COURSE HANDBOOK

FdA Stage Management

Validated by the University of East Anglia

CONTENTS

INTRODUCTION

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

The course leads to a Foundation Degree. This is an internationally recognised qualification that meets, and often exceeds, the standards laid down by the Quality Assurance Agency for UK Higher Education. It has demanding expectations of students.

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.

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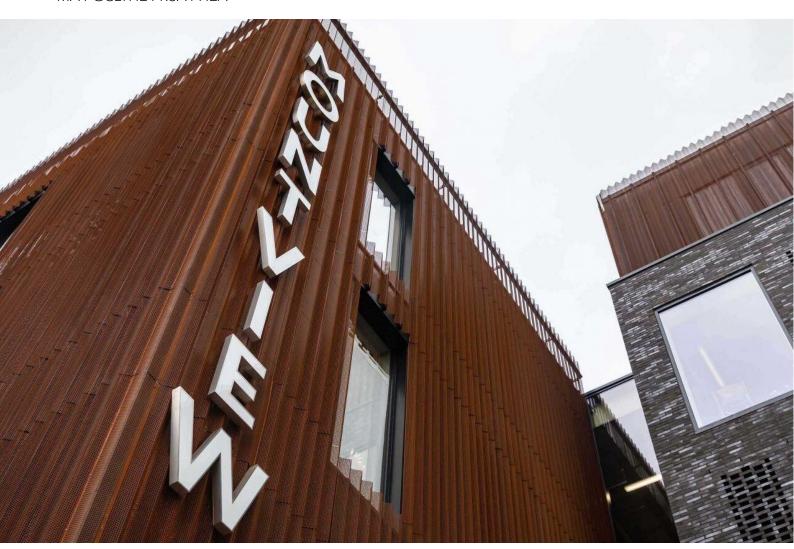
WELCOME FROM THE PRINCIPAL

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
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YOUR COURSE

THE COURSE PHILOSOPHY

The course is an education and training for theatre, events, and live and recorded media professions. It exists to equip the student to work in the contemporary theatre and its associated industries. It aims to provide you with a structured sequence of learning opportunities through which you can develop your natural abilities by acquiring necessary physical, imaginative, and intellectual skills.

This Foundation Degree is intended to make a valuable contribution to lifelong learning by providing access to higher education for learners from different starting points and with different entry qualifications or work experience. Due to the course's strong emphasis on skills acquisition, its two-year concentrated experience, and its vocational orientation it is ideal for those wishing for a fast-track route into the industry. Employability is a key aspect of this Foundation Degree programme and should assist you to enhance your employment opportunities. The Foundation Degree provides the knowledge and skills that enable graduates to be versatile and adaptable in progressing to employment.

The Foundation Degree provides pathways for lifelong learning and the opportunity to progress to other qualifications.

Students who are interested in transferring onto the honours degree programme at the end of their second year must demonstrate the analytical and critical skills to pursue level 6 studies. These skills will have been developed, monitored, and assessed through levels 4 & 5, enabling the student to potentially transfer to Level 6 of the BA (Hons) Top Up Stage Management course.

The course is structured progressively to place students in control of their own resources as a production practitioner, empowering them in assuming progressively greater responsibility for their own work.

THE STRUCTURE OF THE COURSE

The programme is modular, delivered in six terms per year, each of roughly thirteen weeks' duration. The expected minimum study requirement is 30 hours per week. Students are able to navigate their own route through the programme, relating to the Pathway that they have been admitted to, through a series of production roles and independent projects selected on the basis of their vocational interests.

Programme years are described as Levels to indicate progression. Level 4 modules are offered in Year 1 and Level 5 in Year 2.

Each module is made up of a number of components – units of study and assessment. Each module has notional hours of study, as a rough guide, one credit requires about 10 hours of study. Forms of study include taught sessions, workshops, seminars, collaborative projects and self-directed study.

The grid below details the modules and credit value of each module. As students progress through the course they will focus more on the specialist study area that will give them the skills required for future employment and lifelong learning opportunities.

Detailed Module and Component descriptions can be found on the Student Services for Students SharePoint.

» FdA STAGE MANAGEMENT

Year 1 (Level 4)		Components		
Module	Credits	Year 1, Term 1	Year 1, Term 2	Year 1, Term 3
Foundation Skills (SMT400)	20		• Foundation Skills Projects • Venue Awareness Training	

Production Skills (SMT410)	30	• Skills Sessions • Practical Paperwork		• Specialist Lessons • Cueing Exercise
Advanced Stage Management Skills (SMT420)	40		• Practical Production / Project Work	
Collaborative Project (SMT430)	30			• Collaborative Project • Peer Assessment

The first year of the programme helps students build their theoretical knowledge and practical experience of working in the different disciplines offered. The course moves from Foundation Skills through Production Practice before culminating in a Collaborative Project.

The Foundational Skills module introduces the student to the core practical and research skills common to all areas of production practice. It exists as an introduction to research and presentation skills; working with scale; introduction to the performance space; working in venue; technical, management and academic skills that underpin all subject specific work in subsequent modules. Field trips and orientation exercises provide the opportunity to explore London's cultural landscape.

Students will be expected to hone their teamworking, independent learning, communication, and literacy and numeracy skills through undertaking work on the programme which forms part of both formative and summative assessment. The mid-point of the term looks at Production Skills.

Students follow a rotational timetable of 30+ hours of learning per week in the discipline areas of Lighting, Sound and Video, Stage Management and Applied Arts. They will gain skills and experience in many potential employment areas of the industry and will obtain transferable skills that will give them the leading edge in the employment marketplace. Production Arts students also take part in public performances via the Production Roles module, giving them access to creative learning environments where they will be working alongside other students and professional freelance staff.

Foundation Skills

This module takes place in the first six weeks of the programme. It introduces students to the core practical and research skills common to all areas of Production Arts. It exists as an introduction to key technical, management and academic skills that underpin all subject specific work in subsequent modules. This module will be delivered through a series of short projects. Each project is self-contained and is completed within a defined timescale. Within each project students will be given the opportunity to learn core skills and knowledge and then apply their learning to a project or task, either independently or as a group. Content will be delivered through field trips, seminars, lectures and workshops.

Production Skills

Production Skills workshops and sessions are delivered over the course of nine weeks, split into a six-week block in the first term and a five week block in the third term. In the first part of this module, students will study within the discipline areas of Applied Arts, Lighting, Sound, Video and Stage Management. Workshops enable the student to gain competencies and receive general training in the subject areas of scenic construction, scenic art, prop making, lighting, sound, digital media, stage management and stagecraft. The second part of the module will consist of series of specialist lessons, workshops, and masterclasses in the key areas of Stage Management. This will equip students with the skills and knowledge required for undertaking more senior production roles in Level 5, where they will be able to

test their learnt theory and apply it to the creation of a live production. This module will introduce students to the fundamental theory and practice underpinning the production arts in contemporary live performance. It aims to promote creative thinking and the development of a 'taxonomy', building a language of creativity which also incorporates theatre terminology. Students will gain an understanding of industry practice and become familiar with the components and logistics of the production arts response in a live performance environment. The key emphasis of the module is to outline the creative and production processes in a clear and applicable fashion, forming a fundamental tool kit of skills and practices.

Production Practice

Production Practice includes introductory level production work. Mountview produces over 26 public facing productions each year in its two theatres in Peckham. These are principally collaborations with the undergraduate and post graduate Musical Theatre, Acting and Actor Musician programmes. Students are allocated to assistant level roles on these productions within the area of their Pathway. This module is largely of a practical nature and is designed to introduce the working methods of a theatre arts practitioner within a live performance environment. Students will observe first-hand the roles and responsibilities of the various members of the technical, management and creative teams, and explore the integration and operation of those teams in a variety of performance contexts.

Collaborative Project

This module explores the application of practical skills gained in previous modules through realised, collaborative working. Identifying the processes of collaboration and the application of skills from across the full range of production arts is fundamental to being able to function as a practitioner in the performance and event environment. Students will explore the collaborative processes that contribute to performance production, including the practice of costume, lighting, set, sound, and video designers in the theatre industry and related fields. This module enables the learning and experimental applications of the basic skills required to reflect on one's own practice and that of peers. It encourages an understanding of the flow through research, experimentation, development of ideas, application in practice and reflection. Imagination, creative problem-solving and independent thinking will be applied throughout this module.

Year 2 (Level 5)		Components		
Module	Credits	Year 2, Term 1	Year 2, Term 2	Year 2, Term 3
Production Roles 1 (SMT500)	40	• Practical Production / Project Work		
Applied Stage Management Skills (SMT510)	20		• Stage Management Skills Workshop • Scene Setting Project	
Production Roles 2 (SMT520)	40		• Practical Production / Project Work	
Industry Research (SMT530)	20		• Career Development Plan • Health & Safety	

Applied Stage Management Skills

This module involves eight weeks of intermediate level study in a specific area of professional practice. These are intense study weeks that further develop the student's knowledge and understanding of key transferable skills, and it allows students to use their own initiative but with the support of scheduled tutorials, skills classes, and workshops. Students are able to advance these specialist skills and knowledge through their engagement in production and project work.

Production Roles 1 and 2

These Production Roles modules provide students with experience of work-based learning and applied practice within a series of industry defined roles and projects. Students will undertake production and project work relevant to a Stage Management discipline. Some examples of roles are Deputy Stage Manager and Stage Manager. Students may also participate in work-based learning opportunities relating to their discipline. These might comprise a longer opportunity with one placement provider, or several shorter slots with a range of companies or industry practitioners. Students are encouraged to organise their own work-based learning opportunities, with the support of Mountview staff, in order to develop confidence in their networking skills.

Industry Research

This module combines components that aim to develop the student's foundation skills. Areas of study include Contextual Studies, Career Development, Health and Safety, Stagecraft and Personal Development Planning. Students will engage in sessions that will enhance their transferable skills and enable them to develop research skills and processes. They will explore methods of analysing and evaluating their own development and practice. Students will also explore means of marketing their skills using websites, online networking and digital media. The skills acquired within this module will transfer across all disciplines and reflect in all roles. This module will support a students' process of searching for employment building a sustainable career.

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

Classes are delivered through a variety of methods utilising digital technology where appropriate. The majority of classes are practical and fully interactive and will often include peer to peer learning and team teaching with a strong emphasis placed on group skills. Students are always marked for their individual contribution with their group engagement skills forming part of the assessment.

WORK BASED LEARNING

During this course, you will be allocated a period of time to find opportunities for work-based learning. You will be expected to investigate opportunities yourself that are appropriate to your expected future employment and sit within your chosen discipline. Periods of work-based learning can be from one day to the whole allocated period. All opportunities must be agreed by your subject tutor and follow Mountview's Work Based Learning Policy. You will be allocated a tutor to supervise and support your work and who can help you make and retain contacts with your workplace. This can also be discussed with your personal tutor. The assessment of work-based learning sits within a Production Practice module.

CAREER AND PROFESSIONAL DEVELOPMENT

The course is intended to provide the knowledge and skills that are necessary to enable employees to be versatile and adaptable in progressing into and within work and developing the potential for a sustainable career is the key focus throughout the programme. You will be exposed to industry practitioners and their processes through a range of learning activities. This will help inform and shape your own career aspirations.

Career Development Planning (CDP) is a key foundation to students' progression. Students are encouraged to engage in CDP throughout their studies. CDP provides an opportunity to assess the value of the skills and knowledge you are gaining and identify future learning and development needs. It offers a structured way to reflect on what you are good at and what you need to develop further. You will learn to review your own skill levels and what you have learned from different situations and environments, including your studies, part time work, voluntary work, and other activities. You will record your reflections and use them to help plan your future development. The plan is undertaken through the personal tutor system and the Industry Research modules.

The Industry Research module provides careers advice and personal development planning, sessions may include:

- CV layout, structure and presentation

- Application forms and cover letters

- Interview techniques

- Contracts and personal finance

- Portfolio creation and presentation skills

Beyond Mountview

Students who have trained at Mountview have gone on to have successful careers in the theatre and associated industries. Having gained many transferable skills, they are enabled to consider many associated industries such as TV and Film, Events, Cruises, and Theme Parks. Mountview offers an excellent employment rate with a high percentage of its students gaining employment within 6 months after graduating from the programme. The connection with Mountview need not stop at Graduation as alumni are encouraged to keep in touch and actively pass employment opportunities on to graduating students.

MARKING GUIDES

» MARKING GUIDE – COURSEWORK

This includes work produced during timetabled taught sessions, professional practice, independent study, and workshop sessions. Coursework is continuously assessed, often with formative feedback given at key points. Summative assessment takes the form of written and verbal feedback.

Distinction (70%+)
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 good time management, planning and personal study

- Outstanding contribution to the group process

Merit (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

Pass (40% – 59%)
A sound standard of work and competence 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

- Good time management, planning and personal study

Marks below 40% indicate a 'fail' and fall below the satisfactory criteria.

» MARKING GUIDE – PROFESSIONAL PRACTICE AND TUTORIALS

You will take part in tutorials throughout the course, in support of your development and learning. In many cases feedback and advice is formative. During Professional Practice Modules, you will engage in evaluative tutorials, which form a component of the summative assessment for these modules.

Production roles marks are awarded for work in a variety of presentational contexts and for achievement in relation to the assessment criteria.

In Introduction to Production Roles, students evidence professional practice by working on productions and projects at an introductory level.

In Production Roles 1 and 2, students will take on higher responsibilities on productions or projects throughout the year and be expected to work at an advanced level with a large degree of self-directed work.

The following assessment criteria should be read with these levels in mind and continuous assessment is applied to all professional practice modules:

- The ability to work autonomously, manage workloads and meet deadlines, showing excellent engagement and commitment to the production and the support of others

- Value and embody a professional level of practice in the design or applied tasks associated with live performance, consolidating and extending their knowledge and research skill

- To an advanced level, create and complete applied design or production work from initial idea to finished product, in response to set briefs or in the generation of new independent work

- Document the design and/or production processes, through a variety of appropriate media ie. notation, sketches, research material, organisational documents, audio/visual still or moving recordings; and organise the material in an appropriate legible fashion.

- Articulately judge the work, developing the appropriate analytical and linguistic skills to present and discuss ideas and processes intelligently

Distinction (70%+)

An exceptional standard of work which is distinctive and memorable in its execution and consistently demonstrates the following qualities:

- Outstanding professional behaviour, producing evidence showing a clear and deep understanding of the text, creative response and problem solving
- Shows excellent communication skills when liaising with other members of the project team, evidencing ability to make suggestions and see potential issues, solve problems, and have an impact on the realisation of the production
- Demonstrate a strong ability to work autonomously, and confidently manage workloads and deadlines, excellent engagement and commitment

Merit (60-69%)

A high standard of work demonstrating the following qualities:

- A high level of professional behaviour, producing evidence showing a secure understanding of the text, creative responses, and appreciation for the challenges in staging the production
- Shows strong communication skills when liaising with other members of the project team, evidencing ability to make suggestions, see potential issues and solve problems
- Demonstrate ability to work unguided on set projects, and able to manage workloads and deadlines set

Pass (40-59%)

A sound standard of work demonstrating the following qualities:

- A secure level of professional behaviour, producing evidence of a basic understanding of the text, creative responses, and appreciation for the challenges in staging the production
- Shows secure communication skills when liaising with other members of the project team. Ability to discuss and make suggestions to solve potential issues
- Demonstrate an ability to work unguided on set projects, but with some limitations in managing workloads and deadlines, engagement and commitment

» MARKING GUIDE – PRESENTATIONS

These may be used as a means of assessment for independent or group project work or may be used in conjunction with submitted coursework in order to assess your ability to articulate proposals, ideas and solutions verbally.

Marks are awarded (i) for work in a variety of projects, task's group working, individual tasks or skills and knowledge assessments and (ii) on the basis of the achievement in relation to the assessment criteria and module outcomes.

Distinction (70%+)

An exceptional standard of work which consistently demonstrates the following qualities:
- Excellent degree of technical skills appropriate to the students' level of study in the formation of the presentation
- Excellent ability to select, test and make appropriate use of materials, technologies, processes and environments
- An excellent level of leadership with the ability to organise work of a group or individually
- An excellent ability to follow instruction and problem solve
- Very high ability to communicate effectively, visually, orally and in writing, with others

Merit (60-69%)

A high standard of work which consistently demonstrates the following qualities:
- Secure degree of technical skills appropriate to the students' level of study in the formation of the presentation
- Secure ability to select, test and make appropriate use of materials, technologies, processes and environments
- A secure level of leadership with the ability to organise work of a group or individually
- A strong ability to follow instruction and problem solve
- A very high ability to communicate effectively, visually, orally and in writing, with others

Pass (40-59%)

A sound standard of work demonstrating the following qualities:
- A good degree of technical skills appropriate to the students' level of study in the formation of the presentation
- An ability to select, test and make appropriate use of materials, technologies, processes and environments
- A good level of leadership with the ability to organise work of a group or individually

- A good ability to follow instruction and problem solve
- A sound ability to communicate effectively, visually, orally and in writing, with others

» MARKING GUIDE – ONLINE AND DIGITAL JOURNALS
Weblogs are used as a method of noting and recording daily activities that can be examined or reviewed remotely. This is particularly appropriate to industry placements and digital profiles created for use as self-promotion tools.

Distinction (70%+)
An exceptional standard of work which consistently demonstrates the following qualities:

- Excellent ability to plan and manage continuing personal development and professional practice
- Excellent ability to make connections between intention, process, outcome, context and methods of dissemination
- Excellent level of information retrieval systems in order to gather, sift, synthesise and organise material independently and to critically evaluate its significance
- Excellent ability to communicate effectively, visually, orally and in writing, with others

Merit (60-69%)
A high standard of work which consistently demonstrates the following qualities:

- Secure ability to plan and manage continuing personal development and professional practice
- Secure ability to make connections between intention, process, outcome, context and methods of dissemination
- Secure level of information retrieval systems in order to gather, sift, synthesise and organise material independently and to critically evaluate its significance
- Secure ability to communicate effectively, visually, orally and in writing, with others

Pass (50-59%)
A sound standard of work demonstrating the following qualities:

- Good level of ability to plan and manage continuing personal development and professional practice
- Good ability to make connections between intention, process, outcome, context and methods of dissemination
- Adequate level of information retrieval systems in order to gather, sift, synthesise and organise material independently and to critically evaluate its significance
- A basic ability to communicate effectively, visually, orally and in writing, with others

FEEDBACK

You will receive feedback on your work in a variety of ways including formal end-of-term progress tutorials; professional notes and much more informal methods.

You are encouraged to develop a sense of personal responsibility with regard to feedback. You should not abuse the availability of feedback by seeking constant reassurance and you should develop an understanding of the distinction between professional notes and personal criticism.

» THE LEXICON
To help clarify feedback, teaching staff will utilise the Production Arts Lexicon, using words appropriate to the level of work they are assessing. Students are encouraged to refer to the lexicon when reading their feedback to gain an understanding of the level of their work.

Mountview Theatre Production Arts Assessment Lexicon

BA: First		BA: 2:1	BA: 2:2		BA: 3rd		BA: Fail	
FdA: Distinction		FdA: Merit	FdA: Pass				FdA: Fail	
80-100%	70-79%	60-69%	55-59%	50-54%	45-49%	40—44%	35-39%	0-34%

BA: First / FdA: Distinction (80-100%, 70-79%):
Exceptional, Outstanding, Exhaustive, Exemplary, Excellent, Brilliant, Innovative, Sophisticated, Rigorous, Incisive, Insightful, Authoritative, Commanding, Distinctive, Inventive, Perceptive

BA: 2:1 / FdA: Merit (60-69%):
Very Good, Thorough, Assured, Comprehensive, Confident, Efficient, Secure, Accomplished, Skilled, Adept, Effective, Consistent, Creative, Proficient, Thoughtful, Skilful, Assured, Analysed, Critical, Decisive, Convincing, Developed, Fluent, Robust

BA: 2:2 / FdA: Pass (55-59%, 50-54%):
Good, Fair, Reasonable, Sound, Competent, Solid, Efficient, Secure, (Average), Accurate, Grounded, Consistent, Independent, Imaginative, Synthesised, Logical, Established, Complete, Clear, Appropriate, Coherent, Evidenced

BA: 3rd / FdA: Pass (45-49%, 40—44%):
Satisfactory, Basic, Acceptable, Adequate, Minimal, Undeveloped, Elementary, Able, Simplistic, Partial, Sufficient, Unadventurous, Inconsistent, Hesitant, Outline, Tentative, Provisional, Inaccurate, Faltering, Uncertain, Derivative, Superficial, (Threshold), Unimaginative, Unresolved, Indistinct, Imprecise, Inexact

BA: Fail / FdA: Fail (35-39%, 0-34%):
Inadequate, Insufficient, Lacking, Failing, Ineffective, Incomplete, Poor, Scant, Partial, Clumsy, Unclear, Inappropriate, Misconducted, Unconsidered, Careless, Vague, Faltering, Undisciplined, Disorderly, Mistaken, Deficient, Erroneous, Formless, Unstructured, Shapeless

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.

Please note that this lexicon should be applied in relation to the level of the student's studies, for example, work that is *Exceptional* (therefore 80-100%) at Level 4 might only be judged as *Secure* at Level 6 (therefore 55-59%).

» WRITTEN FEEDBACK

At the end of each module, you will be provided with written feedback for the module without a grade. Feedback will be agreed by two internal markers, generally the module subject tutor and a second marker. Feedback is also gathered from the professional practitioners that you have worked alongside, and this provides a key part of your assessment which will be provided to you during your feedback tutorial.

Module marks will be issued to you at the end of the academic year. All marks are subject to change until ratified by the Exam Board with UEA.

» INDIVIDUAL TUTORIALS

One-to-one tutorials, with either a member of the module delivery team or a personal tutor, will be used to evaluate progress and establish either potential goals for students or skills that need to be improved through further support or learning. Tutorials will always be bespoke and apply mainly to activities undertaken as individual, student-led projects, where autonomy is required as part of the learning outcomes.

» GROUP TUTORIALS

Group tutorials will generally be undertaken as an evaluative, retrospective process, at a summative point. These tutorials enable students to reflect on their collaborative process as an important stage of their continuing professional development.

Group tutorials undertaken in a formative mode will be a point at which the tutor is able to enable further development of group project work, by offering feedback on the process so far. This formative feedback will be offered in relation to the learning outcome and assessment criteria, enabling the students to direct their further development in line with this advisory feedback.

Group tutorials will be held by the course tutor in order to feed back on the progress and process of the students. The group process is also an important opportunity for peer assessment, in a supported and chaired environment.

» INFORMAL FORMATIVE FEEDBACK

Informal feedback will be offered continually to students. It is particularly relevant to practical skills activities where an indication of having correctly or incorrectly demonstrated something is important as an indication of achievement. Informal formative feedback is generally verbal and may be given by module tutors and staff who informally drop-in on the process.

» PEER FEEDBACK

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

In order to offer peer assessment, students are encouraged to develop their capacities 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, students are assisted to discriminate between the personal and the professional.

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 conditions in technical theatre. You will be working cooperatively and interdependently with others, and your presence is essential for developing practical skills. You cannot become skilled simply by reading about technical theatre - you must be actively engaged in classes, workshops, and tutorials.

» ATTENDANCE REQUIREMENTS

All students must:

- Sign-in using student ID card at Atrium speed gates or doors before first class or call
- Be present and ready lesson/call start time shown on timetable/ASIMUT
- Check timetable regularly and check emails regularly (only lessons will be added to ASIMUT – call times for rehearsals, tech sessions, and performances sent day before by either one of the SM team or the Production Manager).
- Report absences at least 30 minutes before commencement via ASIMUT and your Course Leader

» LATENESS POLICY

- Must be present and ready at start time
- Allow extra time for transport delays and rush hour traffic
- Three episodes of lateness (any kind) in one term will trigger discussion with Personal Tutor and Course Leader

1. Circumstances beyond your control with easily evidenced proof (e.g., transport delays with app screenshots, official service disruption notifications):

   - Contact Student Services with proof
   - Student Services will assess whether entry is permitted

2. Other circumstance beyond your control:

   - Contact Course Leaders and Student Services with proof
   - Course Leaders will assess whether entry is permitted
   - Repeated lateness results in conduct warning

» MEDICAL APPOINTMENTS

- Book appointments outside class/call times wherever possible
- Book time off at least 24 hours in advance via ASIMUT
- Inform Course Leader immediately when appointment is made
- Provide proof (i.e. appointment confirmation screenshot) to Course Leader and Student Services
- Course Leader will determine if absence is authorised - unapproved appointments will be classed as unauthorised absence and may affect academic results
- For multiple appointments/ongoing treatment, discuss with Course Leaders immediately to assess impact on training, rehearsals and assessment

» PLANNED ABSENCES

- For planned absences (personal reasons, family events): Contact Course Leaders and Student Services at least one working day in advance Contact Course Leaders and Student Services at least one working day in advance
- Provide proof – if accepted by Course Leaders, it will be logged as 'authorised'
- Can be partial day (morning or afternoon) if appropriate and approved by Course Leaders
- Unauthorised absences will be discussed with Course Leaders and may result in disciplinary action or impact academic results

» ILLNESS

- Inform Course Leader and Student Services, log absence and reason on ASIMUT
- If not reported in advance, provide reason upon return
- 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
- If becoming ill during the day: must take full day to recover unless Course Leaders determine content adjustments allow participation
- Same-day emergency appointments require full day absence unless medical practitioner confirms safe attendance and Course Leaders approve

» 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

- Lateness and absences may impact academic results as consistent evaluation becomes challenging
- Persistent non-reported absences or lateness may trigger disciplinary action
- Continue seeking support through your Personal Tutor and maintain communication with Course Leaders and Student Services

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

At the beginning of your course a member of academic staff will be assigned as your Personal Tutor. They will support your academic and professional development; your development of independent learning and self-management skills; and help to ensure your health and wellbeing. We aim to assign one personal tutor for your whole course, but sometimes changes will be necessary.

A series of individual and group personal tutor sessions will be scheduled each year. You should prepare for these sessions by considering what you wish to discuss. As with classes, attendance at these meetings is compulsory and monitored.

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 do not feel able to do this, you should contact the Head of Undergraduate Performance, who may assign a new tutor. 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
- Production Arts Representatives
- CertHE Representatives
- Postgraduate Representatives

STUDENT SUPPORT FLOWCHART

INFORMAL APPROACH — Student with an issue speaks to a peer (Student Union Officer or Student Representative) or member of staff.

Issue shared with Student Union Officer.	Issue shared with Student Rep.	Issue shared with Teaching Staff.	Issue shared with Personal Tutor.	Issue shared with other Member of Staff.
Issue Resolved	Issue Resolved	Issue Resolved	Issue Resolved	Issue Resolved

Issue cannot be resolved with an informal conversation and/or needs to be raised with relevant teams or referred to internal support services.

INTERNAL APPROACH — The student is directed to people who can give support or raise the issue with relevant persons

STUDENT WELFARE	STUDENT SERVICES	REGISTRY SERVICES	DUTY MANAGEMENT	STUDENT REP. MEETING OR COURSE LEADER
Student Wellbeing and Pastoral Care, Counselling, Physical or Mental Health and Medical Conditions (incl. Disabilities or Neurodiversity Assessments), Reasonable Adjustments, Personal issues impacting training (Incl. Diversity, Sexual themes and Sexual Violence Support).	General Information & Advice, Administrative Support (including IT), Timetable, Room Bookings, Building Resources (Library or Study spaces), First Aid, International Student advice, or if unsure who to raise issue with.	Housing, Finances, Tuition Fees, Financial Stress, Scholarships, Visas, Applications and General Course Admissions.	Facilities, Safety and Security concerns, Physical resources, Building access, Safety Evacuations, Personal Evacuation Plans.	Academic Feedback, Comments or Concerns, Experience on the Course, Progress on the Course, Assessment and Evaluation, Extenuating Circumstances (EC), Course Feedback, Staff Concerns.

Physical injuries affecting the student's training. → Referred to Discipline and Course Leads for assessment and P. Tutor for consideration.

Issue raised with Programme Leaders. / Issue raised with Director of Learning and Teaching.

Issue Resolved (multiple)

If the issue is not resolved, the student will be referred to other formal procedures to raise their issue. More information on available routes will be available then. For issues concerning student support that cannot be resolved internally, the student will be referred to the available External Support Services as appropriate.

POSSIBLE OUTCOMES — List of possible outcomes disclosed as part of formal approach, which might depend on issue raised.

Issue resolved through formal procedures.	Referral to Counselling Services.	Referral to GP Consultation.	Extenuating Circumstances Process.	Fitness to Study Procedure.
Sign-Posting to Professional Welfare. Services	Sign-Posting to Other Professional Services.	Specific Learning Differences Assessment.	Student Dispensation.	Appeal or Complaint Procedure.

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.

The pass mark for modules is 40%.

Module marks are the weighted average of component marks (the weighting is given in the module specifications on the Student SharePoint).

Completion Marks are the average of the module marks.

You will be given your marks at the end of each year. You must pass all modules to proceed to the next year.

All marks are provisional until they have been confirmed by the Exam Board.

This course involves continuous assessment, as staff are looking at progress throughout the course, as well as the work on specific modules.

Students will be given specific work to complete within a prescribed time frame. This includes practical work, project work and research projects. The submission dates and times will be detailed on the assignment briefs. It is the responsibility of students to make themselves aware of deadlines and submissions.

Assessment is an integral part of learning and takes the form of formative or summative assessment:

- Formative assessment is developmental in nature and designed to give feedback on the student's performance and how it can be improved. Formative assessment is an important part of the learning process and has been shown to contribute to the enhancement of learning and the raising of standards.

- Summative assessment is designed to measure the extent to which you have achieved the intended learning outcomes of a module and therefore the appropriate grade to be awarded. Summative assessment should assess achievement of all learning outcomes in a secure, fair and accurate manner.

Please see the module specifications on the Student Services for Students SharePoint for details of the assessment for each module.

AWARDS

In order to be awarded the Foundation Degree, you must pass all modules in Years 1 and 2 and achieve all 240 credits of the programme.

Classification is based on the average of the four modules and Foundations Degrees are awarded as follows:

Classification	Final Award
Distinction	Finalist Grade of at least 70%
Merit	Finalist Grade of at least 60%
Pass	Finalist Grade of at least 40%

Students may be nominated by Mountview for a number of awards and prizes and when an opportunity arises, all eligible students will be notified of the criteria and the application process.

» SUBMISSIONS, RECEIPT, MARKING AND RETURN OF ASSESSMENTS

Electronic Submissions must be uploaded to your dedicated Microsoft Form submission point in advance of your deadline. Once you have uploaded your file and submitted your form response, you will receive an automatic reply from Microsoft to acknowledge receipt of the file within the first 24 (working) hours. Always save a copy of your form responses and the acknowledgement email as proof of submission. Electronic submissions which are emailed to Student Services or to your course leader rather than being uploaded to your submission form will not be considered as your final submissions and late penalties will be applied if work is received in the correct format after your deadline.

All physical hand-in submissions must include a printed version of a completed Mountview Coversheet which can be found on the Student SharePoint. Physical submissions must be handed in to the Student Services Team in the Student Services Office. They will issue you with digital receipt confirming your submission has been received. Any work handed in to your course leaders will not be accepted as your final submission, and it will be your responsibility to ensure your work is handed to Student Services prior to the deadline.

Further information on submissions can be found on the Student Services for Students SharePoint.

» EXAMS

There are no formal examination periods, but some modules may require you to sit in-class exams during taught sessions which will be conducted by the class tutor.

» MARKING, SECOND MARKING AND MARKING MODERATION

All assessed work will be marked by two internal markers (Mountview teaching staff). The first marker annotates the work fully and awards a mark, leaving a clear trail to be audited, whereas the role of the second marker is to check that the mark schemes have been properly applied, and that the total mark is arithmetically correct. The purpose of second marking is to check on standards for all work and may be extended to reviews or thorough second marking of a sample of work.

A minimum of 10% of all coursework and examinations will be moderated and all coursework and examinations which are failed work will be second marked.

The External Examiner is an academic from another institution who oversees the whole process of assessment, ensures that standards are maintained, arbitrates in the case of disputed marks, and ensures

that the procedure is fair for each student. The External Examiner's reports can be found on Office 365 SharePoint.

You should not make contact with the External Examiner, any questions regarding marks should be directed to the Head of Production Arts Training or through the appropriate appeals procedure.

» RETURN OF COURSEWORK

You will be expected to keep a copy of your coursework. The marked copy will not normally be returned to you, so retention of a copy is important so that you can relate any feedback comments you receive to your work.

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 20th 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/