

**Statement of Access, Participation and Public Good**

**January 2026**

**Introduction**

Mountview Academy of Theatre Arts, one of the UK's leading drama schools, is a small specialist conservatoire which was founded in 1945 and relocated to Peckham, South London in 2018 from its previous home in Wood Green, North London. We currently train approximately 600 students each year and we have a long standing and international reputation for providing the highest quality training at undergraduate and postgraduate level in performance- and theatre-related industries.

We know that our environment will be enriched by embracing local, national, and international students from a cross-section of backgrounds, experience, ethnicities, cultures, and learning needs. Working together with our students, we are pro-active in fostering changes that will make our training accessible and achievable to groups and individuals who might otherwise have been excluded due to their life circumstances.

This statement is designed to reflect our serious commitment to access, participation, and contribution to the public good. We are committed to careful monitoring, identification of further progress that is needed and careful planning of action to achieve success, measured against our goals.

This statement reflects on three key themes highlighted by the Office for Students (OfS) and also serves as our Public Good Statement, as required by Medr, Wales's Commission for Tertiary Education and Research, for further education, higher education, apprenticeships, school sixth forms, adult community learning, and government-funded research and innovation.

**Theme 1: The Areas we are Seeking to Address**

**Access**

Mountview is committed to an inclusive approach to recruitment that actively celebrates and supports diversity across our student community. We recognise and value the contributions of Global Majority students, including Black African-Caribbean and Asian students. Our student body encompasses neuro-diverse individuals, trans, non-binary, and gender non-conforming people, drawing from diverse geographic backgrounds including rural and urban areas across the UK and internationally. We are dedicated to creating an educational environment that welcomes and empowers learners from all backgrounds and underrepresented groups.

More information can be found on our OfS Access and Participation Data Dashboard:  
<https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/data-dashboard/>

Learners who face additional barriers to access include people of all ages in under-represented groups, such as those listed below:

- People living within the bottom two quintiles of the Index of Multiple Deprivation,
- Disabled students,
- Students from minority ethnic communities,
- Students studying part-time,
- Student living in UK low participation areas,
- Young males from low participation areas,

- Students living in workless households,
- Care experienced applicants, Looked after children and care leavers,
- Carers in all age groups,
- Refugees and asylum seekers,
- Students receiving an Educational Maintenance Allowance (EMA),
- Students who are the first in their family to enter higher education,
- Ex-offenders, and
- All individuals with protected characteristics<sup>1</sup>

## **Auditions/Interviews**

Mountview has an inclusive approach to recruitment and this is represented across courses with a significant number of students who are neuro-diverse, non-binary and transgender, Global Majority students, including Black African-Caribbean and Asian students, and students from rural or urban areas across the UK and internationally. In addition, the majority of our students come from state schools, and over half come from low social-economic households, measured by household income.

In 2025-26, 19% of the entire student population identified as Black and Global Majority on entry.

We are committed to developing the very best practitioners, irrespective of social, financial, or cultural background and we audition or interview every applicant to our courses, demonstrating our commitment to open inclusion.

In addition to auditioning or interviewing every applicant to our courses, for all BA Performance courses we have now introduced a variety of in-person regional locations, as well as in London, to make auditions accessible to as many people as possible. For international candidates and those with exceptional circumstances, we offer the option of submitting a digital audition.

For MA Performance courses, we offer either in-person or digital auditions. First-round CertHE auditions will take place online with a recall being held in London, Manchester, Birmingham, Exeter, Hertford, Chelmsford and Belfast. All MA Hub and Production Arts courses offer interviews both in-person and digitally.

Recognising that there is a significant number of candidates who may not be able to apply for drama training due to associated audition fees, we have introduced a low-income fee waiver/reduction scheme for candidates with a household income of less than £21,000. Moreover, Southwark residents are eligible for one free audition to any of our courses.

Further information about our auditions and interviews can be found on our website:

<https://www.mountview.org.uk/courses/auditions-and-interviews/>

## **Accommodation**

Accommodation for our students is a priority for us over the next five years. The cost-of-living crisis is significant and the price of rent in London has become overwhelming for many of our students. We are continuing with a project partnered by property developers which will provide student housing for several hundred students a two-minute walk from the Mountview building.

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<sup>1</sup> Protected characteristics are: age; disability; gender reassignment; marriage or civil partnership; pregnancy and maternity; race; religion or belief; and sex.

## **Accessible HE Provision**

To complement our existing provision and to offer more accessible options for HE training, in July 2024 we validated two Certificates in Higher Education (CertHE) in Acting and Musical Theatre<sup>2</sup>, which are delivered in London as well as regional sites in Manchester, Exeter, Birmingham, Hertford, Chelmsford and Belfast. By validating and accrediting the courses, we have greatly increased access to this course as students will be able to apply for student loans. It is also available to the international market, ensuring that students experience a width of perspective by learning with a mixed community.

Further to the CertHE provision, we also offer level 7 MA courses as accessible provision. For example, our MA Theatre for Community and Education is delivered part time to ensure that students can balance their study with work and family. We are also in the process of validating an MFA Top-Up to enable students from Mountview and beyond to return to study after developing their skills and top up their MA to an MFA.

Mountview also offers Part Time Vocational Acting and Musical Theatre courses delivered over 1.5 terms and three evenings per week, enabling students to fit study around work and other commitments. This structure, combined with competitive course fees, makes this course one of the most accessible courses of its kind in the UK.

## **Disability**

Our building in Peckham is accessible to disabled students, including wheelchair users, and is Disability Discrimination Act (DDA) compliant. This includes the theatres, studios, all front- and back-of-house areas, as well as all other training and public facilities. As a result of this, we can engage more confidently in the inclusion of disabled students, as well as staff, who are wheelchair users.

## **Funding**

A diverse student body is only possible with significant scholarship support, and we are committed to making students aware of financial options open to them.

We continue to support new and returning students through scholarships and bursaries which are generously provided by a variety of supporters including The Leverhulme Trust, The Andrew Lloyd Webber Foundation and LW Theatres, Elaine Paige OBE, Crossroads Live Ltd, The Champniss Foundation, the Christina Smith Foundation, Little Lion Entertainment, and many more.

We have substantially increased the level of internal bursaries and scholarships for those in financial need and will continue to do so in the coming period. In addition to scholarships, The Judi Dench Fund for Access to Drama Training<sup>3</sup> – named in honour of our President – has been a major fundraising initiative for several years, supporting activities that break down barriers to drama training including emergency grants, counselling services, learning plans, and free auditions.

In addition to the scholarships and bursaries offered, costs of widening participation are integrated into a range of areas including admissions, student support, touring, outreach workshops and short courses. They help to support Mountview's visits to schools, colleges, and arts centres across the UK, leading workshops, holding auditions, touring productions, and networking with communities.

<sup>2</sup> <https://www.mountview.org.uk/certificate-of-higher-education/>

<sup>3</sup> <https://www.mountview.org.uk/support-us/the-judi-dench-fund/>

Across these areas of activity, including scholarships and bursaries, our estimated total spend on widening participation in 2024-25 was at least £346,000, which represents around 5% of total student fee income for the year.

More information about Funding & Scholarships at Mountview can be found here:

<https://www.mountview.org.uk/courses/funding-and-scholarships/>

## Success

### Retention

The average retention rate for full time undergraduate and postgraduate courses on our most recent OfS Student Outcomes Dashboard was 99.8%<sup>4</sup> and this is a strength of Mountview and the training we offer. Due to only having small cohort sizes, getting a place on the training is extremely competitive and students have to work very hard to confirm their place. As a result of this, students rarely leave the training unless it is for extenuating circumstances.

Only a small number of students withdraw or suspend their studies each year and this is usually due to the physically demanding nature of the training, as it is sometimes necessary for students to interrupt their studies for injuries or medical reasons. There is no trend of withdrawal or intercalation decisions being made amongst underrepresented groups. The intensive nature of the training that Mountview provides places a significant focus on collective learning as an ensemble and this very supportive method of delivery contributes to our extremely high student retention rates.

### Results

#### *Postgraduate Degrees & Diplomas*

Analysis of 2019-20 to 2024-25 data demonstrates consistently high achievement. Over the past six academic years, 53% of MA students achieved a Merit, with 43% securing a Distinction. A small number of students receive an exit award annually, typically resulting from course withdrawal rather than course failure.

Student numbers in our postgraduate provision evolved notably in 2021-22 and 2023-24. The 2021-22 increase incorporated our Part-Time MA Theatre for Community and Education students, while the 2023-24 expansion included the new PGDip Stage and Production Management. Previously an internal award without credits, we validated this programme with UEA to enable students to access a formal qualification and student finance. These students are now reflected in the 'PG diploma (intended)' column.

#### *Bachelors Degrees*

Between 2019-20 and 2022-23, we observed a steady increase in BA students achieving a First Class Degree, which peaked in 2022-23 during the final year of COVID-19 contingency marking arrangements. The 2023-24 data indicated a return to pre-COVID levels, with a majority of students achieving a 2:1. However, in 2024-25, a majority of BA students were awarded a First. This shift is likely attributable to changes in student recruitment and the introduction of BA Top-Up programmes in Production Arts, where a significant number of students achieved first-class honours.

Similar to our postgraduate results, a small number of students receive an exit award annually, typically resulting from course withdrawal rather than course failure.

<sup>4</sup><https://www.officeforstudents.org.uk/data-and-analysis/student-outcomes-data-dashboard/data-dashboard/>

## *Foundation Degrees*

Our FdA Production Arts courses have a small cohort, yet these students consistently demonstrate strong academic performance, with the majority achieving Distinction or Merit grades. To address and potentially increase student numbers, we have strategically restructured our Production Arts provision. This restructuring consolidates our previous offerings—which comprised four FdA courses, four BA courses, and three internal awards—into two FdA courses, two BA Top-Up courses, and one PGDip. We anticipate monitoring the impact of these changes on our continuation, completion, and progression metrics in future academic cycles.

As with our MA and BA awards, any exit awards are typically granted due to withdrawal, with percentage figures potentially appearing elevated due to the low overall student numbers.

## *Certificate of Higher Education (CertHE)*

In 2024-25, we had our first cohort of CertHE Acting and CertHE Musical Theatre students in London and at our regional sites and 98% of these students passed the course. Please note, there are no classifications for a CertHE.

## **Progression**

### **Graduate Destinations and Employment**

Given the vocational nature of the training, all Mountview students are intensively prepared for employment throughout their training and in their final year they actively seek agent representation and employment. All of this activity is supported by Mountview's Industry Liaison Manager. It is unusual in this environment for students to choose to go on to further study immediately and this tends to be an option explored by alumni after an average of five years out and working in the industry.

Of the 2025 graduates, 100% of the BA Performance graduates are signed with agents and 97% of Production Arts graduates are within employment in the arts.

For the MA Performance students, at the time of this report, 70% of MA Performance (Acting) Graduates have signed and 83% of MA Performance (Musical Theatre) Graduates have signed. It should be noted that these figures are based purely on what is reported back to Mountview and that it is more difficult to track data from international students who return to their home country after completing their study with us.

Although early in their professional careers, within the first four months of their professional careers, 51% of BA Performance (Musical Theatre) students have gained professional work including Candace Furbert playing a leading role in Disney's *Hercules* at the Theatre Royal Drury Lane, Aiden Garrett joining the cast of *Harry Potter and the Cursed Child* at the Palace Theatre, Bartek Kraszewsu playing the lead in new musical *Ride the Cyclone* at the Southwark Playhouse, Kai Davies playing the lead in new musical *Clarkson*, Kiera Milward playing alternative lead role of Katniss in the new stage production of *The Hunger Games*, Lewis Rennison joining the London cast of *Les Misérables*, and Sienna Widd joining the cast of the new musical *Stiletto* at the Charing Cross Theatre.

Of the BA Performance (Acting) 24/25 Graduates, 64% have already secured professional work, including Adéoré Edwards joining the London cast of *Stranger Things* at the Phoenix Theatre, Charlie Preston joining the London cast of *Witness for the Prosecution*, Desire Cooke in *Supercell* for Netflix, Django Bevan (Mountview's winner of the Carlton Hobbs Prize) joined the BBC Radio Drama

Company, Jax Guerrero joins the cast of the new *Hunger Games Film - Sunrise on the Reaping*, Jeroen Frank Kales stars as Vincent Van Gough in the London revival of *Vincent in Brixton*.

For the BA Performance (Actor Musicianship) Graduates, 33% have so far gained professional work, including Freddie Webster being cast in the original play *Blessings* at Riverside Studios, Rosie Wooding filming the trailer for the tour of *Addams Family*, Sophie Precious Muringu performing in the new musical *Scribbles* at the Other Palace and Wills Mercado in the *Pied Piper* and *The Secret Garden* at the Regents Park Open Air Theatre.

It is too early to offer MA professional work figures at this time.

In addition to their classes, there were a number of high-profile professional opportunities in which students featured. Second year BA Performance (Musical Theatre) students performed in the Concert Version of *Dirty Rotten Scoundrels* at the London Palladium, as well as The Elaine Paige 60th Anniversary Gala, also at the London Palladium, and Third Year Musical Theatre students performed in Tim Rice's Celebration at the London Palladium and the *Magic at the Musicals* Gala Concert at the Royal Albert Hall.

It is important to recognise that given the very specific nature of the industry, there is often little correlation between agent representation and employment gain and indeed there is rarely any correlation between degree classification and employment or agent representation. We simply encourage our students to achieve excellent results across all three of these measures: grades, agent representation and employment, and ensure that they have the skills to do so. Whilst some students are not always in paid employment in their industry of choice, all students have transferrable skills due to the high level of communication skills taught on all courses. The nature of the employment that Mountview students seek is short-term freelance contracts, typically ranging between a two-day filming contract to a one-year contract in a West End Musical.

Our alumni continue to be supported by us throughout their careers, using Mountview library resources, booking studios at a discounted rate, meeting with staff and receiving ongoing careers advice and communications.

## **Theme 2: Our Ambitions and Strategy**

Mountview's mission, vision and values statement feeds into our new 5-year business plan and will steer our direction forwards and inform all our activity for staff and students.

### **CHALLENGE THE STATUS QUO**

doing things differently and courageously; allowing curiosity to drive us; being motivated by new ideas and pushing boundaries; celebrating dynamic and playful exploration; influencing industry with progressive practice; inspiring everyone we reach.

### **CREATE BELONGING**

welcoming all people from all backgrounds; implementing anti-oppressive practices; actively seeking to break down barriers to inclusion; creating access; embedding Equality, Equity, Diversity, and Inclusion approaches; celebrating difference.

### **SUSTAIN THE FUTURE**

environmental mindset, maintenance, and renewal of existing resources; retaining rigour and integrity of our quality and standards; financial sustainability; resilience and wellbeing and supporting with nurture and kindness.

#### COMPASSIONATE COLLABORATION

elevating ideas by working together with respect, sharing our warmth, creativity, and resources; finding strength in partnerships and collaborating internally and externally; developing cultural competency; listening; utilising networks.

#### TRANSPARENT COMMUNICATION

being appropriately open with our information and processes; developing liberatory training practices; compassionate and clear communication; solutions focussed; ownership of responsibilities with clear accountability; observing data privacy.

Mountview's ambition is to create an environment where difference is celebrated, and equality of opportunity is embedded for all students and staff. Mountview was one of the first Drama Schools in the sector to commit to partnering with the Diversity School Initiative and did so until they closed. In partnering with organisations such as the Diversity School and Stage Sight, we are committing towards accessible high quality drama training to talent all over the UK and around the world.

Drama training is intensive and challenging, and for those students who haven't been afforded prior high-level training, it can be difficult to adjust. As well as supporting those with disclosed mental health conditions and Specific Learning Difficulties, we recognise that wellbeing and welfare provision is vital, so that all students can thrive throughout their training.

We continue to work on closing the attainment gaps noted in 'Theme 1 – Success' and ensuring visibility of the range of support available to students.

Our prior action plan set out a number of aims and initiatives to assist us in enhancing and developing our commitment to access and participation and contribution to the public good. We will continue working on these initiatives through our Academic Quality and Planning Committee (APQC) and our Learning, Teaching and Assessment Strategy (LTAS) working group, which is currently being revised.

In addition, we will continue to develop our existing commitment to access and participation through:

- Running regional auditions and taster workshops
- Opening regional hubs for CertHE courses to add to our existing initiative in Manchester
- Staff mental health first aid training, and expansion and diversification of our student counselling offer
- Developing meaningful links with existing arts provision in the community and opening our doors to their needs
- Growing community classes to provide arts experiences for participants of all ages
- Working closely with all students and the Students Union to reflexively provide enhanced support for students
- Employing diverse practitioners as exemplars for underrepresented groups

We will monitor our progress against these initiatives and continue to innovate strategically towards our aim of access of opportunity for all.

### **Theme 3: Our Activities and Support for Students**

#### **Support for Students**

##### **Reasonable Adjustments**

Reasonable adjustments to teaching and assessment are implemented for students with learning differences and disabilities. Mountview staff are skilled at working with students to create adaptations for learning and assessment and in using a wide range of learning styles in their teaching. Staff also attend training sessions on Specific Learning and Educational Needs (SEND) and share best practice at teaching and learning sessions. We have a robust Summary of Reasonable Adjustments (SRA) process, which formalises and communicates reasonable adjustments to ensure that students with learning differences or disabilities are not disadvantaged.

##### **Pastoral Care**

All undergraduate students are assigned a Personal Tutor and this scheme supports both learning progress and pastoral support throughout their training through individual and group tutorials. Postgraduate and Foundation students can access this support through their Course Leader. Many Personal Tutors and Course Leaders are trained Mental Health First Aiders.

The links between mental health wellness and its impact on educational outcomes for students is becoming much clearer across the sector and in January 2020, our Student Welfare Manager introduced a new, increased, and diversified counselling provision for our students. Information about this service can be found here: <https://sway.office.com/WhWUXb18ETPSbrP?ref=Link>

Mountview is also signed up to the Mental Health Charter #timeforchange which is a sector-wide initiative to raise awareness of mental health issues and sign of commitment to promoting change in attitudes and providing practical support.

##### **Equality, Equity, Diversity and Inclusion (EEDI)**

An Equality, Equity, Diversity and Inclusion (EEDI) committee was established in Spring 2023 to pick up and drive forward the work initiated by the Black Lives Matter working group set up in 2020 in response to movements protesting anti-Black violence, which highlighted discriminatory and abusive behaviours in the UK drama school sector.

Though they have commonalities, we are aware that anti-racism is not synonymous with equality, diversity and inclusion. Notwithstanding, a priority of the EEDI committee is to examine racist actions and structures and put strategy together for people within the institution to action change. The EEDI committee takes a proactive approach to advancing an anti-racist ethos throughout Mountview and engages with staff and students at regular intervals to review progress and ensure that improvements are being made. At the same time, we understand that becoming an anti-racist organisation is ongoing, with no one single stopping point. We recognise the interconnected and intersectional nature of racism, ableism, classism, hetero-sexism and sexism. The EEDI committee works to address oppression in its various forms for our community of staff and students, with many, often intersecting, identity positions. Priorities of the EEDI committee include:

- Breaking down barriers to inclusion and cultivating a more diverse staff and student body
- Creating a learning environment that progresses racial equity and justice
- Developing a learning environment that advances LGBTQIA+ inclusion

- Embracing disability, neurodiversity and learning differences; enabling access and providing support where required
- Ensuring our home is welcoming to all and encouraging community engagement
- Fostering a culture of awareness and accountability, where equity and inclusion are a shared responsibility across all stakeholder groups
- Repairing the curriculum and engaging a range of perspectives within our teaching and learning
- Supporting international students and valuing cross-cultural exchange
- Tackling gender-based inequities and gender-based violence
- Utilising staff and student voice to consider different views and experiences

We recognise that the work of equality, equity, diversity and inclusion requires ongoing commitment to critical self-reflection, lifetime learning and improvement, with no single stopping point. Below are some examples of our current approach to EEDI in practice:

#### *Continuing Professional Development Opportunities*

To raise awareness around implicit bias and develop cultural competency, staff have undertaken training on anti-racism with Theatre Peckham and gender awareness with Gendered Intelligence.

#### *Creating Culturally Safer Spaces*

We have developed an induction session for all incoming students called Creating Culturally Safer Spaces, which explores themes and actions for building cultural competency and offers prompts for participants to ask questions and navigate issues of power and identity to create safer spaces for one another. This session makes clear that students can challenge problematic and/or unacceptable behaviours (including microaggressions, offensive or intimidating behaviour, unwarranted criticism and unjustified punitive measures) and sets out the various pathways and procedures available if they encounter or witness any issues or problems.

We have also created a version of Creating Culturally Safer Spaces for staff as well as an audio version in order to ensure it is accessible to all.

#### *Equality in Performance Opportunities*

Mountview employs colour-, gender- and identity-conscious casting and selects materials for students that will offer a balance of opportunities from writers of all ethnicities and backgrounds. This ensures fairness and equality for assessment and opportunities for all, enabling students to achieve success.

#### *Identity*

We recognise that different identity positions – including age, class, gender, sexual orientation, race, ethnicity, disability, neurodivergence, nationality and heritage – contribute to a diverse community.

Names are a crucial part of our identity, linking us to our past, to our family and to our culture. It is like our fingerprint, owned by each of us exclusively and when someone does not call you by your real name, they are taking uninvited ownership of your identity. In 2020, alongside the newly formed African-Caribbean Society (ACS), we delivered 'What's in a Name?' training which inspired the 'Say it Right' initiative, aiming to ensure that people's names within our organisation are not mispronounced. We began by reaching out to the student body and asking whether they felt their names could be or have ever been mispronounced. If so, we asked them to send us a recording of their name as they wish to hear it going forward. We have compiled these recordings, along with a phonetic transcription of each one, and staff and students are encouraged to listen to these recordings and commit to pronouncing names as per the 'Say it Right' database, which is reintroduced for new staff and students annually.

To make our spaces more inclusive for gender diverse and trans people, we encourage staff to share their pronouns when meeting students for the first time and invite students to do the same. We have pronoun badges available for students and staff to wear when they are in the building should they wish to share their pronouns visibly.

As part of the guidance provided for incoming staff, we share a check list for teachers and creatives to engage with before embarking on a scheme of work or project:

- Who am I teaching (student profiles, names and their pronunciation, pronouns, learning differences, access needs)?
- How may the material affect individuals with experiences different from my own?
- Is there sensitive content within the material that needs discussing with the group or removing?
- Who and what is represented in the class material and how might it relate to the group?
- Does my practice/project allow everyone in the group to make a journey that progresses their learning?

### **Collaboration with Students**

Student Voice is at the heart of Mountview's quality review cycle and students are consulted on any changes to the curriculum or processes. Student Representatives are elected for each cohort every year and we hold termly Student Rep meetings to check in with these students. We gather student feedback through the annual NSS survey and students are consulted through focus groups for course validations, revalidations, and modifications. For students on postgraduate courses and one year undergraduate courses who are not eligible for the official NSS, we have created an internal 'NSS' to ensure we are capturing data from all of our students. Although this data will not contribute to our official NSS statistics, it forms an important part of Mountview's quality review cycle.

As well as Student Representatives for all of our courses, we also have elected students forming our Students' Union

(<https://www.mountview.org.uk/courses/life-at-mountview/students-union/>).

Collaboration with students also forms part of our learning and teaching methodology. We actively team teach to model effective collaboration and to demonstrate the value of collaboration both in the learning space and in the institution.

## Wider Engagement Activities

### Community Hub

Mountview has become a thriving resource for the local community. Generation Next, our flagship young people's programme, sees children and teenagers from Peckham take over our building on Saturdays in term-time to partake in a range of dedicated workshops. As well as providing spaces in which young people can develop skills, explore their creativity, and connect with others, the programme also helps historically excluded young people to experience conservatoire training and creates pathways to more and broader opportunities later in life.

Peckham Sessions provides free space and practical support to community-focused artists and organisations based in our locality. Since 2023, Peckham Sessions has run at varying scales (funding and capacity dependent), with the core aims of 1) ensuring that our local community are getting opportunities to use the Mountview building and 2) working with local artists and organisations to provide opportunities for skills-building, creative exploration and connection.

In 2026 a 4-week core programme of multidisciplinary workshops will culminate in an Open House community takeover of the Mountview building. In 2025, a placeholder edition saw 16 local artists/organisations and 90 participants use free space and support from Mountview for creative learning and networking opportunities.

In addition to Generation Next and Peckham Sessions, we work with our local community in a variety of ways. Some MA Theatre for Community and Education students and alumni develop and deliver projects in schools and collaborate with local young people and organisations as part of their professional development. Positive relationships between the Participation department and a growing number of local schools and organisations enable us to engage local young people to and support and encourage them to consider different pathways into the creative industries. For example, in 2025 Mountview hosted the Southwark Youth Theatres Education Partnership (STEP) showcase, which provided 61 young people and their family and friends an opportunity to engage with Mountview and utilise our Main Theatre space, most of them for the first time.

In Summer 2025, Mountview hosted young people from schools and colleges across Southwark for Mountview's pilot work experience/exchange week. The programme included backstage insights, a range of workshops tailored to the participants' interests and networking and ideas sharing sessions with Mountview staff members. Following the success of the pilot, from 25/26 this July programme will be imbedded in Participation calendar, meaning the opportunity can be developed to reach more young people from schools across Peckham and South London more widely.

Mountview's Short Courses programme continues to offer impactful opportunities for training and development to people of all ages. Part time vocational courses in Acting and Musical Theatre provide a flexible and still rigorous skills-building option for people who cannot engage in full time Higher Education courses for a variety of reasons. Shorter intensive courses attracted 151 participants (both hyperlocal and international) to Mountview via the Summer Short Courses programme in 2025.

Our free tickets scheme saw 812 free tickets to Mountview open dress performances provided to schools and community groups in 24/25 and 373 free or subsidised space hires were allocated to local artists, practitioners, charities, community groups and alumni.

## **Mountview Exams (MX)**

Mountview is synonymous with exceptional Musical Theatre training, and MX expands on this reputation by offering graded Solo and Group Musical Theatre qualifications. Our unrivalled expertise brings a fresh approach, aiming to dismantle barriers and share our values with people of all ages and at all stages in their development. The qualifications are for everyone – there are no age restrictions and performers can enter at any Grade so long as they can meet the task requirements.

Designed to develop both the imaginative range and technical skillset of the Musical Theatre performer, the qualifications bring new ways to consider material and make connections across disciplines. Performers at all levels of experience are invited to have total creative agency of their work and to be the originators of their performances, with a syllabus that rewards curious and unique performers.

MX aims to give performers total creative agency with no restriction of a set repertoire list, enabling free choice of content suitable for each Grade. Whilst other exam boards continue to grow more prescriptive about the content and performance style required for exams, we are encouraging performers to be the originators of their work. We value the live performance as a unique irreplicable experience for performer and audience alike.

MX has established a clear and transparent process for managing reasonable adjustment requests for Performers who require them. Approved adjustments are designed to remove barriers to access while preserving the integrity of the assessment objectives. A similar structured process applies to Special Consideration requests, ensuring consistency and fairness in decision-making.

In 2024-25, we awarded 597 certificates and 93% of these certificates were qualifications included in the new Group Musical Theatre Syllabus, released in February 2025. We also registered an additional 11 centres and as of January 2026, we have a total of 20 registered centres spread across 17 counties in the UK and internationally in Malta.

For more information about MX, please see our website: <https://www.mountviewexams.com/>

This statement is also available on our website:

<https://www.mountview.org.uk/courses/life-at-mountview/access-diversity/>

<b>Equality of Opportunity Action Plan</b>				
<b>Objective/ Target</b>	<b>Key Strategic Document</b>	<b>Progression/ Success Measures</b>	<b>Who is Responsible?</b>	<b>Status</b>
To attract and retain students from under-represented groups	This target aligns with our Equality, Diversity and Inclusivity Policy and Mission, Vision, Values.	Data for these students will be analysed annually for this report	All staff	Ongoing
To raise the educational aspirations and skills of people from under-represented groups to support success in higher education	This target aligns with our Equality, Diversity and Inclusivity Policy and Mission, Vision, Values.	Data for these students will be analysed annually for this report	All staff	Ongoing
To increase the provision of academic and welfare support to those from under-represented groups, including those with protected characteristics	This target aligns with our Equality, Diversity and Inclusivity Policy and Mission, Vision, Values.  This will also be considered in our bi-monthly APQC meetings	Support provisions will be reported and reviewed by APQC and LTAS committees	Executive Team and Student Welfare Manager	Ongoing
To increase the provision of bursary schemes, fee waivers, scholarships, or hardship funding	Development Department reports		Development Department	Ongoing
To improve the higher education experience for groups under-represented in higher education	Mission, Vision & Values,	Student Representative Meeting Minutes	Director of Learning and Teaching	Ongoing
To improve the provision of effective information to under-represented groups, before and during their studies	Student Experience	Student Representative Meeting Minutes	Student Services	Ongoing
To support the progression to employment or further study of groups underrepresented in higher education.	Student Handbook	Agent sign up Employment statistics	Industry Liaison Manager	Ongoing

<b>Promotion of Higher Education Action Plan</b>				
<b>Objective/ Target</b>	<b>Key Strategic Document</b>	<b>Progression/ Success Measures</b>	<b>Who is Responsible?</b>	<b>Status</b>
To work with schools, colleges, and other public, private, and voluntary bodies to communicate the benefits of higher education and promote a culture of learning and education	Mission, Vision & Values Business Plan	Engagement evaluation	Participation Team, Executive	Ongoing
To increase engagement with local communities by providing access to facilities, providing free or reduced cost access to courses or lectures, or delivering a service as an integral part of the provider's civic duty or corporate social responsibility agenda. This provision may be for the general public or specific groups. It may also include programmes in which students are supported to be active in their local communities, including but not limited to volunteering	Mission, Vision & Values Business Plan	Engagement evaluation	Participation Team, Executive	Ongoing
To develop the employability of students, over and above the provision of education, including: links to employers; the development of employability, enterprise or personal effectiveness skills; and/ or work placements	Mission, Vision, and Values Learning & Teaching Strategy	Employment statistics and feedback	Industry Liaison Manager, Director Learning & Teaching	Ongoing
To improve the quality of learning and teaching, with reference to the quality of the student experience	Mission, Vision, and Values Learning & Teaching Strategy	Student Representative minutes	Director of Learning & Teaching	Ongoing
To deliver sustainable higher education	Mission Vision and Values	Activity Evaluation	Sustainability working group	Ongoing