

## St Mellitus College

### Access & Participation Statement

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 Foundation, Certificate or Diploma level and transition to a full Bachelor degree following assessment of progress.<sup>1</sup>
- 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.<sup>2</sup>
- 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.

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<sup>1</sup> 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.

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

- We offer access courses that act as an entry point to higher education.<sup>3</sup> 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. 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. In our London centre, over 60% of the 2025 student intake on this stream are GMH/UKME with a majority coming from underrepresented POLAR postcodes.
- The College runs the [Elizabeth Pathway](#), a discernment and training pathway towards Church of England ordination for mature lay leaders with leadership experience, enabling them to train for the diaconate over two years.
- 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. 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.
- The Academic Skills programme provides support and encouragement as well as enables students to develop the necessary skills to get the most out of their

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<sup>3</sup> *Beginning Theology In Person and Beginning Theology Online*

studies. In addition to seminars, 1:1 sessions are available to book.<sup>4</sup>

- St Mellitus College attracts students who have specific learning difficulties such as dyslexia, dyspraxia, dyscalculia, or ADHD, and has a policy in place<sup>5</sup> to ensure student needs are identified early (including questions at the application stage) with the necessary support in place as soon as possible.<sup>6</sup> St Mellitus College provides support in helping students complete their funding applications where applicable. The College also has appointed a Lead Tutor for Academic Skills, who holds oversight for students with SpLDs.
- St Mellitus College is committed to making reasonable adjustments enabling students to participate fully in the learning experience. The College has employed an Events and Operations Manager who helps to oversee the health and safety of both staff and students, with a particular focus on equipping each centre to meet the welfare and disability needs of their students.
- St Mellitus College has a commitment to student pastoral support. This serves all students irrespective of background. This includes chaplaincy and access to counselling provision for ordinands.
- 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 Chelmsford, South 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.

## Document Information

<b>Prepared by</b>	Sara Schumacher, Interim Dean
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<sup>4</sup> Seminars include essay writing seminars, dissertation advice, how to theologically reflect on experience, time management & organisation.

<sup>5</sup> Specific Learning Difficulties Policy.

<sup>6</sup> The core materials we use for the Academic Skills 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.