

Statement of Access, Participation and Public Good

January 2025

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 550 students each year and we have a long standing and international reputation for providing the highest quality training at a foundation, 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, from 1st August 2024.

Theme 1: The Areas we are Seeking to Address

Access

Mountview has an inclusive approach to recruitment, and this is represented across courses. Our student community includes neuro-diverse people; trans, non-binary, and gender non-conforming people; Black African-Caribbean, Asian and Global Majority people; as well as students from both rural and urban areas across the UK and internationally and other underrepresented groups of learners.

A breakdown of our students by their Ethnic Origin for the academic year 2024-25, can be found in Appendix 1 and 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,
- Students with disabilities,
- 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 characteristics¹

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, Black African-Caribbean, Asian and global majority 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.

For 2024-25, 24% of the BA Performance students across all years and pathways and 23% 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 an online 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, and Exeter. 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. This year, we will move forward with a project partnered by property developers which will provide student housing for several hundred students a two-minute walk from the Mountview building.

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

Foundation Provision

In 2023-24, we closed our existing provision for Foundation level training courses and instead validated two Certificates in Higher Education (CertHE) in Acting and Musical Theatre², which will be delivered in London, Manchester, Exeter, and Birmingham. By validating and accrediting the courses, we will greatly increase access to this course as students will be able to apply for student loans. It will also be available to the international market, ensuring that students experience a width of perspective by learning with a mixed community.

Mountview's Part Time Foundation Course has been remodelled to become a Part Time Vocational Acting course 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 helping students navigate the financial challenges of living and studying in London. 51 third year undergraduate performance students at Mountview are currently studying on Trinity Diplomas alongside their BA Performance training and 51% of these students are in receipt of Dance and Drama Award (DaDA) funding from the Education and Skills Funding Agency (ESFA).

We no longer offer the Trinity diploma to incoming students but we will 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, Elaine Paige OBE, Crossroads Live Ltd, The Champniss Foundation, The Christina Smith Foundation, Jamie Lonsdale 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. The Judi Dench Fund for Access to Drama Training³ – named in honour of our President – has been established as a major new fundraising initiative, aiming to increase support for initiatives that break down barriers to drama training including scholarships, hardship support 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.

Across these areas of activity, including scholarships and bursaries, our estimated total spend on widening participation in 2023-24 was at least £366,000, which represents around 5% of total student fee income for the year.

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

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

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%⁴ 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

Learning progression during this year is once again at a high level and students arriving at the academy with little or no prior attainment all achieve well with 100% students receiving final awards.

Postgraduate Degrees & Diplomas

55% of all postgraduate students over the past six academic years achieved a Merit and 40% of students achieved a Distinction. A small number of students are awarded an exit award each year but this is usually due to withdrawal, rather than failing the course.

In 2021-22, our postgraduate student numbers increased due to the inclusion of our P/T two-year MA Theatre for Community and Education students and again in 2023-24 with the inclusion of the new PGDip Stage and Production Management. Previously, this was an internal award with no credits but in order to allow these students to access a formal qualification, credits and student finance, we validated this programme with UEA.

Bachelors Degrees

Over the past six years, we have seen a steady increase in the number of BA students achieving a First Class Degree and this peaked in 2022-23 with the final year of COVID-19 contingencies applied to student marks. The 2023-24 data shows that achievement has returned to pre-COVID levels with a majority of students achieving a 2:1.

Similarly, to the postgraduate results a small number of students are awarded an exit award each year, but this is typically due to withdrawal, rather than failure.

Foundation Degrees

We have a small number of students on our FdA Production Arts courses but these students achieve well with a majority of them achieving a Distinction or Merit. In order to increase student numbers

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

on these courses, we have restructured our Production Arts courses from four FdA courses, four BA courses and three internal awards, to two FdA courses, two BA Top Up courses and one PGDip.

As with the MA and BA awards, any exit awards are typically awarded due to withdrawal, rather than failure but the percentage figures appear high, due to low student numbers.

In 2024, 99% of white level 6 undergraduate students achieved a first or a 2:1 (1 student was awarded an exit award) and 100% of Global Majority students achieved a first or 2:1, therefore our undergraduate attainment gap was 1% (1 student). Global Majority students represented 13% of the undergraduate graduates in 2024 and 19% of these graduates achieved a first-class degree.

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 2023 Graduates, graduating from Mountview in November 2023, 97% of BA Actors signed with agents, 100% of BA Musical Theatre students signed with agents, and 100% of BA Actor Musicians signed with agents. This made a total BA Performance signing of 99%.

Black and Global Majority Students made up 20% of the BA Student graduating cohort of 2023 over the three BA Performance pathways, 100% of whom signed with agents, and 100% of whom worked professionally in their first year.

44% of the 2023 Graduating BA Performance Cohort received DADA funding, 98% of whom signed with agents and 95% of whom worked professionally in their first year from Graduation

From a total of 94 Graduating BA Performance Students, 1 student did not further their aspirations as a performer.

Highlights of work gained by students in their first year since graduation included:

In the West End, Grace Hodgett Young starred in the West End Production of Sunset Boulevard, which she is currently playing on Broadway, and for which she has been multi-nominated in numerous awards, winning the Stage Debut Award 2024 for Best Debut Performance. Chumisa Dornford May joined the West End company of Aspects of Love, followed by the alternate Evita in Evita at the Leicester Curve and then played Christine in the West End Production of Phantom of the Opera, Chyna-Rose Frederick joined the cast of the Royal National Theatre's The Crucible, Josh Butler appeared in Why Am I So Single, Odelia Dizel-Cubuca joined the cast of Harry Potter and the Cursed Child, Sydney Spencer appeared in Twiggy The Musical at the Chocolate Factory, Adam Owers lead the company of Truman and the Arsonists at the Roundhouse, Ciarán McKenna appeared in The Fairytale of New York, which is currently on tour, as well as performing in S4K's The Little Mermaid. Jocelyn Dunn, Halcyon Sheen, and Henry Bricknell all appeared in the film The Eclipse of Charlie O'Leary, Max Bower starred in Choir of Man, on tour and in the West End.

Regionally, Adam Craig joined the UK tour of The Wizard of Oz, Josh Damer-Jennings joined the UK Tour of Pretty Woman, Josh Patel Foster appeared in the original cast of Roman Holiday in Bath, Pablo Gomez Jones joined the cast of To Wong Fu at the Hope Mill, followed by In Dreams at the Leeds Playhouse, and currently appears in the new production of Starlight Express. Charlotte

Rutherford appeared in Cinderella followed by the UK Tour of Rain Weaver, and Signe Larsson appeared in The Wizard of Oz at the Watermill Theatre, followed by starring in the tour of Footloose, and currently stars in the UK tour of Beautiful.

On Screen, Christian Cooper appeared in the feature film The Radleys, Joey Walden appeared in Doctors for the BBC, Amrik Tumbler appeared in Backstage with Luff for ITV, Brogan Piggott appeared in Ruth for ITV, George Hawkins lead the cast of the second series of Tell Me Everything ITV and will star in the new Star Trek TV Series. Lydia Whitehead starred in the TV series Sweetpea for Sky Atlantic and is currently on tour with Frankenstein, Joshua Duffy appeared in the TV series Mary and George.

Of the 2024 Graduates, graduating from Mountview in November 2024, 89% of BA Actors have signed with agents with the remaining 11% completing their agent meetings and expected to sign before December 2024, 97% of BA Musical Theatre students signed with agents with the remaining 3% completing their agent meetings and expected to sign by December 2024, and 100% of BA Actor Musicians signed with agents.

Black and Global Majority Students made up 10% of the BA Student graduating cohort of 2024 over the three BA Performance pathways, 100% of whom signed with agents.

Highlights of work gained by students in their first year since graduation included:

In the West End and London; Eve Humphrey plays Dinah in Starlight Express, Grace Towning and Viola Masie appeared in the UK premiere of Babies, Hope Dawe plays the lead role of Sandy in the UK tour of Grease, Jacob Dolan Holmes stars in the play Transmitted, Lena Pattie Jones plays in Fangirls at the Lyric Hammersmith, Annie Kingsnorth leads the company of The Lightest Element at Hampstead Theatre, Lucy Buncombe stars in The News Review at the Canal Cafe, Velvet Brown appears in The Nook at the Union Theatre, and Anna Pryce starred in 4 Girls, the First Letter E at the Kings Head.

On tour and regionally, Aiden Carson plays the title role in Peter Pan, Freya McMahon joins the No 1 tour of Hairspray in the principal role of Penny, Grace Noble appears in Chess at the Oxford playhouse, Jessica Oppong and Savannah Hall joined the UK tour of The Book of Mormon, Josh Rosewood plays the title role in Jack and the Beanstalk at Chipping Norton, Will Forgrave plays in the company of Book of Mormon, Annie Lewis stars in the company of Jane Eyre in the International Tour, Cameron Hogan tours with Its Always Your Bleeden' Own, Harrison Sharpe starred in his own play Real Eyes at Camden Fringe, Kip Jackson appeared in Solve It Squad at the Edinburgh Fringe, Lemar Moller stars as Dart'anion in The Three Musketeers at the New Vic, and Ollie Magaor is in the company of The Lion, The Witch and the Wardrobe for the Leeds Playhouse.

On screen and TV, Romona Lewis Malley had a guest role in Malpractice for ITV, Luke Azille has a reoccurring role in Grace for ITV, Marlowe Chan Reeves stars in Shetland for BBC I Took On The Law for ITV, Sebastian Balzaro stars in the Spanish Feature Film Ammazzare Stanca, and Theo Birkis appears in the Channel Four film True Love.

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.

Alumni

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 new 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 last year. 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 foundation 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

Community Hub

Mountview has become a thriving resource for the local community. Generation Next, our principal young people's programme, sees children and teenagers from the locality 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 from our surrounding Borough can develop skills, explore their creativity, and connect with others, it also helps historically excluded young people to experience conservatoire training and creates pathways to drama training / careers later in life.

Peckham Sessions provides free arts and performance activities for local people of all ages. The Peckham Sessions Open House event celebrates the diversity and creativity of our local community and helps us to expand and deepen our relationships with Peckham-based artists and community-led organisations. While Mountview welcomed an audience of 800+ attendees/participants on the programme in 2024, this offer will temporarily become a scaled back, 'placeholder' event in 2025, due to funding restraints across the sector. The skilled and connected Participation team will leverage the resources at Mountview to create a fun event for the whole community to enjoy.

Mountview Exams (MX)

In January 2024, Mountview launched a new initiative, Mountview Exams, our own examination board.

Mountview is synonymous with exceptional Musical Theatre training, and Mountview Exams will expand 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.

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.

Reasonable Adjustments

Reasonable adjustments to learning and assessment are implemented for students with Specific Learning Disabilities and additional 1-1 support is provided where necessary. Students working in English as an additional language are also given support. 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 will take a proactive approach to advancing an anti-racist ethos throughout Mountview and engage 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 will work 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. Members of the EEDI committee developed a session for staff that offers prompts and action points in respect of anti-oppressive practice including accessibility, anti-racism and LGBTQIA+ inclusion. The session also sets out the various pathways and procedures available if staff encounter or witness any issues or problems.

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.

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?

Mountview Prize

In celebration of the extraordinary achievements of trailblazers from historically underrepresented groups, we established the Mountview Prize to recognise those whose work and lived experience is inspiring to others. Previous recipients include Dawn Walton and Lord Michael Cashman. The Mountview Prize includes an award of a £3k bursary in the winner's name for a student from a historically underrepresented background and who requires financial support.

Wider Engagement

In addition to Generation Next and Peckham Sessions, we work with our local community in a variety of ways. Some of our MA students and alumni develop and deliver projects in local schools and collaborate with local young people and organisations as part of their professional development. Partnerships with organisations like Theatre Peckham have enabled us to engage local young people with aspects of technical theatre to highlight different pathways into the creative industries. Other activities of focus to increase diversity involve developing our social media strategy, working and partnering with external companies, improving our national reach in schools and colleges and using our current students' word of mouth to promote Mountview and our training to prospective students.

Collaboration with Students

Student Voice is at the heart of Mountview's quality review cycle and students are consulted with 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. 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.

This statement is also available on our website:

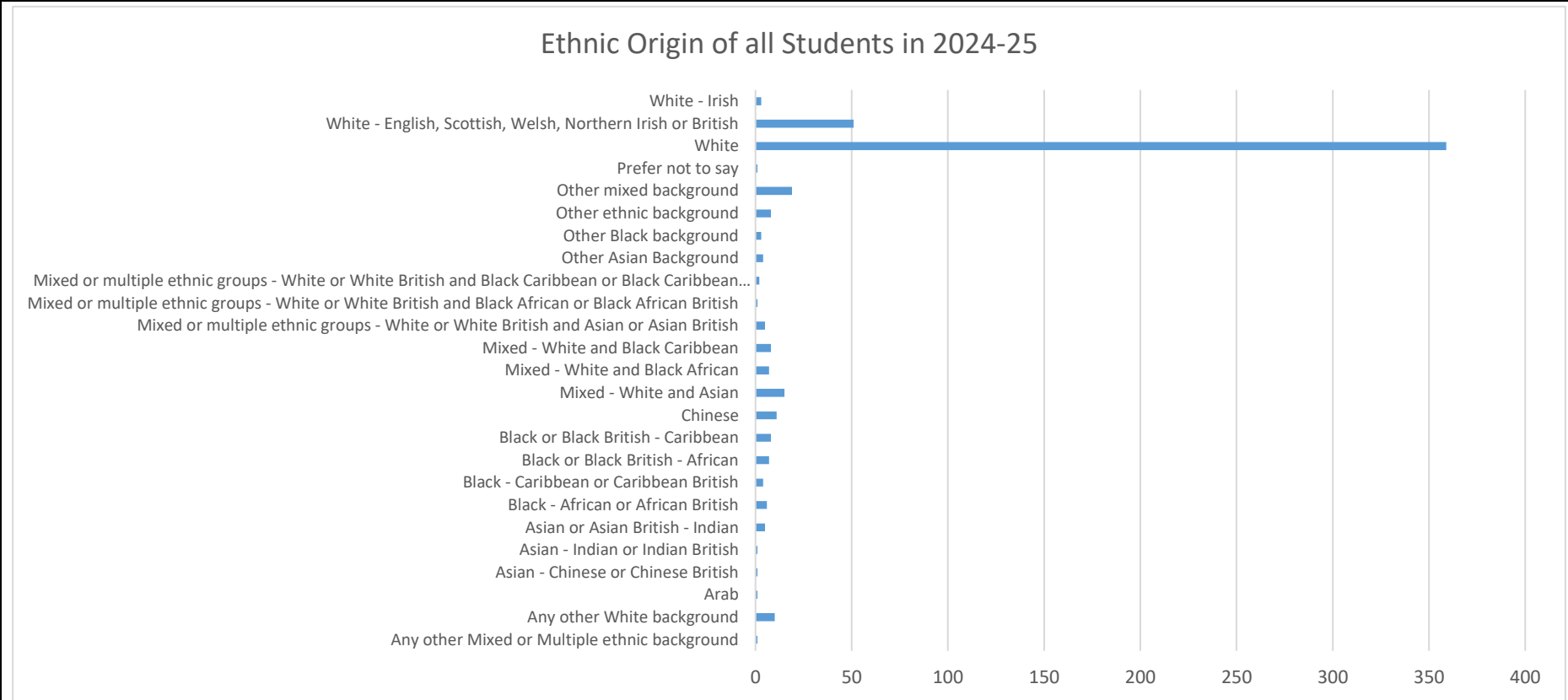
<https://www.mountview.org.uk/courses/life-at-mountview/access-diversity/>

Equality of Opportunity Action Plan				
Objective/ Target	Key Strategic Document	Progression/ Success Measures	Who is Responsible?	Status
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	Advancement Department reports		Advancement department	Ongoing
To improve the higher education experience for groups under-represented in higher education	Mission, Vision & Values,	Student Representative Meeting Minutes	Principal	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

Promotion of Higher Education Action Plan				
Objective/ Target	Key Strategic Document	Progression/ Success Measures	Who is Responsible?	Status
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	Engagement evaluation	Participation Team	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	Engagement evaluation	Participation Team	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	Employment statistics and feedback	Industry Liaison Manager	Ongoing
To improve the quality of learning and teaching, with reference to the quality of the student experience	Mission, Vision, and Values	Student Representative minutes	Principal	Ongoing
To deliver sustainable higher education	Mission Vision and Values	Activity Evaluation	Sustainability working group	Ongoing

Appendices

Appendix 1: Ethnic Origin Breakdown for 2024-25



Please note, this data features Ethnic Origin codes from HESA Data Futures and HESA Student Alternative (pre-Data Futures)