

COURSE HANDBOOK

BMus (Hons) Piano for Theatre

Validated by the University of East Anglia

CONTENTS

INTRODUCTION	3
INFORMATION IN ALTERNATIVE FORMATS	3
WELCOME FROM THE PRINCIPAL	4
YOUR COURSE	5
THE COURSE PHILOSOPHY	6
THE STRUCTURE OF THE COURSE	6
LEARNING, TEACHING & ASSESSMENT STRATEGY (LTAS)	10
LEARNING & TEACHING MODES	10
MARKING GUIDES	11
FEEDBACK	13
STUDENT POLICIES & PROCEDURES	14
POLICY DOCUMENTS & LINKS	15
ENROLMENT & EXPECTATIONS	15
ATTENDANCE, PUNCTUALITY & DISCIPLINE	15
HEALTH & SAFETY	17
STUDENT SUPPORT	18
TUTORIALS	19
STUDENT SERVICES	19
LIBRARY SERVICES	19
LEARNING SUPPORT	19
REGISTER WITH A DOCTOR	19
SPECIALIST MEDICAL SUPPORT	20
COUNSELLING	20
EMERGENCY SUPPORT FUND	20
STUDENT VOICE	20
STUDENTS' UNION	20
STUDENT SUPPORT FLOWCHART	22
ACADEMIC PROCESSES & ASSESSMENT	23
ASSESSMENT	24
AWARDS	24
LATE SUBMISSIONS	25
FAIL MARKS & REASSESSMENT	25
EXTENUATING CIRCUMSTANCES	26
INTERRUPTION OF STUDY	26
WITHDRAWAL	27
ACADEMIC WARNING & TERMINATION OF ENROLMENT	27
ACADEMIC APPEALS	27
QUALITY ASSURANCE	27

INTRODUCTION

This Handbook provides a wide range of information about Mountview, your course, Mountview's regulations, and the support available to you.

This course is a 3-year training journey, leading to a Bachelor of Music (BMus) Degree, that will enable you to develop the essential attributes and skills for working in the music industry. The curriculum is designed to put practical, skills-based acquisition and learning beside critical thinking.

The course is delivered on our campus at Peckham in South-East London.

No document can answer every question – Student Services, academic staff and a range of external support services are here to help you if you need them.

A full list of staff can be found at: <https://www.mountview.org.uk/about/people/staff/>

INFORMATION IN ALTERNATIVE FORMATS

If you need the information in a different format, such as Braille or large print, please contact Amy Barber, Student Welfare Manager (020 8826 9215, amybarber@mountview.org.uk). To help us respond promptly, please be as specific as you can about what you need.

This document was updated in 2025 and the information presented is correct as of this date.

» UNIVERSITY OF EAST ANGLIA

Norwich, Norfolk, NR4 7TJ. 01603 456161. www.uea.ac.uk

» MOUNTVIEW

120 Peckham Hill Street, London SE15 5JT. 020 8881 2201. www.mountview.org.uk

WELCOME FROM THE PRINCIPAL

Welcome!

I am so pleased to welcome you to Mountview - you are now part of an inspiring community of students, teachers and creatives, support staff and alumni. At Mountview we encourage you to be exactly who you are and to know that we value independent thinking and individual flair. I encourage you to give your potential the chance it deserves, by immersing yourself in your new environment and soaking up all it has to offer. Kindness and respect are at the core of our community so please join us in these commitments. You will meet people here who will change your thinking, you will create new friendships and open your world - embrace all of this and more. This is your time.

We will enjoy challenging your learning in the time you are with us and offering you new insights, new ideas, new ways of seeing and of being. You will find your own route to make sense of all that is on offer, and you will grow through Mountview as an independent and confident professional. Whichever way you chart your journey through the course, do it with curiosity, commitment and courage. These are the handrails for your learning and, as you take each step, they will keep you secure, steady and on track.

Vocational training is intensely satisfying; you will work hard but the rewards you will reap in your development will be worth it. I look forward to seeing you around the building, please say hello, and as you are preparing for your chosen career remember to enjoy yourself!

Sally Ann Gritton
Principal
She | Her
MA PGCLTHE FRSA FHEA



YOUR COURSE

THE COURSE PHILOSOPHY

THE STRUCTURE OF THE COURSE

LEARNING, TEACHING & ASSESSMENT STRATEGY (LTAS)

LEARNING & TEACHING MODES

FORMATIVE ASSESSMENTS

MARKING GUIDES

FEEDBACK

WORK-BASED LEARNING

THE COURSE PHILOSOPHY

» COURSE OVERVIEW

This course is built around a rationale of approaching, applying and achieving piano technique and musicianship as a theatre musician to a professional standard. In this process, you should expect to celebrate areas of study and skill in which you excel, and grow in areas which you find more challenging, and to coalesce all this into artistic achievement.

The centre point of your studies will be aiming to achieve a professional standard of piano and keyboard playing, and to apply those skills in a music theatre context. No professional musician is complete without a diverse range of techniques and know-how to equip them for a portfolio career; therefore, the course aims to give you additional wide-ranging skills in music technology, leadership and pedagogy, singing, scoring and orchestration, and collaboration. The course also aims to help you develop a sense of self as an artist who has integrity and a healthy approach to their work and practice, equipping you for a lifetime of productive and fulfilling work, and enabling you to grow as a practitioner alongside an ever-evolving industry.

This course aims to help you become the artist you want to be. With rigour and compassion, celebration of abilities and the recognition of the need for lifelong learning, the course is intended to enable you to achieve the very best in professional excellence and artistic integrity.

» TRAINING THEMES

In your three-year course, each level of training has a study theme:

YEAR & THEME	DESCRIPTION
Year 1 (Level 4) <i>Approaching Musicianship</i>	In year 1, you should expect to channel your commitment to and enthusiasm for music and theatre into establishing your broad base of piano skills, your overall musicianship, and your understanding of where music has come from and how it has evolved.
Year 2 (Level 5) <i>Applying Technique</i>	In year 2 you should expect to develop expertise in a wide range of skills and have agency to begin applying them to your work, with tutorial support.
Year 3 (Level 6) <i>Achieving Artistry</i>	In year 3 you should expect to coalesce excellence and agency in applying a diverse range of piano techniques and approaches to musical theatre keyboard repertoire with your understanding of other musical skills that support the musical theatre pianist for success in a portfolio career.

THE STRUCTURE OF THE COURSE

The course is delivered in a series of modules divided across three years. Modules are made up of components – units of study or sequences of classes. Further details on the modules and component content are found in the Module Specifications for the course.

» COURSE MODULES

Year 1 (Level 4)		Year 2 (Level 5)		Year 3 (Level 6)	
Module	Credits	Module	Credits	Module	Credits
Principal Study 1 (PFT400)	50	Principal Study 2 (PFT500)	50	Principal Study 3 (PPFT600)	60
Musicianship & Historical Studies (PFT410)	30	Musicianship & Theatre Studies (PFT510)	30		
Singing & Instrumentation (PFT420)	20	Technology & Scoring (PFT520)	20	Collaboration & Leadership (PFT620)	30
Artist Development 1 (PFT430)	10	Artist Development (PFT530)	10	Professional Development (PFT630)	20
Second Study 1 (PFT440)	10	Second Study 2 (PFT540)	10	Second Study 3 (PFT640)	10

» MODULE MAP & CONTENT

Each year is split into three terms. The first two terms contain most of the taught classes where each term is divided into two 6-week blocks. In the third term, more time is scheduled for personal practice towards recitals, and independent study for written submissions.

» YEAR 1 (LEVEL 4) - APPROACHING MUSICIANSHIP

At this level, teaching is focussed on the study of foundational musical skills and techniques, developing a base knowledge of study in piano practice, history, repertoire, and musicianship, as well as supportive techniques.

Modules at this level of training aim to:

- Provide a grounding in good piano techniques and practices, development of musicianship through theory and aural training, and an introduction to the guitar as a second study instrument.
- Support practice through musical historiography, musicology, and contextual study.
- Develop your self-awareness and positioning to the work of others using critical skills.

Level 4 Modules	Term 1	Term 2	Term 3
Principal Study 1 (PFT400)	Piano Study Piano Repertoire Sight Reading	Piano Study Piano Repertoire Sight Reading	Piano Study Piano Repertoire Recital Assessment*
Musicianship & Historical Studies (PFT410)	Musicianship & Theory Historical Studies	Musicianship & Theory Historical Studies	Historical Studies Assessment*
Singing & Instrumentation (PFT420)	Instrumentation Singing Technique	Instrumentation Singing Technique	
Artist Development 1 (PFT430)	Artist Development Workshops Student Tutorials	Artist Development Workshops Student Tutorials	Artist Development Workshops Student Tutorials Artist Development Portfolio*
Second Study 1 (PFT440)	Guitar Study	Guitar Study	Guitar Study

» YEAR 2 (LEVEL 5) - APPLYING TECHNIQUE

At this level, teaching is focussed on elective forms of study, an expanded study of music in theatrical contexts, and broadening technical skillsets.

Modules at this level of training aim to:

- Develop skilled application of piano techniques both in solo and collaborative contexts, join knowledge acquired from art repertoire and apply it to musical theatre repertoire, and introduce elective avenues of second study.
- Bridge your awareness of art music to commercial musical theatre, applying previously learned historiographical and musicological lenses.
- Deliver knowledge of complementary fields of study which support a musical theatre pianists' portfolio of skills.
- Provide you with the analytical skills required to have agency in deconstructing and understanding your own work and writing, and that of others.

Level 5 Modules	Term 1	Term 2	Term 3
Principal Study 2 (PFT500)	Piano Study Piano Repertoire Accompaniment	Piano Study Piano & Theatre Repertoire Accompaniment	Piano Study Piano & Theatre Repertoire Recital Assessment*

Musicianship & Theatre Studies (PFT510)	Musicianship & Analysis Musical Theatre Studies	Musicianship & Analysis Musical Theatre Studies	Musicianship & Analysis Assessment* Musical Theatre Studies Assessment*
Technology & Scoring (PFT520)	Music Technology Musical Arranging & Orchestration	Music Technology Musical Arranging & Orchestration	Music Technology Musical Arranging & Orchestration
Artist Development 2 (PFT530)	Artist Development Workshops Student Tutorials	Artist Development Workshops Student Tutorials	Artist Development Workshops Student Tutorials Artist Development Portfolio*
Second Study 2 (PFT540)	Elective Study	Elective Study	Elective Study

» YEAR 3 (LEVEL 6) – ACHIEVING ARTISTRY

At this level, teaching is focussed on the study of presentational piano skills, developing a professional standard knowledge of repertoire, expanding collaborative and reflective skills, and building approaches to leadership.

Modules at this level of training aim to:

- Facilitate you achieving a professional pianist's presentational toolkit: giving you personal artistic integrity, providing you with agency in creating realisations at the piano, and achieving detailed practice and artistry within keyboard technology.
- Equip and prepare you for a diverse range of professional situations and environments.
- Supply you with pedagogical methods and strategies and develop advanced skills in effective and empathetic collaboration.

Level 6 Modules	Term 1	Term 2	Term 3
Principal Study 3 (PFT600)	Piano Study Musical Theatre Repertoire Musical Theatre Keyboard	Piano Study Musical Theatre Repertoire Musical Theatre Keyboard	Piano Study Musical Theatre Repertoire Recital Assessment*
Collaboration & Leadership (PFT620)	Ensemble Collaboration Conducting	Ensemble Collaboration Pedagogy	Ensemble Collaboration Collaboration Performance
Professional Development (PFT630)	Artist Development Workshops Student Tutorials	Artist Development Workshops Student Tutorials	Artist Development Workshops Student Tutorials

			Artist Development Portfolio*
Second Study 3 (PFT640)	Elective Study	Elective Study	Elective Study

*Indicates summative assessment points

LEARNING, TEACHING & ASSESSMENT STRATEGY (LTAS)

The Learning, Teaching and Assessment Strategy (LTAS) supports Mountview's mission to ensure the next generation of actors and practitioners are bold, fuelled by curiosity, courage, optimism and purpose and to cultivate graduates who will challenge the status quo. Our approach to learning, teaching and assessment will not only contribute to developing industry relevant practitioners, but industry shaping creatives.

Our Students are committed, collaborative and contribute to an inclusive community; bring flexibility, resilience and skill to their work; give and receive constructive feedback, including meaningful assessment of their own work; represent the next generation of creative practitioners including directors, educators, lighting designers, musical directors, musicians, performers, producers, production managers, sound engineers and stage managers.

Our Learning Environment is adaptable, multifaceted, multidisciplinary and versatile, facilitating portfolio careers for practitioners with multiple skills, strengths and interests; values difference and cultural competency; provides the resources to develop self-sufficiency, critical reflection and ownership of practice; is facilitated by staff who are committed to progressive pedagogies and ongoing professional practice and development; offers physical spaces that are fit-for-purpose and flexible.

Our Curriculum is rooted at the intersection between theory and practice and cultivates active engagement with the experiential and conceptual sides of learning; encourages courageous, critical and creative commitment to the development of one's own practice within current contexts; requires an approach that is responsive to change, collaborative and socially aware; champions research-informed teaching and expertise.

Our Assessment and Feedback gives primacy to the role of learners in the process; focuses on the integration of learning, meaningful academic and peer interaction and professional relevance; encourages individuality and authenticity by promoting sophisticated, practical and joyous engagement through a variety of strategies.

Our Wider Engagement works towards dismantling barriers to the arts and encouraging community participation; enables symbiotic learning through collaboration with the vibrant ecology on our doorstep and the diverse communities we serve; commits to transparent and compassionate communication with our partners to reach shared goals.

LEARNING & TEACHING MODES

This course allows you to develop across the three years, engaging in a blend of individual tuition, group class participation and reflection, and independent study. The majority of classes are practical and fully interactive and will often include peer-to-peer learning as well as a deep focus on individual growth. You will be expected to utilise your independent study time to work on aspects of the course, from practical, written, and musicological perspectives.

MARKING GUIDES

» CONTINUOUS ASSESSMENT

Continuous assessment refers to the ongoing assessment of skills and knowledge acquired during classes in relation to established learning outcomes. Unlike one-time assessments, continuous assessment focuses on fostering improvement throughout the learning process with consistent feedback and guided learning. While engagement is measured on a class-by-class basis, it is not an 'attendance' mark. Continuous assessment considers your preparation for and approach to the work, and the extent to which you have applied professional attitudes to the acquisition of new knowledge, skills and techniques.

» CRITERIA FOR CONTINUOUS ASSESSMENT

You will be given your classwork marks at the end of each year. Marks are based on the learning outcomes for each module and the following general criteria:

Professional conduct: attendance, punctuality, behaviour, reflection on practice.

- Your response to and development through process.
- Commitment: preparedness for work; evidence of work outside classes; focus of personal effort (concentration; application; personal motivation); receptivity to process; capacity to accept and to give notes objectively; ability to work within a group (listening; sensitivity; responsiveness; generosity; cooperativeness).
- Progression: growth and development of knowledge and skills within study area; development of capacity for flexibility and spontaneity; capacity to experiment and take risks in order to expand personal horizons; development of awareness of the working process; development of the means of communication of work.

Mark	Description
High First Class (80% - 100%)	<p>Student's work is at an exceptional standard, demonstrating the following qualities:</p> <ul style="list-style-type: none"> • An exceptional degree of professional behaviour with regard to attendance and commitment. • Exceptional achievement in the growth of personal knowledge and skills. • Exceptional achievement in the application of knowledge and understanding. • Outstanding preparation; application and development of classwork material through personal study. • Exceptional and insightful contribution to the group process. • Exemplary command of focus and expressiveness.
First Class (70% - 79%)	<p>Student's work is at an excellent standard, demonstrating the following qualities:</p> <ul style="list-style-type: none"> • An outstanding degree of professional behaviour with regard to attendance and commitment. • Excellent achievement in the growth of personal knowledge and skills. • Excellent achievement in the application of knowledge and understanding.

	<ul style="list-style-type: none"> • Thorough preparation; application and development of classwork material through personal study. • Excellent and inspiring contribution to the group process. • High definition of focus and expressiveness.
Upper Second Class (60% - 69%)	<p>Student's work is at a high standard, demonstrating the following qualities:</p> <ul style="list-style-type: none"> • A consistently high standard of professional behaviour. • Consistent, energetic commitment to, and high achievement in the growth of personal knowledge and skills. • A consistently high level of achievement in the application of knowledge and understanding • Industrious preparation, application and development of classwork material through personal study. • A consistently positive contribution to the group process. • The development of focus and expressiveness.
Lower Second Class (50% - 59%)	<p>Student's work is at a good standard, demonstrating the following qualities:</p> <ul style="list-style-type: none"> • A consistently good standard of professional behaviour. • Consistent commitment to, and sound achievement in the growth of personal knowledge and skills. • A consistently diligent level of achievement in the application of knowledge and understanding • Careful preparation, application and development of classwork material through personal study. • A generally positive contribution to the group process. • Evidence of the development of focus and expressiveness.
Third Class (40% - 49%)	<p>Students' work is at a satisfactory standard which fulfils the requirements of the course, but which is characterised by dutifulness, blandness, generality and competence rather than by originality, commitment, personal excitement and flair. The work will be expected to demonstrate evidence of:</p> <ul style="list-style-type: none"> • Professional behaviour with regard to attendance and commitment. • Achievement in the growth of personal knowledge and skills. • Achievement in the application of knowledge and understanding. • Preparation; application and development of classwork material through personal study. • Adequate contribution to the group process. • Some focus and expressiveness.
Fail (0% - 39%)	<p>Marks below 40% are counted as a fail and fall below the satisfactory criteria. An unsatisfactory standard which is insufficient to fulfil the requirements of the assessment. This may include a lack of attendance revealing gaps in learning or a lack of application of the learning from classes and homework tasks. It may equally be the result of poor aptitude and misinterpretation</p>

» FORMATIVE ASSESSMENT

Formative assessments are assessments designed to support learning. They do not generate a grade but offer an authentic opportunity to trial skills and receive feedback to implement into the wider learning. They help to identify current strengths and areas of further development by providing a platform to combine skills learned in classes with the conditions of performance within a learning environment.

These formative events will take the form of a performative sharing and will apply to only some modules based on distinctive skills.

» SUMMATIVE ASSESSMENT

Throughout the course, there will be summative assessment points that will aim to apply your learning into a single point of assessment. This will be in the form of performative assessments, submitted written work, or practically assessed work.

In each instance, your work will be marked against the learning outcomes for that component, and on the summative assessment criteria as detailed in the Module Specifications.

FEEDBACK

You will receive feedback on your work in a variety of form including in-person verbal feedback in classes, mutually constructed feedback during tutorials, and written feedback for assessments. You are encouraged to develop a sense of personal responsibility regarding feedback. You should not abuse the availability of feedback by seeking constant reassurance and you should develop an understanding of the distinction between constructional notes and personal criticism.

» PROGRESS TUTORIALS

You will have the opportunity to reflect on your learning and progress in individual tutorials with a personal tutor over the course of each year. You are encouraged to use progress tutorials to:

- Reflect proactively on your feedback.
- Discuss your overall work and progress.
- Plan future aims and particular areas of application.
- Provide you with the opportunity to raise any matters of academic concern.

» PROFESSIONAL NOTES

During classes, tutorials, rehearsals or other settings, staff and tutors will advise and comment on your work and progress. You should treat these comments as "professional notes". These notes often provide guidance that is as valuable as formal feedback.

» PEER FEEDBACK

Critical and well-informed peer assessment is encouraged throughout the course and is an integral part of all classes at appropriate times. It is also a source of professional notes.

In order to offer peer assessment, you will be assisted in developing your capacity to observe the work of others in detail and to develop a critical vocabulary to communicate reasoned, generous, appropriate and constructive evaluation.

In order to receive and make use of peer assessment, you will be assisted in developing your capacity to discriminate between the personal and the professional, between the vulnerable self and the self as the instrument of professional ability.

» FEEDBACK FROM STAFF MEETINGS

Throughout the year, student work and progress are discussed at staff meetings. If there is a cause for concern or commendation, your personal tutor will discuss this with you.

STUDENT POLICIES & PROCEDURES

POLICY DOCUMENTS & LINKS

ENROLMENT & EXPECTATIONS

ATTENDANCE, PUNCTUALITY & DISCIPLINE

HEALTH & SAFETY

POLICY DOCUMENTS & LINKS

Mountview's policies and procedures can be found on our website and the Student Services for Students SharePoint.

- Website link: [Annual Reports, Key Policies & Procedures](#)
- SharePoint link: [Student Services for Students](#)

ENROLMENT & EXPECTATIONS

In order to begin your course and attend classes you must complete the enrolment process, including submitting a fitness to study and medical declaration form. You will also need to provide personal information required by Mountview and the Higher Education Statistics Agency (HESA). If any of the information you provide changes while you are a student, you must inform Student Services.

We may exclude you from classes and withhold the award of your degree if your fees have not been paid in full. Please contact the Registry Manager if you have concerns about payment.

Our primary means of contacting you is your Mountview email account. You must check this regularly and use it when you contact us. Where required, emails should be acknowledged or responded to within 48 hours of receipt.

You should arrange your own insurance for personal possessions, particularly any electronic devices and musical instruments.

ATTENDANCE, PUNCTUALITY & DISCIPLINE

Strong self-discipline is crucial for this course as it reflects professional standards. You will be working cooperatively and interdependently with others, so your attendance and punctuality directly impacts the group's ability to work effectively. You must be present in classes and rehearsals to practice, explore and develop the necessary skills and professional competencies.

» ATTENDANCE REQUIREMENTS

All students must:

- Sign-in using student ID card at Atrium speed gates or doors before first class or call
- Attend all classes and rehearsals
- Report absences at least 30 minutes before first session via ASIMUT
- Inform Course Leaders and Student Services of absence reasons

» LATENESS POLICY

1. Circumstances beyond your control with easily evidenced proof (e.g., transport delays with app screenshots, official service disruption notifications):
 - Contact Student Services and Course Leader with proof
 - Student Services will determine entry is permitted (no more than 5 minutes late or into next available class)
 - Student Services will communicate decision to student

2. Other circumstance beyond your control:

- Contact Course Leaders and Student Services with proof
- Course Leaders will determine if entry is permitted (no more than 5 minutes late or into next available class). This may be extended to 10 minutes for rehearsals

Note: Anything other than easily evidence circumstances will be determined by Course Leaders. Teachers/Creative Directors are responsible for declining entrance after 5 minutes (class) or 10 minutes (rehearsal).

- Three episodes of lateness (any type) in one term will trigger discussion with Course Leader.

» MEDICAL APPOINTMENTS

- Book appointments outside class time wherever possible
- Discuss with Course Leader or Personal Tutor in advance when possible
- Inform Student Services and Course Leaders at earliest opportunity
- Book time off via ASIMUT and inform Course Leaders once appointment is made
- Provide proof (i.e. appointment confirmation screenshot) to Student Services and Course Leader
- Course Leaders will determine if absence is authorised
- For multiple appointments/ongoing treatment, discuss with Course Leaders immediately to mitigate impact

» ILLNESS

- Log absence on ASIMUT and inform Student Services and Course Leaders with reasons
- Must take full day to recover (partial days not permitted without SRA)
- Doctor's Certificate (justifying absence) and a Fitness Certificate (confirming your fitness to return to study) are required for absences of 7 consecutive days or more

» PERSONAL ABSENCES

- Family events and personal reasons require Course Leaders' permission
- Contact Course Leaders and Student Services at least one working day in advance
- Course Leaders will consider requests based on impact on learning, rehearsals, assessments and other students

» DISPENSATION

If these guidelines impact you unfairly due to SRA requirements or individual circumstances, contact your Course Leaders to arrange dispensation.

» SUPPORT AVAILABLE

Contact Course Leaders or Student Services within working hours (8:30am-6pm, Monday-Friday).

» IMPORTANT NOTES

- Persistent unreported absences may lead to disciplinary procedures
- Lateness or absence may impact community projects and affect other students' learning
- Being late or absent may impact your own learning outcomes

HEALTH & SAFETY

The health and safety of staff, students and visitors is of the utmost importance to Mountview. The Health and Safety Policy is available on the Student SharePoint. If you have any concerns, please report them immediately to a member of staff or email healthandsafety@mountview.org.uk.

STUDENT SUPPORT

TUTORIALS

STUDENT SERVICES

LIBRARY SERVICES

LEARNING SUPPORT

REGISTER WITH A DOCTOR

SPECIALIST MEDICAL SUPPORT

COUNSELLING

EMERGENCY SUPPORT FUND

STUDENT VOICE

STUDENTS' UNION

STUDENT SUPPORT FLOWCHART

TUTORIALS

The course leader will offer personal tutorials for pastoral support where needed. They will offer guidance on navigating academic challenges while also supporting your personal wellbeing during the course. They will be available to discuss concerns that may affect your studies, provide appropriate advice and direct you to relevant support services when specialised assistance is required. Students may reach out at any time to book a personal tutorial appointment. Students are also able to speak to any other permanent member of staff, including the Head of Postgraduate Training, Senior Tutor Postgraduate Training and the Director of Learning and Teaching, if they would prefer to do so.

STUDENT SERVICES

Student Services is on the ground floor. It is staffed by the members of Programme Management, Student Support, Industry Liaison and Short Courses, who can deal with any questions you might have during your time at Mountview.

You can contact Students Services on studentservices@mountview.org.uk or 020 8826 9210.

LIBRARY SERVICES

Mountview's Library has a specialist collection including plays, music scores, films and reference and critical works on theatre arts. It is open at the following times:

Monday to Friday 9:00am – 6:00pm

You can also use the British Library at Euston and public libraries in Southwark and elsewhere.

LEARNING SUPPORT

Mountview has experience of supporting students with a wide range of learning difficulties including dyslexia, dyspraxia, AD(H)D and Autism. If you need or suspect you need learning support, you should discuss this with your Course Leader, Personal Tutor, Student Services or the Student Welfare Manager amybarber@mountview.org.uk. They can act as link for support services including helping with applications for Disabled Students' Allowances, arranging extensions to assessments, and accessing specialist tutorial support.

Students with specific learning difficulties who require support will have an SRA (Summary of Reasonable Adjustments) drawn up at the start of their course following a meeting with the Student Welfare Manager. This may stipulate that a student requires additional support which where appropriate will be provided by permanent staff on the course. In some cases where a student is diagnosed with a disability and requires specialist support, the Student Welfare Manager will support them to plan for external support such as a note taker or other assistance through the DSA (Disabled Students Allowance).

REGISTER WITH A DOCTOR

All students, including international students are entitled to treatment on the NHS. You are strongly advised to register with a local doctor prior to starting your training at Mountview. You can find information on how to do this and on services you can access at the following link.

<https://www.nhs.uk/live-well/healthy-body/getting-medical-care-as-a-student/>

SPECIALIST MEDICAL SUPPORT

Please ensure that you notify Student Services if you develop any medical condition which could affect your training. Mountview has close ties with a range of experienced specialists to whom we can refer students.

COUNSELLING

Mountview provides free, confidential short-term counselling for all students experiencing mental health and emotional difficulties. Students can access the student counselling team's page at <https://sway.office.com/WhtWUXb18ETPSbrP>, and can contact the Student Welfare Manager on amybarber@mountview.org.uk if they have any questions.

EMERGENCY SUPPORT FUND

Any student can make an application for financial assistance at any time of the year by completing the form available from the Registry Manager.

STUDENT VOICE

Students are encouraged to engage actively in the enhancement of their course and in feeding back more widely on their experience of training at Mountview. Every year group is invited to elect up to two Student Representatives who will liaise with peers and provide specific feedback at Student Representative Meetings each term. The Student Union engage in regular meetings with senior staff.

Mountview also operates an open-door policy and this encourages students to address any suggestions or issues at any time that suits.

STUDENTS' UNION

The Students' Union will represent you with any issues or worries you may have within the school, or on a national level with NUS. Additionally, they run charity fundraising events, a termly foodbank drive, opportunities for you to perform in their open mic and student scratch nights and plenty of social events for you to enjoy. They also organise Fresher's Week and Summer Ball.

The SU are made up of current second year students from across undergraduate courses and are democratically elected to their roles.

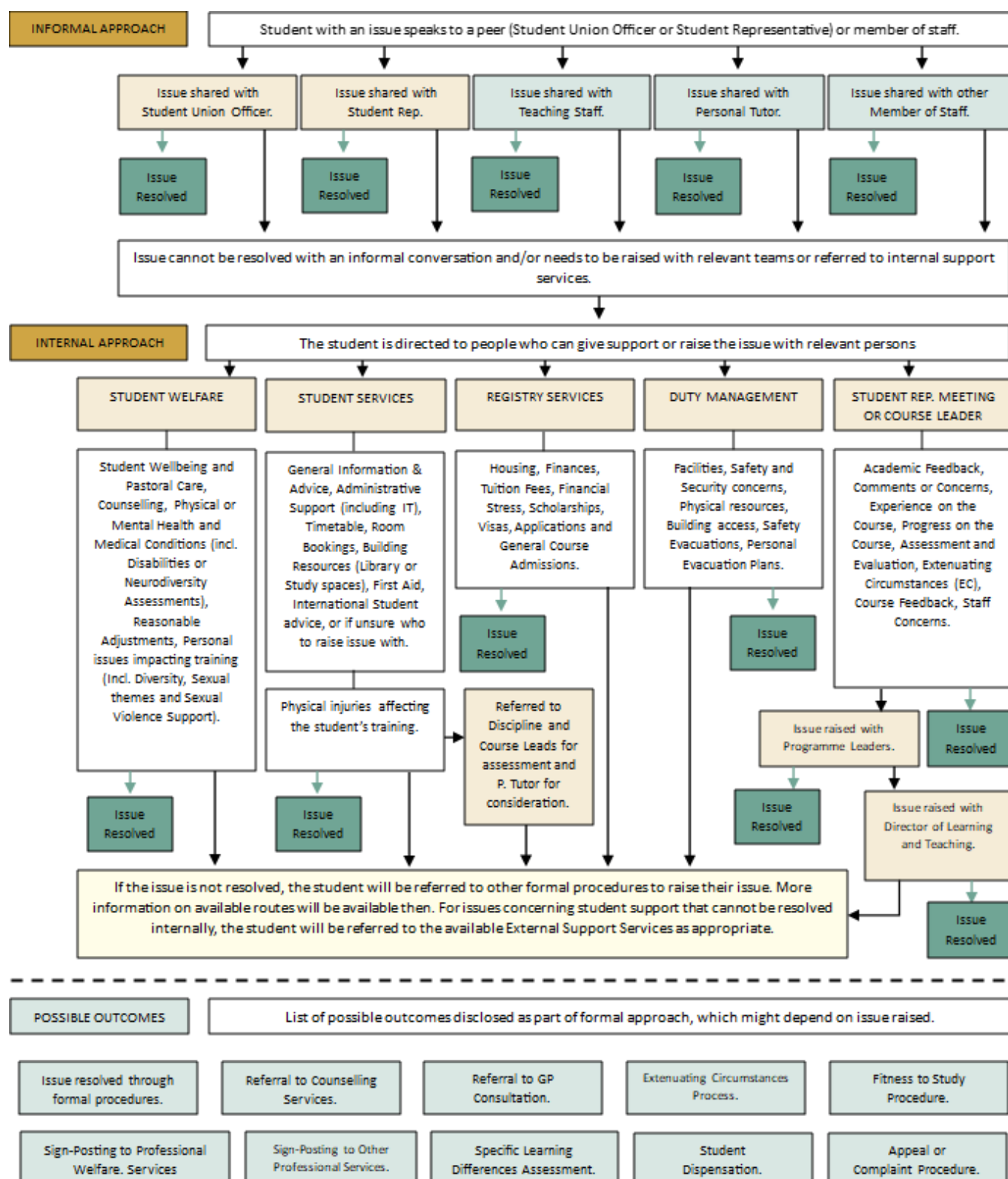
Each intake has their own Facebook page and new students are directed to this once they have accepted their place on the course. To contact the SU please email: studentunion@mountview.org.uk.

The SU comprises the following roles:

- President
- Vice President
- Secretary
- Treasurer
- Events Team

- Publicity
- Welfare Team
- International Officer
- Gender, Sexuality and LGBTQ+ Officer
- Anti-Racism Officers
- Women's Officer
- Men's Mental Health Officer
- Disabilities Officer
- Open Mic Team
- Theatre Production Arts Representatives
- CertHE Representatives
- Postgraduate Representatives

STUDENT SUPPORT FLOWCHART



ACADEMIC PROCESSES & ASSESSMENT

ASSESSMENT

AWARDS

LATE SUBMISSION PENALTIES

FAIL MARKS & REASSESSMENT

EXTENUATING CIRCUMSTANCES

INTERRUPTION OF STUDY

WITHDRAWAL

ACADEMIC WARNING & TERMINATION OF ENROLMENT

ACADEMIC APPEALS

QUALITY ASSURANCE

ASSESSMENT

Assessment is the formal process by which Mountview measures your achievement. You will be marked for individual components. Module marks are the weighted average of component marks (the weighting is given in the module specifications on the Student SharePoint).

All marks will be recorded and displayed to two decimal places. For the purposes of progression and classification (pass/merit/distinction), module, taught component and classification marks will be treated as if rounded to the nearest integer:

- Module marks within 0.5% of a pass mark will be awarded a pass.
- Module marks within 0.5% of a higher classification grade will be awarded the higher classification.
- Taught component average marks within 0.5% of the pass mark will be considered to have achieved the threshold.
- Classification marks within 0.5% of a higher classification will be awarded the higher classification.
- Classification marks within 0.5% of a borderline will be considered as being borderline.

The pass mark for modules is 50%.

Assessments are marked by at least two Mountview teaching staff - "Internal Examiners". If they disagree on a mark, they will consult a third marker or the External Examiner. Continuous assessment of classwork is moderated by one Internal Examiner. Continuous assessment refers to the ongoing assessment of skills as they are acquired during classes in a particular component. The volume of teaching (approx. 30 hours per week) means that academic staff have an extensive opportunity in which to observe the attainment of skills in a detailed way.

An External Examiner will oversee the whole process of assessment, ensure that standards are maintained, arbitrate in the case of disputed marks, and ensure that the procedure is fair for each student. The External Examiner's reports can be found on the Student SharePoint.

Students should not contact the External Examiner, any questions regarding marks should be directed to their Course Leaders or through the appropriate appeals procedure.

All marks are provisional until they have been confirmed by UEA at our Exam Board.

AWARDS

The award of the MA degree requires all 180 credits of the programme to be passed.

The award of the MFA degree requires all 240 credits of the programme to be passed.

Your overall mark is the average of the module marks weighted according to their credit rating.

Achievement is recognised with three classifications:

Classification	Overall Mark
Distinction	70% or more
Merit	60% - 69%

Pass

50% - 59%

Postgraduate Diplomas (PGDips) are available as Exit Awards for any students who only pass 120 credits. Postgraduate Certificates (PGCerts) are available as Exit Awards for any students who only pass 60 credits. All Exit Awards will be unnamed awards and are not awarded with classifications.

LATE SUBMISSIONS

The penalties for late submission of numerically marked work for assessment in the absence of acceptable extenuating circumstances are as follows:

Work Submitted	Marks Deducted
Up to 24 hours late – after 10:00am on the due date, but before 10:00am on the day following the due date.	3 marks or capped at pass mark, whichever is higher.
Up to 72 hours late – after 10:00am on the day following the due date, but before 10:00am on the third day after the due date.	10 marks or capped at pass mark, whichever is higher.
Over 72 hours late – after 10:00am on the third day after the due date, but before 10:00am on the 20 th day after the due date.	All the marks the work merits if submitted on time (i.e. no marks awarded).
After 20 days	Work will not be marked and a mark of 0 will be entered.

Saturdays, Sundays and Bank Holidays will be taken into account for the purposes for calculation of marks deducted.

If work is submitted on time but incomplete (i.e. missing a coversheet, appendix, bibliography or other element of the assessment) and it is then resubmitted after the deadline, the submission will be subject to late submission penalties. It is the student's responsibility to ensure work is submitted complete with all required elements before the submission deadline.

These penalties will be deducted once the work has been moderated and the penalty will be noted on all records where the mark is held. You will be informed of the mark that would have been awarded if the work had been on time. If the work was submitted 20 days or more late, the work will not be marked.

FAIL MARKS & REASSESSMENT

If you have failed or not submitted a component for a module, the Board of Examiners (UEA) shall offer the option of reassessment in all failed components of the failed module. In such circumstances, the student may:

- Either undertake reassessment in the failed modules.
- Withdraw from the course and receive an award where appropriate in accordance with regulations.

Reassessment will normally be offered on one occasion only and must be applied for by the Academic Quality & Compliance Manager.

Once approved by the UEA Chair of the Board of Examiners, the Academic Quality & Compliance Manager will confirm this with you, your Course/Module Leader and Student Services. Your Course/Module Leader will follow up with the student and Student Services with a new submission deadline.

Following reassessment, the highest mark achieved for each component, whether achieved at first attempt or reassessment, is used and weighted appropriately, to calculate the overall module mark. Where the overall component and module mark is at or above the pass mark, following reassessment, the mark will be capped to the pass mark. This capped mark will be the mark used for completion of the taught component and classification purposes.

If you require reassessment, your Course Leader will discuss this with you.

EXTENUATING CIRCUMSTANCES

We recognise that you may experience temporary personal difficulties outside of your control, which may have a detrimental effect on your ability to study for and/or complete an assessment by the set deadline. Such situations are referred to as "Extenuating Circumstances" (ECs).

In order to request an extension or a delayed assessment, you must complete an Extenuating Circumstances Request Form and return this with supporting third party evidence to Student Services, studentservices@mountview.org.uk. This request will then be reviewed at a meeting of an Extenuating Circumstances Panel and an outcome will be decided.

If approved, the new submission or assessment date will be shared with you, your Course/Module Leader and Student Services. Even if Extenuating Circumstances have been accepted, absence from 50% or more of a module will require you to withdraw or repeat the year.

INTERRUPTION OF STUDY

If you have Extenuating Circumstances which prevent you from completing the academic year, you have the option to request an interruption of studies. Essentially this is a 'pause' in study after which you intend to recommence study the following academic year.

The process involves submitting an Interruption of Study Request Form, an Extenuating Circumstances Request Form and supporting third party evidence. The request will then be reviewed by an Extenuating Circumstances Panel.

Requests for an interruption of study will only be approved if there is strong evidence for your situation improving the following year. For this reason, requests due to financial reasons are unlikely to be approved.

If you wish to apply for an interruption of study, please speak to your Course Leader or Personal Tutor who can support you with this process.

During an interruption, students are still considered part of the Mountview community and are encouraged to use the library and other resources.

In order for a student to confirm a return to study after an interruption, they must contact the Registry department via email and may be required to submit a doctor's note to confirm fitness to study if applicable.

When a student interrupts study after completing modules, all previous attempts are voided as part of the interruption of study process.

WITHDRAWAL

If you wish to withdraw from the course, you should discuss this with your Course Leader. If, after this meeting, you wish to confirm your withdrawal it is your responsibility to submit a Withdrawal from Studies Request Form and return this to the Academic Quality & Compliance Manager, alicecann@mountview.org.uk to be reviewed by the Principal and Registry Manager. If you are eligible for any refunds, these will be calculated from the date you returned the form.

ACADEMIC WARNING & TERMINATION OF ENROLMENT

If your attainment is expected to be assessed as below the Pass standard, you will receive an Academic Warning, which will identify areas where improvement is needed and give you the opportunity to take action to ensure success.

Mountview may terminate your enrolment for academic failure or serious breach of regulations or policies.

ACADEMIC APPEALS

If you believe a mark is incorrect, you may ask for verification that it is free of arithmetical or other factual errors and that the examiners were aware of any Extenuating Circumstances reported before the meeting of the Exam Board. To do this, you must write within seven days of the publication of the mark to the Principal, who will investigate and respond within seven days.

Appeals relating to the award of degrees should initially be submitted to Mountview. There is a second stage appeal process operated by UEA. Details of this procedure are available in the Library, Mountview's website and UEA's Academic Partnerships Handbook:

<https://www.uea.ac.uk/web/about/partnership-hub/academic/work-with-us/resources/partnerships-handbook/appeals-and-complaints>

QUALITY ASSURANCE

Teaching and learning are subject to rigorous internal and external processes to assure their quality and support continuous improvement. Our Academic Partners and Regulatory Bodies oversee these processes and students play an important part in these processes. More information about Quality Assurance at Mountview can be found on our website:

<https://www.mountview.org.uk/about/quality-assurance/>