shape of the college experience. Open Days are offered at various times and locations maximising accessibility for those considering the college.
- We offer access courses that act as an entry point to higher education.³ These courses enable a student to enjoy high quality teaching that has the proven potential to lead towards higher education. These courses act as an access point for those from disadvantaged backgrounds and under-represented groups.⁴ Many students' first contact with St Mellitus College is through interest in these access courses, and through encouragement, commitment and aptitude many continue into formal higher education studies.
- The College has also developed a pathway to support those seeking Ordination called the Peter Stream, which supports those who have felt themselves, for whatever reason, excluded from the process of discernment, selection or training. 65% of the 2020 student intake on this stream are from BAME backgrounds, and many come from underrepresented POLAR postcodes.

¹ This route for progression is a clearly defined route with multiple entry and off-points. Alongside provided pastoral support, this encourages prospective students who may have lower expectations of success or progression. This enables the participation of those otherwise disenfranchised or precluded from Higher Education.

² The College attracts students from a wide age-range studying at all levels.

³ *Beginning Theology* and *School of Theology*

⁴ BAME (Black, Asian and Minority Ethnic) students represent approximately 40% of student numbers on the Beginning Theology course, which has been successful in nurturing both vocations and capacity for further study.

- Academic staff regularly speak at external events encouraging those who are considering studying theology at higher education level.
- St Mellitus College offers regular public events open to all at higher education level. These events offer insight and a chance for prospective students to experience the College teaching environment.

Participation

It is a priority for St Mellitus College to ensure that students from disadvantaged backgrounds and under-represented groups can not only access but also succeed in higher education.

- At the point of commencement of study each student is invited to an induction day and sessions are provided to help integrate them into full participation of the college life. Every student is allocated a Formation Group tutor, who will journey with them for the duration of their studies to assist in participation and provide support.
- An academic development programme for all students is offered with workshops and advice.⁵
- St Mellitus College has appointed a Lead Tutor for Academic Development, as well as a Student Development Officer. In addition, each Centre has a dedicated academic development tutor. Academic Development is about providing support and encouragement as well as enabling students to develop the necessary skills to get the most out of their studies. Academic development is for everyone.
- St Mellitus College is committed to making reasonable adjustments enabling students to participate fully in the learning experience.
- St Mellitus College attracts students who have specific learning difficulties such as dyslexia, dyspraxia, dyscalculia, or ADHD, and has a policy in place⁶ to ensure student needs are identified early (including questions at the application stage) with the necessary support in place as soon as possible.⁷ St Mellitus College provides support in helping students complete their funding applications where applicable.
- St Mellitus College has a commitment to student pastoral support. This serves all students irrespective of background. This includes chaplaincy and counselling.
- The London Centre is fully accessible to students with physical and other disabilities. Lifts and disability access ramps are available where needed, and dedicated accessible facilities. In the Chelmsford, South West, North West and East Midland centres the College uses non-college facilities to deliver teaching and make reasonable adjustment, where required, to ensure students can access teaching and learning resources.

Statement Prepared: June 2018
Last Reviewed: November 2020
Next Review Date: November 2021

⁵ Including essay writing seminars, dissertation advice, how to theologically reflect on experience, time management & organisation.

⁶ Specific Learning Difficulties Policy.

Of the current student body, approximately 20% have an identified Specific Learning Difficulty.

⁷ The core materials we use for the Academic Development courses are appropriate for students with dyslexia and those without, and have been drawn from a range of resources that are designed to enable all students to develop their key skills.