

## Royal Academy of Dramatic Art

### Degree outcomes statement – Autumn 2025

We review our degree outcomes each year at the assessment boards for each programme and as part of our Annual Programme Monitoring Report (APMR), which is received by Academic Standards and Quality Committee (ASQC) and Academic Board ahead of being shared with Kings College London (Kings) our validating institution.

### Institutional Degree Classification Profile

RADA has three undergraduate programmes and two postgraduate programmes, from 2025/2026 there will be five postgraduate courses with one being a fixed term top up course from a PgDip to MA.

Due to our small student numbers, an analysis of detailed data is not provided for all courses.

### Undergraduate Programmes

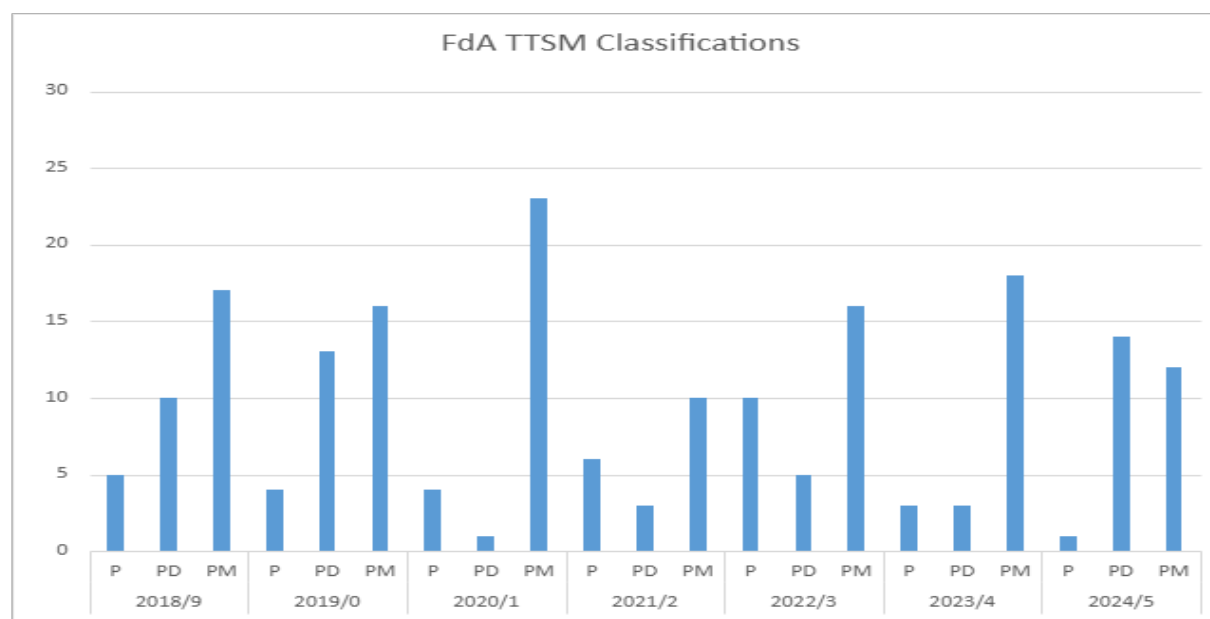
#### FdA Technical Theatre and Stage Management

Is a classified award and assessed using continuous, formative and summative methods.

Classifications available:

Pass(P), Pass Merit (PM), Pass Distinction (PD)

Year	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
Average	65	64	68	71	71	69
High-Low range	60-68	57-70	59-78	60-80	58-81	56-85
Median	65	65	68	69	70	71



2024/2025 was the first academic year of the revalidated programme and updated mark scheme where the distinction mark moved from being 78+ to 70+ and more marks available to be used in the assessment process. With these changes we have seen more distinctions being awarded but the overall average, the median and high-low range are all similar to what we have seen in previous years.

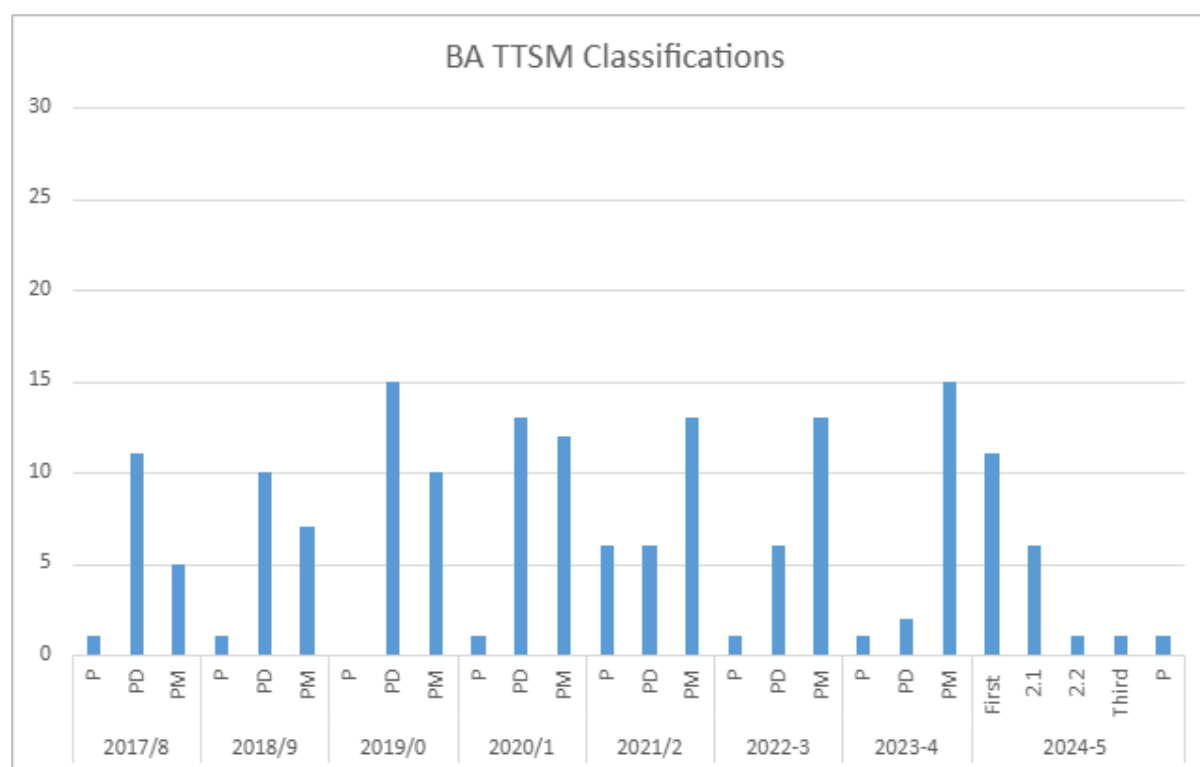
### BA Technical Theatre and Stage Management

Is a classified award and assessed using continuous, formative and summative methods.

Classifications available:

First, Second (2.1 & 2.2), Third

Year	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
Average	65	64	68	71	71	69
High-Low range	60-68	57-70	59-78	60-80	58-81	56-85
Median	65	65	68	69	70	71



2024/2025 was the first year of the new curriculum and a new mark scheme where we increased the marks available and moved to a standardised degree award rather than pass, merit, distinction. The grade required to obtain a first is set at 70 whereas for a distinction it was 78 so we have seen an increase in students receiving a high award. We do not believe this is due to grade inflation but the difference of those students who previously would have gained a merit with an average between 70-76.

### BA Acting

Is a non-classified Honours Degree. Year one and two are pass/fail. The programme is assessed using formative, cumulative, summative and integrative assessment methods.

Year	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
Average	76	78	74	79	72	71
High -Low range	79-61	83-66	85-65	86-73	82-65	78-58
Median	70	75	75	78	72	72

2024/2025 was the first year following a curriculum review. The data shows a slight reduction in overall averages. An analysis in future years will enable us to assess whether this is due to the

curriculum changes that have been put in place and the new mark scheme which allowed for a wider range of marks to be used. This would especially apply at the higher end with the inclusion now of an 88, 82 as well as updates to the language used in the marking criteria.

### **Post Graduate Programmes**

#### PgDip Theatre Costume

Is a classified award and assessed using continuous, formative and summative methods.

Classifications available:

Pass(P), Pass Merit (PM), Pass Distinction (PD)

We have small student numbers (less than four) on this course. The average awards are located in the merit and distinction range between 71-74.

#### MA Theatre Lab

Is a non-classified master's degree.

Year	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
Average	75	75	74	71	76	Students complete Dec 2025
High-Low range	67-80	67-80	67-82	64-81	65-84	

The 2024/2025 results will be based on an updated mark scheme to include additional grade options at the higher end and reworded descriptions for better clarity.

There are no concerns for risk of grade inflation.

### **Assessment and Marking Practices**

Each course has marking criteria approved by Kings College London at revalidation and reviewed each year at the assessment boards, at which a Kings representative is present.

Currently, we do not have one single marking framework for all courses, but individual mark schemes are modelled on the Kings generic marking criteria.

During the academic years of 2019/2020 and 2020/2021 we put in place mitigating and safety net measures due to the global pandemic to ensure no student was disadvantaged academically by the impact of the covid-19 pandemic. For 2021/2022 we moved back to pre-pandemic regulations and practices.

As of 2024/2025 all classified undergraduate programmes have a borderline consideration for final grades within 2% below the threshold provided that the student in question has achieved at least two grades in the higher range and exit velocity.

Our assessment strategy is currently under review as we prepare for a Degree Awarding Powers assessment.

### **External Examiner**

External Examiner nominations are submitted by RADA to Kings for approval and appointment.

External Examiners are invited to attend all RADA Assessment Boards where results and awards classifications are reviewed, discussed and ratified. External Examiners submit their reports via Kings, and RADA responds and includes reports as part of the APMR process. A summary of areas of Good Practice and Improvements is provided annually to Academic Board.

## **Programme Approval**

Our programmes are designed with reference to the relevant [subject benchmark statement](#) and [qualification descriptor](#).

As a validated institution our programmes are revalidated on a five-year cycle with Kings and any modifications go through internal review as per the RADA quality manual and through relevant Kings committees.

## **Academic Governance**

The academic governance structure can be seen [here](#)

ASQC monitors data sets relating to student progression and attainment. It approves and reviews the Quality Manual which sets out processes including, but not limited to, programme and module approval and review, collaborative activity and placement learning and assessment.

At this time RADA does not have any partnership arrangements but if there were any in the future they would be managed by ASQC.

Some of our programmes have placement learning. To ensure that academic standards are maintained and that there is a good student experience we have a placement handbook for students and providers. The processes set out in that handbook must be met. We only send students to reputable and established professional companies and practitioners. Each student placement is scrutinised by teaching staff for its training suitability and the relevance to the student's stated career aims.

## **Classification Algorithms**

Undergraduate

Where an undergraduate course leads to a classified degree these are based on the final year of marks and are calculated on a credit weighted average of all marks received. We do not use any marks from earlier study years. Example FdA TTSM is solely classified on year two marks only.

As noted above borderline consideration will be reviewed at assessment boards where the final grade is within 2% below the threshold and the student has achieved at least two grades in the higher range and exit velocity.

Postgraduate

Where a course is four terms or less than all marks are used to calculate a credit weighted average to establish the final classification. For two year post graduate courses then only the marks received in the final (second) year are used as a credit weighted average to establish the final classification.

## **Teaching Practices and Learning Resources**

### **Supporting teaching practices**

We support our staff to submit Advance HE fellowships. As a practical based institution our staff often undertake professional work in the performing arts industry enabling them to bring relevant and current practises to their teaching.

RADA is currently developing a Research, Scholarly and professional practice strategy which sets out a clear framework to identify activities to support and enhance the work of academic and professional services staff across the academy.

### **Learning Resources**

These are reviewed annually as part of the APMR process. RADA's exceptional training is resource intensive. It costs over £30,000 per year to train a RADA student. This is significantly higher than the funding we receive and as a result we must raise the majority of this money through external sources.

In 2024/2025 we saw the temporary closure of two of our buildings for short periods. During this period we continued to deliver all our Higher Education programmes.

## **Identifying Good practice and Actions**

As part of our APMR we identify areas of good practice and actions.

Actions are consolidated into a learning, teaching and student experience action plan which is reviewed throughout the academic year through the academic committee structure.

With innovative curricula and a stronger focus on industry collaboration and sustainability, we are ready to shape the future of dramatic arts education.

## **Risks and Challenges**

As a small and specialist institution we face similar risks and challenges that are evident in larger institutions/ These include uncertainty from governmental decisions, financial constraints, and the lack of external investment in capital expenditure projects.

Despite these constraints, we continue to offer world-leading training and education. Our graduates achieve remarkable success across stage and screen, earning numerous nominations and awards. We are proud to contribute to the UK's £126 billion creative industries, driving economic growth and affirming the country's place on the world stage as a creative superpower.

Prepared: October 2025

Reviewed Academic Standards Quality Committee: 4.11.2025

Approved Academic Board: 17.11.2025