WTC
ACCESS AND PARTICIPATION STATEMENT

May 2026

WTC Access and Participation Statement	
Purpose	To set out clearly WTC's commitment to support access and participation in the college's courses by students from disadvantaged backgrounds and under-represented groups.
Enquiries	Enquiries about the Access and Participation Statement should be directed to the Chief Operating Officer (Nigel Langford) at coo@wtctheology.org.uk
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Approved by	Board of Trustees
Next Review	May 2027
Staff member responsible for update	Chief Operating Officer

1. Introduction

WTC is a not-for-profit, interdenominational, charismatic theological college with the vision of taking rigorous and accessible Kingdom Theology into the heart of the local church across the UK.[1] Our goal is to equip and empower people of all ages and backgrounds for leadership, mission, and discipleship and, through this, to effect personal and community transformation. We offer part-time, university-accredited qualifications in theology to around 250 students per year, and a non-validated, fully on-line, Foundations in Theology course.

In addition to a range of degree and certificate courses in Kingdom Theology, WTC offers a specialist Graduate Diploma track focusing on Church Planting and Leadership. All WTC degree level programmes are validated by Birmingham Newman University.

Our student body (church members and leaders) consists of a wide age range (18-75), with the majority aged between 35-60. They are drawn from a broad cross-section of professional and socio-economic backgrounds in the UK. Students come from a range of church denominations but the majority (c. 70%) are members of the independent church sector (i.e. not affiliated with a formal denomination), which have no dedicated theological colleges. A number left school with no formal qualifications, while others come to study with WTC already having multiple degrees. This richness in backgrounds, thought and experience is part of what makes studying with WTC such a rewarding experience.

2. Values and Principles

WTC's values[2] inform and underpin every aspect of the college's activities. Specifically, our value

> "Maintaining a high view of humanity as made in the image of God, both female and male, and nourishing the beauty, uniqueness, interdependence, freedom and creativity of humanity, that we may live out our God-created purpose"

sets out the biblical principle that every person is valuable and unique. All aspects of our teaching and operations, including plans and policies, seek to communicate the value and dignity which we believe every individual has in the Kingdom of God. This, in turn, informs our practice of promoting and teaching equality and inclusion, and fostering opportunity for every student.

WTC offers degrees in Kingdom Theology because at the heart of our study is the belief that Jesus came proclaiming the good news of the Kingdom of God. Jesus placed considerable emphasis in his ministry on earth on including those on the margins of society and affirming their value in his Kingdom.

[1] WTC is a registered charity (No 1123573) and a company limited by guarantee (Reg No 6506007).
[2] https://wtctheology.org.uk/about-us/vision-values/

Another WTC value is accessibility. Our course delivery model as well as the study skills and financial support all support this value explicitly.

3. Practice

3.1. Delivery Model

- Our courses are delivered via a pioneering blend of in-person teaching, web learning and video-conferencing. Apart from the two intensive teaching weeks (Sept and Jan), students study at local learning 'Hubs' near their home locations and around their existing commitments. This model makes studying with WTC highly accessible to adults at all stages of their working life.[3]

- Our student body profile provides evidence of how accessible our courses are, with the student age range as of 2025-26 between 21-81, 83% of students working (full-time (39%), part-time (31%) and self-employed (13%)) in a wide range of sectors. The rest of the student body includes primary carers (3.5%), volunteers (4%), retired (5%), unemployed (3%) and interns (1.5%).

3.2. Course Content

- The Bible emphasises the high priority God places on the poor and excluded. Modules on engaging with those on the margins of society are included in all programmes of study, and the Faculty who teach them are practitioners in the areas they are teaching, meaning that students are challenged to think about how they can translate this into action in their own lives.

- All programmes also emphasise the value of each individual, notably the radical (in the context of Ancient Near East culture and first century Jewish and Greek culture) biblical teaching on God's view of women as of equal value to Him as men.

3.3. Access

- Members of our Faculty and staff, including our President, Principal and Dean of Studies, regularly speak at churches, Christian network festivals and gatherings, on Christian radio and podcasts and at academic fora, with the aim of encouraging church leaders and members to invest in studying theology to inform all aspects of their work, life and mission and to explain how accessible studying with WTC is around their existing commitments.

- Faculty conduct regular visits to our Hubs to meet with church leaders and potential students from the Hub region to give free theology lectures and to provide 'taster' sessions of what studying with WTC is like.

[3] 75% of WTC students work full-time, part-time or are self-employed throughout their studies.

- We hold monthly Online Open Events between January and July, which are open to anyone who wishes to find out more about WTC, its programmes, and patterns of study. These events are hosted by WTC staff and Faculty, and seek to provide both information and inspiration for study, as well as giving space for any questions from prospective students or church leaders who wish to find out about WTC in order to recommend it to their membership and leadership as a place to study.

- WTC seeks to operate a fair recruitment and admissions process, which is transparent, reliable, valid and inclusive.

- Entry requirements for the university level programmes are stated on the website. For undergraduate programmes, this includes the proviso that mature students (25+) may not require formal qualifications if they have relevant work/leadership/ministry experience that has sufficiently prepared them for study. Given the high percentage of mature students among the student body, this makes the courses accessible and attractive to a number of people who otherwise wouldn't consider studying at tertiary level. In addition, individual circumstances are taken into account when applications are reviewed, and applicants who appear borderline are asked to submit a short essay as part of their application so that the standard of their English language can be assessed to ensure they will be able to study at the required level. There are no academic entry requirements for the online Foundations in Theology Course with the exception of appropriate language facility in English. Students can be national and international and places are capped at 100 per year.

- Applicants can contact WTC staff and Faculty during the admissions process to discuss any aspect of studying or their individual concerns relating to issues such as the student experience, finances, the academic programme, or any other study-related question. Hub Directors, many of whom are current or past students at WTC, are also in touch with applicants for their Hubs and can answer questions and discuss concerns.

- Information on programme fees for different programmes are clearly set out on the website together with information on criteria for, and how students can, access WTC bursaries.[4] The Facts About Fees document gives details of what the fees cover and other potential expenses associated with studying. Information on accessing WTC bursaries is available on the website. The website also gives a list of

[4] https://wtctheology.org.uk/courses/fees-faqs/

other prospective grant-making bodies available to students (which have no formal connection with WTC), as well as some information on accessing student finance through the Kingdom Bank.

- Participation

3.3.1. Preparation to study:

- WTC offers outstanding study skills support to all students in groups and on a one-to-one basis by appointment. We have a part–time Learning Development Tutor who is available to all students. Typically she spends most time supporting those with neuro-diversity issues, (Specific Learning Differences) and students who lack confidence or specific skills around fulfilling the academic requirements, but she is available to all students.

- All new students are contacted by our Learning Development Tutor before the start of the academic year, and provided with resources to introduce them to studying at HE level before the start of the academic year so that they can prepare and practice.

- For those students with neurodiversity issues, our Learning Development Tutor will offer to meet with them virtually before the start of the academic year, to talk through the nature of the learning development support WTC offers.

- All new students are offered the opportunity to engage with the IT team both before and at the first Residential teaching week to ensure they are comfortable with the IT requirements of their programme and the teaching delivery. One-to-one IT support is available to any WTC student by appointment.

3.3.2. Learning Development Support

- Our comprehensive Learning Development resources are available to all students throughout their studies with group meetings with our specialist tutor and Faculty as well as one-to-one meetings available to support them.

- Faculty members also offer regular virtual meetings with students throughout the academic year to provide support on writing essays and all the skills which this entails.

3.3.3. Disability Support

- WTC welcomes students with physical disabilities and neurodiversity issues to our programmes. All Hub and Residential venues are accessible to students with physical disabilities, and our learning development provision provides

individual and group support to all students, including those with Special Educational Needs.

- To give one specific example, WTC has welcomed several deaf students to study, and worked with them to access the specialist support they needed to attend the Residential weeks and Hub nights as full members of the community. Making our courses more widely accessible to the deaf community is something we are working on, as we are now much more aware of the significant challenges they face accessing higher education.

3.3.4. Financial support

- In addition to student finance for those students who qualify, WTC offers two central bursaries paid for through fundraising. The General Bursary is available to those on low household incomes and the Principal's Bursary Fund (PBF) to students with a background in offending and addiction.

- A number of students also receive financial support from trusts, their churches, families, friends and/or individuals within their churches. WTC provides help and advice in person and on the website, including directing students to a list of trusts which have granted funds to WTC students in the past to help with fees.

3.4. Progression

- Our most popular course is the Graduate Diploma in Kingdom Theology. Of the 479 alumni of this course, 81 (17%) have continued to WTC's PGDip or the MA to date. Other students have continued their studies in other HE institutions, including several former students going on to PhD programmes.

- In our last Alumni Survey (2022),[5] 79% of respondents said that studying with WTC had an impact on their vocation/work/ministry, with 59% reporting greater involvement in the local church community and 52% reporting greater involvement in their wider community as a result of studying with WTC. 30% of respondents reported that their studies with WTC had led directly to a change in employment with some moving into church leadership, setting up NGOs or expanding their voluntary roles.

[5] WTC currently conducts alumni surveys every 4-5 years.

4. Areas of progress

4.1. Gender equality

WTC models the values it espouses and teaches:

- WTC teaches and models our value of gender equality. In 2024/25, the college had a ratio of 55:45 female to male students. In 2025-26, the ratio is 60:40 female to male students. We aim to keep this at roughly 50:50 but do not offer places on the basis of sex/gender.

- There are currently several women in positions of leadership at WTC, including the college President, the Chair of the Board of Trustees (three of the four trustees are women), and in several key management roles. In addition, as of 2025-26, 12 of the 31 Faculty members (39%) are women. Having women in leading roles and doing an excellent job is a powerful role model for female and male students, particularly in some sections of the church community where gender equality is not yet fully espoused.

- Our President has written several books on the theology of female:male relationships as taught in the Bible. This continues to raise the profile of WTC's values, teaching and modeling in this area. She is regularly consulted by churches who are wishing to move away from a male dominated leadership structure.

- We hold a biannual non-curricula forum at our Residential to provide a forum for our female and male students, staff and Faculty to discuss areas of specific challenge relating to women's experience of gender discrimination and how they can address and overcome these. These have proved very popular.

4.2. Diversity

- Two (6%) of our Faculty (6%) and one (25%) WTC Trustee are non-white. While we are intentional in increasing the numbers of non-white persons working for WTC, those already working with us provide a role model for black and brown students.

- In the 2025-26 academic year, 34 out of 272 total students (13%), are from minority ethnic backgrounds.

- We held our first student-led discussion on how WTC can become a more welcoming place for non-white students in January 2021. Practical recommendations from these

discussions are being implemented in college life. WTC is actively seeking to build relationships with non-white majority churches and church networks in the UK.

4.3. Socio-Economic Disadvantage

- From 2017-18 to 2025-26, between 12% - 15% of the student body each year received WTC bursaries.

- 36 students have benefitted from the PBF (for those with a history of addiction and/or offending); and the first student, who was the catalyst for establishing this bursary, graduated in summer 2020 with his BA. Of the remaining recipients, sixteen have completed their studies, including six who have completed a full BA honours degree. This is a considerable achievement and represents a significant change in each student's self-image and levels of educational achievement as well as the subsequent opportunities open to them.

- One of our Hub locations (West Midlands Hub) is in Betel UK Headquarters. Betel UK is an independent Christian charity for men, women and families affected by drug and alcohol addiction and homelessness. Our partnership with them, including a number of their leadership team around the UK studying with WTC, is testimony to our increasing levels of engagement with students whose backgrounds have restricted their access to education having this opportunity made available to them.

4.4. Areas of continued focus

4.4.1. Engagement with black majority churches

- WTC values include building strong relationships with those who share our vision for taking theology back into the local church. We are working on engaging with black majority churches (BMC) with the help of our black students, and our trustees. In addition, we are actively engaging with Black Majority Churches in London to establish a new Hub for WTC. The diversification of our college is of critical importance to us and so we seek to work with key influencers within these communities.