

COURSE HANDBOOK

**Certificate of Higher Education -
Performance**

Pathways:

**ACTING
MUSICAL 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).....	9
LEARNING & TEACHING MODES	9
MARKING GUIDES	10
FEEDBACK	15
STUDENT POLICIES & PROCEDURES	16
POLICY DOCUMENTS & LINKS	17
ENROLMENT & EXPECTATIONS.....	17
ATTENDANCE, PUNCTUALITY & DISCIPLINE	17
HEALTH & SAFETY	19
STUDENT SUPPORT.....	20
TUTORIALS.....	21
STUDENT SERVICES.....	21
LIBRARY SERVICES	21
LEARNING SUPPORT	21
REGISTER WITH A DOCTOR.....	22
SPECIALIST MEDICAL SUPPORT	22
COUNSELLING	22
EMERGENCY SUPPORT FUND	22
STUDENT VOICE	22
STUDENTS' UNION.....	22
STUDENT SUPPORT FLOWCHART	24
ACADEMIC PROCESSES & ASSESSMENT.....	25
ASSESSMENT.....	26
AWARDS.....	26
LATE SUBMISSIONS.....	26
FAIL MARKS & REASSESSMENT	27
EXTENUATING CIRCUMSTANCES.....	28
INTERRUPTION OF STUDY	28
WITHDRAWAL	28
ACADEMIC WARNING & TERMINATION OF ENROLMENT	29
ACADEMIC APPEALS.....	29
QUALITY ASSURANCE.....	29

INTRODUCTION

Spanning two long terms of study you will develop the practical skills needed to embark on further vocational actor training or develop your ambitions to access the creative industries via an alternative route. This course is framed by a focus on discovery. Discovering: skill strengths, access to vocational routes, independent growth, new vocabulary, yourself as an actor and a creative artist. Working on your existing skills in each discipline area, you will have the opportunity to apply these skills in a rehearsal setting towards performance. Alongside this conservatoire style training you will also engage in outward facing exploration including audition preparation and receiving 1-1 coaching on auditions, career tutorials to explore next steps and theatre trips to widen your frame of reference. This course offers you a safe and supportive and structured environment from which to nurture and encourage your instincts as a creative artist.

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

This course is an intensive two-term training, leading to a Level 4 Certificate of Higher Education (CertHE), that will enable you to start developing the essential attributes and skills for working in your chosen field. 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 as well as in regional sites in Manchester, Birmingham, Exeter and Hertford.

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: www.mountview.org.uk/about-us/about-mountview/staff.html

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.

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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

MARKING GUIDES

FEEDBACK

THE COURSE PHILOSOPHY

The course places curiosity, commitment and courage at the heart of its approach and encourages students to work towards their own creative agency. By authentically exploring their potential strengths as artists, students can develop confidence and a clear direction of travel. The course creates space to try new approaches and to challenge the notion of a single route to fulfilling ambition in the creative industries. Working as a collective, the group becomes a key learning resource, both for peer learning and for practising compassionate collaboration. There is a natural momentum through the course towards the interrogation of a personal vocational plan. This is designed to ensure that students are using to course to help them gain future clarity whilst they are still in an environment where they can be nurtured and supported. This prioritises wellbeing for the student at the very beginning of their career path into an industry that can be slow to embrace principles of wellbeing for the actor. By championing resilience and independence from this early stage the course enables students to take ownership of their future path and have creative agency.

THE STRUCTURE OF THE COURSE

The course is structured to develop your awareness of approaches in a measured way across two terms, allowing you to evaluate your forward going journey. Each term divides into a skills block followed by a rehearsal block. A balance of theory through practice and opportunities to apply new knowledge and understanding in practical project rehearsals, workshops and creative assignments makes up the main body of the course content. Classes, rehearsals and workshops are further supported by 1-1 tutorials. Preparation for auditions in the form of coaching and research into audition content forms part of the process towards making a vocational plan. The vocational plan will enable students to create actions for themselves on their route to attaining onward goals, and this will result in a portfolio of activity.

Summative assessment includes continuous assessment of skills which allows students to develop at their own pace, and this is paired with performance and portfolio creation as scheduled events/submissions. Continuous assessment is measured at the end of each skills block in each term. Formative assessment is used in both terms to indicate progress and within the size of the cohort it is possible to then tailor content further to support needs as they are identified.

Programme Learning Outcomes

1. Demonstrate knowledge and understanding of performance conventions and the role of the actor
2. Utilise a range of performance discipline skills and artistry
3. Demonstrate knowledge and understanding of the voice and the body as resources for performance
4. Express a range of performance skills in a live or recorded performance environment
5. Employ research, analysis and critical self-evaluation skills
6. Illustrate a creative awareness of personal performance strengths and employ creative agency

» MUSICAL THEATRE PATHWAY

Certificate of Higher Education – Musical Theatre (Level 4)					
	Terms 1 & 2				
	Acting, Text and Voice (30 Credits)	Dance & Movement (20 Credits)	Singing (20 Credits)	Creative Practice (30 Credits)	Vocational Planning (20 Credits)
Summative Assessment	<p>Continuous assessment</p> <p>(Nov & Feb)</p> <p>Students are observed in practice throughout classes against the criteria and in relation to the learning outcomes. The end point of skills classes is the assessment point.</p>	<p>Continuous assessment</p> <p>(Nov & Feb)</p> <p>Students are observed in practice throughout classes against the criteria and in relation to the learning outcomes. The end point of skills classes is the assessment point.</p>	<p>Continuous assessment</p> <p>(Nov & Feb)</p> <p>Students are observed in practice throughout classes against the criteria and in relation to the learning outcomes. The end point of skills classes is the assessment point.</p>	<p>Process and Performance</p> <p>(Dec & March)</p> <p>Process is assessed continuously throughout rehearsals and is weighted at 50%.</p> <p>Performance is assessed purely at the assessment event of the performance itself and is weighted at 50%.</p>	<p>Vocational Portfolio (May)</p> <p>The portfolio results from a vocational plan devised by the student. It may include research, analysis, creative interventions such as interviews or documented practice, learning from work experience.</p>
Formative Assessment	<p>Skills sharing</p> <p>(Oct & Jan)</p> <p>This captures an element of the learning in class as an opportunity to measure progress.</p>	<p>Skills sharing</p> <p>(Oct & Jan)</p> <p>This captures an element of the learning in class as an opportunity to measure progress.</p>	<p>Skills sharing</p> <p>(Oct & Jan)</p> <p>This captures an element of the learning in class as an opportunity to measure progress.</p>	<p>Creative assignment</p> <p>(Sept)</p> <p>A series of classes on connection resulting in a sharing which measures understanding of the role of the actor.</p>	<p>Auditions</p> <p>(Jan-April)</p> <p>Students attend auditions and receive feedback helping to steer their vocational thinking.</p>

» ACTING PATHWAY

Certificate of Higher Education – Acting (Level 4)					
	Terms 1 & 2				
	Acting, Text and Voice (30 Credits)	Movement & Dance (20 Credits)	Recorded Media (20 Credits)	Creative Practice (30 Credits)	Vocational Planning (20 Credits)
Summative Assessment	<p>Continuous assessment</p> <p>(Nov & Feb)</p> <p>Students are observed in practice throughout classes against the criteria and in relation to the learning outcomes. The end point of skills classes is the assessment point.</p>	<p>Continuous assessment</p> <p>(Nov & Feb)</p> <p>Students are observed in practice throughout classes against the criteria and in relation to the learning outcomes. The end point of skills classes is the assessment point.</p>	<p>Continuous assessment</p> <p>(Nov & Feb)</p> <p>Students are observed in practice throughout classes against the criteria and in relation to the learning outcomes. The end point of skills classes is the assessment point.</p>	<p>Process and Performance</p> <p>(Dec & March)</p> <p>Process is assessed continuously throughout rehearsals and is weighted at 50%.</p> <p>Performance is assessed purely at the assessment event of the performance itself and is weighted at 50%.</p>	<p>Vocational Portfolio (May)</p> <p>The portfolio results from a vocational plan devised by the student. It may include research, analysis, creative interventions such as interviews or documented practice, learning from work experience.</p>
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LEARNING, TEACHING & ASSESSMENT STRATEGY (LTAS)

The 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

The CertHE is taught through group classes and there is flexibility to run exercises in smaller groups and pairs as well as to engage in peer observation. Observation of peers during some audition preparation and acting through song classes enables individual attention and learning is activated by objective watching. 1-1 tutorials take place throughout the year and provide each student with additional learning opportunity in a tailored setting. In addition to class teaching, students will be coached as they prepare their material for auditions. Theatre trips and the course site as an arts environment will provide additional opportunity for learning. Musical Theatre students will also engage in 1-1 singing classes.

Work experience is unaccompanied, and the length of work experience may vary between 1 day to 3 weeks during April. The student will have agreed responsibilities and work tasks within the organisation and use this experience to contribute to their portfolio. Agreement with the employer will include ensuring the student is given an induction in the workplace, a risk assessment will be carried out and a copy of their public liability insurance is received. Students participating in work experience will have the opportunity to connect with their course leader throughout the work experience period and ongoing support is on offer if required.

When a student is on work experience that lasts longer than a week, Mountview will check in with the student and the employer to ensure the arrangement is working to mutual benefit. A point of contact or mentor in the organisation will be identified so communication is kept as clear as possible. Following any period of work experience, Mountview will ask the employer to complete a survey and give feedback both for future enhancement of the relationship with Mountview and provide feedback for the student.

MARKING GUIDES

The course is assessed using a variety of assessments: continuous assessment of classwork, rehearsal process, performance and portfolio. For continuous assessment there are two assessment points, one each term to capture progress and encourage development.

» MARKING GUIDE - PERFORMANCE

Communication
<ul style="list-style-type: none"> • Specific and clear choices • Effective storytelling • Expression of ideas of the piece (including scenes, songs, dance, music, sequences) • Connection to and ownership of language • Believability within world of the piece
Imagination
<ul style="list-style-type: none"> • Boldness, vitality and artistry • Variety and contrast • Investment in given circumstances • Connection to other performers • Investment in emotional life of the character
Transformation
<ul style="list-style-type: none"> • Evidenced inhabitation of character • Detail in crafting behaviour and physicality • Internal and external manifestation of character • Layered creation of complex human being • Mastery of demands of genre, period, form and content
Rigour
<ul style="list-style-type: none"> • Control and presence within the live setting • Evidenced stagecraft • Accuracy in delivery of component parts • Response to audience and fellow actors • Commitment to style and approach

80% - 100%	70% - 79%	60% - 69%
<p>Students perform at an exceptional standard which is outstanding and original in its execution. There is consistent and sophisticated evidence to show:</p> <p>Communication is fluent and effective in comprehensively bringing through deep layers of meaning in its exemplary execution.</p> <p>Imagination is superbly employed to reveal originality, exceptional artistry and absolute connection and responsiveness.</p> <p>Transformation is sophisticated, revealing assured inhabitation and insightful manifestation of the role.</p> <p>Rigour is shown in the highly proficient precision of detail, its robust accuracy and exhaustively immersed commitment.</p>	<p>Students perform at an excellent standard which is distinctive and memorable in its execution. There is consistent evidence to show:</p> <p>Communication is outstanding and effective, bringing through incisive layers of meaning in its excellent execution.</p> <p>Imagination is employed to reveal confident artistry, excellent connection and responsiveness.</p> <p>Transformation is skilful, revealing inventive inhabitation, and commanding manifestation of the role.</p> <p>Rigour is shown in perceptive and authoritative detail, clear accuracy and energetic commitment.</p>	<p>Students perform at a very high skilled standard of work. There is consistent and comprehensive evidence to show:</p> <p>Communication is assured, thorough and accomplished in sharing meaning and interaction is confident.</p> <p>Imagination is convincingly employed to reveal artistry and effective connection and responsiveness.</p> <p>Transformation is creatively revealed with an adept manifestation of the role.</p> <p>Rigour is shown in the proficient precision of detail, consistent accuracy, and secure immersed commitment.</p>
50% - 59%	40% - 49%	0% - 39%
<p>Students perform at a good standard with coherence. There is solid evidence of commitment to show:</p> <p>Communication is competent and efficient in its execution to reveal meaning</p> <p>Imagination is employed to reveal creativity with reasonable connection and good responsiveness</p> <p>Transformation is sound and manifestation of the role is appropriate</p> <p>Rigour is shown in the logical approach to detail, responsibility in accuracy and an appropriate level of commitment.</p>	<p>Students perform at a satisfactory standard with timidity, rigidity and safeness which fulfils the requirements of the assessment:</p> <p>Communication is limited and satisfactory meaning is executed</p> <p>Imagination is simplistic and connection is inconsistent</p> <p>Transformation is undeveloped, the manifestation of the role is unadventurous and derivative</p> <p>Rigour is sufficient with adequate attention to detail</p>	<p>Students perform at an unsatisfactory standard which is insufficient to fulfil the requirements of the assessment.</p> <p>Marks below 40% are counted as a fail and fall below the satisfactory criteria.</p>

» MOUNTVIEW PERFORMANCE ASSESSMENT LEXICON

80-100%	70-79%	60-69%		55-59%	50-54%	45-49%	40—44%	35-39%	0-34%
Exceptional		Very Good		Good	Fair	Satisfactory	Basic	Inadequate	
Outstanding		Thorough						Insufficient	
Exhaustive		Assured		Reasonable				Lacking	
		Comprehensive		Sound			Acceptable		Failing
Exemplary			Confident	Competent			Adequate	Ineffective	
			Efficient	Solid		Undeveloped	Minimal	Incomplete	
Brilliant	Excellent		Secure			Elementary			
		Accomplished		Efficient		Able			Poor
Innovative		Skilled		Secure			Simplest	Scant	
	Sophisticated			(Average)			Partial		
	Rigorous		Adept	Accurate			Sufficient	Partial	
Incisive		Effective		Grounded		Unadventurous		Clumsy	
Insightful		Consistent		Consistent		Inconsistent		Unclear	
Authoritative		Creative	Proficient	Independent		Hesitant		Inappropriate	
Commanding				Imaginative		Outline		Misconducted	
	Distinctive	Thoughtful		Synthesised		Tentative		Unconsidered	
	Inventive	Skilful			Logical	Provisional		Careless	
	Perceptive			Established			Inaccurate	Vague	
		Assured		Complete			Faltering	Faltering	
					Clear	Uncertain		Undisciplined	
		Analysed			Appropriate		Derivative	Disorderly	Mistaken
		Critical			Coherent		Superficial		Deficient
		Decisive			Evidenced		(Threshold)		Erroneous
		Convincing					Unimaginative		Formless
		Developed					Unresolved		Unstructured
		Fluent					Indistinct		Shapeless
		Robust					Imprecise		
							Inexact		

NB: The position of each word indicates a corresponding grade. You can use the word in relation to higher or lower grades by using an intensifier eg. *highly creative* or *extremely inaccurate*.

» MARKING GUIDE - CONTINUOUS ASSESSMENT

80-100%

An exceptional standard of work which consistently demonstrates the following qualities:

- An outstanding degree of professional behaviour with regard to attendance and commitment
- Outstanding achievement in the growth of personal knowledge and skills
- Outstanding achievement in the application of knowledge and understanding
- Thorough preparation; application and development of classwork material thorough personal study
- Exceptional contribution to the group process
- High definition of focus and expressiveness

70-79%

An excellent standard of work which consistently demonstrates the following qualities:

- 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
- Thorough preparation; application and development of classwork material thorough personal study
- Excellent and inspiring contribution to the group process
- High definition of focus and expressiveness

60-69%

A high standard of work demonstrating the following qualities:

- 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

50-59%

A good standard of work demonstrating the following qualities:

- 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.

40-49%

A satisfactory standard of work which fulfills 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:

- 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

0%-39%

Marks below 40% are counted as a 'fail' and fall below the satisfactory criteria. The student is not successfully achieving level 4 knowledge, understanding or application. A 'fail' mark in continuous assessment may also indicate a lack of attendance if the student is not able to demonstrate an integration of learning across the term in their practice. The work is of an unsatisfactory standard and insufficient to fulfil the requirements of assessment.

» MARKING GUIDE - VOCATIONAL PORTFOLIO

You will be assessed against the following criteria:

- Ability to reflect critically upon your growth and development as an artist
- Development of your analytical skills
- Appropriate and systematic research
- Setting yourself realistic and creative targets
- Ability to accumulate material which may stimulate your creativity, curiosity, observation and imagination

80-100%

An exceptional standard of work which consistently demonstrates the following qualities:

- Penetrating and original critical reflection on personal growth and development
- Outstanding achievement in the development of knowledge and analytical skills
- Inventively systematic and appropriate research reflected in breadth and depth of background reading
- Originality and relevance in the collection of supporting materials
- Outstanding clarity and coherence in expression, organisation and presentation of material

70-79%

An excellent standard of work which consistently demonstrates the following qualities:

- Excellent critical reflection on personal growth and development
- Perceptive achievement in the development of knowledge and analytical skills
- Systematic and appropriate research reflected in breadth and depth of background reading
- Originality and relevance in the collection of supporting materials
- Clarity and coherence in expression, organisation and presentation of material

60-69%

A high standard of work which consistently demonstrates the following qualities:

- Evidence of penetrating and original critical reflection on personal growth and development;
- Noteworthy achievement in the development of knowledge and analytical skills
- Systematic and appropriate research reflected in evidence of background reading
- Evidence of originality and relevance in the collection of supporting materials
- Evidence of clarity and coherence in expression, organisation and presentation of material

50-59%

A good standard of work demonstrating the following qualities:

- Critical reflection on personal growth and development
- The development of knowledge and analytical skills
- Appropriate research activity reflected in background reading
- Evidence of thoughtful collection of supporting materials
- Appropriately organised presentation of material

40-49%

A satisfactory standard of work which fulfils the requirements of the course. The work will be expected to demonstrate evidence of:

- Reflection on personal growth and development
- Effort to develop knowledge and analytical skills
- Background reading
- Supporting materials
- Care in the presentation of material

0%-39%

Marks below 40% indicate a 'fail' and fall below the satisfactory criteria. The work is of an unsatisfactory standard and insufficient to fulfil the requirements of assessment, this may include incomplete work or 'wrong answers' where a piece of work is submitted that does not reflect the requirement, or work that lacks any degree of critical thought.

FEEDBACK

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

» PROGRESS TUTORIALS

You will have the opportunity to reflect on your learning and progress in 1-1 tutorials with a course tutor at the end of each term and/or other significant points in the course. Students are encouraged to use progress tutorials to:

- reflect proactively on the term's 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, rehearsals or in other settings, tutorial staff and directors 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

Peer feedback is taught as a skill in classes that focus on individual skills such as audition repertoire or acting through song. In your second term, and in a safe setting, you will be guided to observe your peers objectively and contribute observations in the session within a clear framework.

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.

» ATTENDANCE REQUIREMENTS

All students must:

- Sign-in each day before class:
 - Peckham students: Tap-in at the Atrium speed gates or doors using student ID card
 - Regional students: Sign-in with venue staff (details provided during induction)
- Attend all classes and rehearsals
- Report absences at least 30 minutes before first session via ASIMUT
- Email Course Leader and Student Services with 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 if 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

3. If you cannot provide evidence that your lateness was due to circumstances beyond your control:

- You will not be allowed to join the class for which you are late, you may join the next class
- In the class of rehearsal, you may join at a time that least disrupts the process
- More than one instance of preventable lateness in a term may lead to a suspension for the day
- Continual preventable lateness will result in a meeting with Course Leaders

» MEDICAL APPOINTMENTS

- Book appointments outside class time wherever possible
- Discuss with Course Leader in advance when possible
- Inform Student Services and Course Leader at earliest opportunity
- Book time off via ASIMUT 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

» ILLNESS

- Log absence on ASIMUT and inform Student Services and Course Leader
- 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

- Auditions, family events and personal reasons require Course Leader permission
- Contact Course Leader 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 discuss dispensation.

» SUPPORT AVAILABLE

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

» IMPORTANT NOTES

- Unpunctuality and absences may impact academic results as consistent evaluation becomes difficult
- Persistent non-reported absences or lateness may trigger disciplinary action

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 provision of weekly 1-1 tutorials mean there is plenty of opportunity to speak with your course leader or CertHE Tutor. You may choose to use this time to reflect on your academic progress or to discuss wider pastoral issues.

You may also make appointments to see your personal tutor at other times. If you are unable to keep an appointment, we expect you to let your personal tutor know as soon as possible.

You can discuss a wide range of issues with your personal tutor, such as financial difficulties, home-life problems, accommodation issues, and problems with studying. They are not professional counsellors, so they will put you in touch with specialist support services if you need them. Difficulties with a specific module or assignment are usually best discussed with the discipline team.

It is important that you feel sufficiently comfortable with your personal tutor to discuss any concerns frankly. If you have a specific personal issue that you do not wish to discuss with your tutor, you may approach Student Services or the Student Welfare Manager directly.

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.

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.

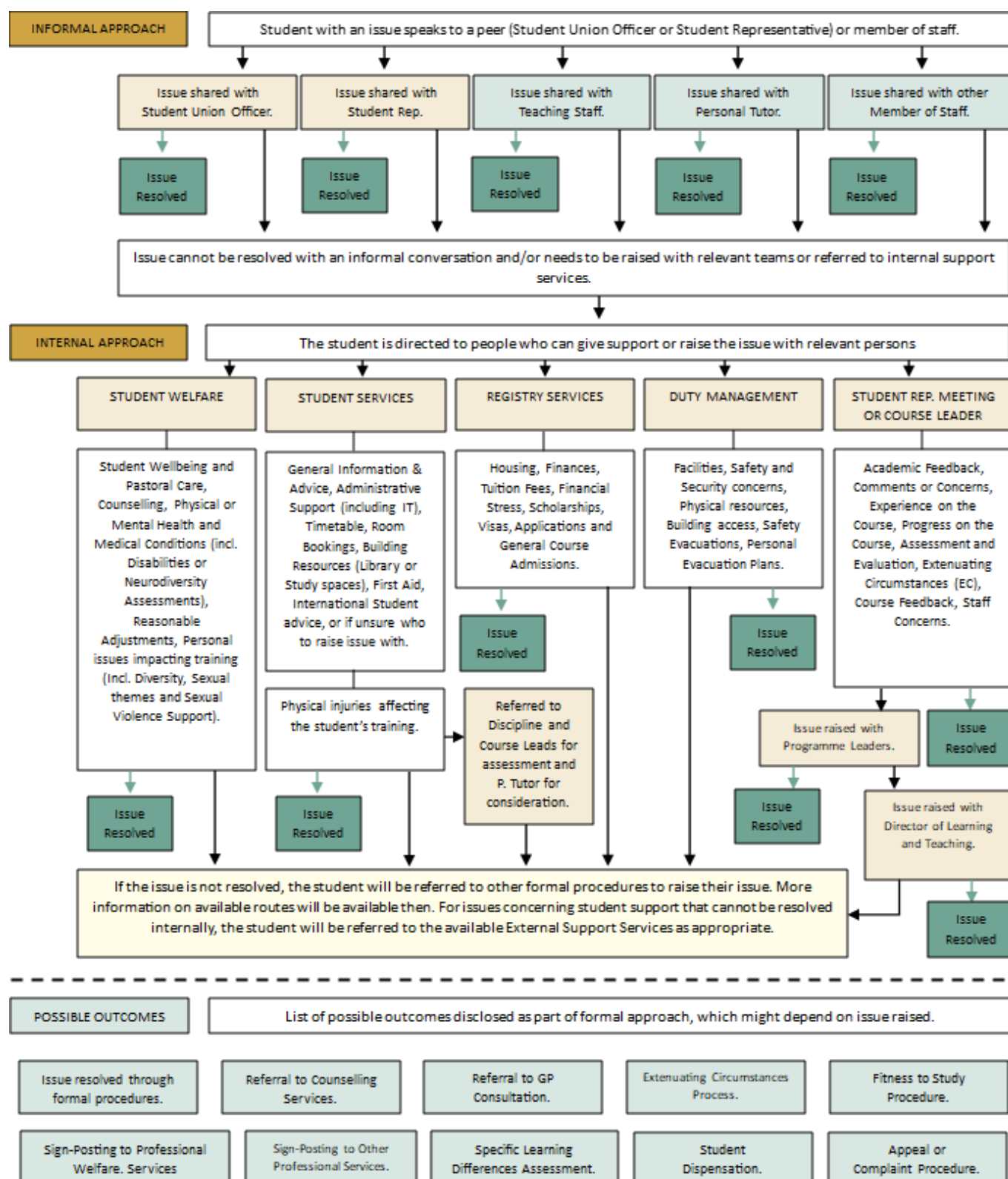
The SU are made up of current second year students from across undergraduate courses and are democratically elected to their roles.

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.
- Taught component average marks within 0.5% of the pass mark will be considered to have achieved the threshold.

The pass mark for modules is 40%.

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 Certificate of Higher Education (CertHE) requires all 120 credits of the programme to be passed.

Your overall mark is the average of the module marks at Level 5 & 6 weighted according to their credit rating.

There are no classifications for a Certificate of Higher Education (CertHE) therefore, for Certificate of Higher Education (CertHE) students who have satisfied the examiners in their course, the Board shall recommend that such students have passed.

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/>