

RADA

ROYAL
ACADEMY OF
DRAMATIC ART

ACADEMIC REGULATIONS AND POLICIES 2017-18

Validated by King's College London

Founding member school of the Conservatoire for Dance and Drama

KING'S
College
LONDON



Academic Regulations and Policies 2017-18

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ROYAL ACADEMY OF DRAMATIC ART ACADEMIC REGULATIONS 2017-18

Introduction

These regulations have been authorised by the Academic Board of the Royal Academy of Dramatic Art (on behalf of the RADA Council, its governing body) and the Academic Board of King's College London under the terms of the Memorandum of Agreement. The Director of RADA, acting on behalf of the RADA Council, shall consider applications for suspension of these regulations except for those that directly relate to assessment which shall be considered by the Chair, or representative, of the Academic Board of King's College, acting on behalf of the King's Academic Board.

All references in the text to official bodies, for example 'the Council', or to an officer such as 'the Director', shall be interpreted to mean RADA bodies or individuals, unless otherwise stated. The only exception is the use of the term 'Faculty Assessment Board' which shall refer to the Undergraduate and Postgraduate Faculty Assessment Board in Arts and Humanities of King's College London.

All references to RADA policies are highlighted in the text. Further detail on the scope and application of these policies can be found by consulting the relevant document on the RADA student intranet.

Adherence to these regulations and policies is part of the terms and conditions of being a RADA student.

1 GENERAL ACADEMIC REGULATIONS

1.1 All awards offered by the Royal Academy of Dramatic Art validated by King's College London will lead to an award from King's College London for all those students who commenced the Programmes in and after September 2009.

Undergraduate

Bachelor of Arts (BA Hons) in Acting (FHEQ Level 6)

Foundation Degree (FdA) in Technical Theatre & Stage Management (FHEQ Level 5)

BA (Hons) in Technical Theatre & Stage Management (FHEQ Level 6)

Postgraduate

Postgraduate Diploma (PgD) in Theatre Costume (FHEQ Level 7)

MA in Theatre Lab (FHEQ level 7)

Note: FHEQ refers to the Framework for Higher Education. See:

<http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/qualifications>

2 ADMISSION AND ENTRANCE REQUIREMENTS

2.1 General Entrance Qualifications & Requirements

In order to be admitted to the Royal Academy of Dramatic Art a student must meet with the following criteria outlined in the Admissions Policy.

- i. satisfy the entrance requirements of the Academy for the level and programme of study in Regulations 2.2 to 2.8
- ii. have demonstrated to the Academy's satisfaction, taking into account individual circumstances, the intellectual maturity necessary to gain full advantage from the educational experience offered by the programme of study;
- iii. have satisfied the Academy about any arrangements which are considered necessary if the student is under 18 years of age;
- iv. satisfy the additional academic and non-academic criteria for the relevant programme;

- v. have an appropriate visa, where applicable;
- vi. comply with the registration procedure laid down by the Academy.
- vii. Meet any other requirements as set out in RADA's Admissions Policy.

2.2 Language Qualifications & Requirements

- i. All modules on all programmes in the Academy are taught in English; all students must have complete fluency in the English language and evidence of this will be explored during the audition process (BA in Acting, MA Theatre Lab) or interview (FdA TTSM, BA TTSM and PgD Courses).
- ii. Non-EU overseas students must comply with UK Visa and Immigration regulations regarding English language tests. See: <https://www.gov.uk/tier-4-general-visa/knowledge-of-english>
- iii. Non-EU overseas students for MA Theatre Lab are required to have a higher standard of English than that specified by UK Visa and Immigration regulations. See Regulation 2.8.5

2.3 **Decisions on admission** are taken in good faith by the Academy on the basis that the information given is accurate and correct. If it is subsequently discovered that the information given is untrue or inaccurate RADA may refuse admission or terminate a student's registration.

2.4 Admission Requirements for Bachelor of Arts (Honours) in Acting

- 2.4.1. A standard of education, both general and specific to the discipline to be studied, to equip them to benefit from instruction at levels 4, 5 and 6.
- 2.4.2. An applicant possessing alternative qualifications which do not conform to those normally prescribed in 2.4.1 above may be considered for registration if the candidate, by evidence of their background, experience or general education, satisfies the Academy of their fitness to complete the programme of study.
- 2.4.3. Applicants will be selected for admission by a four-stage audition process.

2.5 Admission Requirements for Foundation Degree in Technical Theatre and Stage Management

- 2.5.1. A standard of education, both general and specific to the discipline to be studied, to equip them to benefit from instruction at levels 4 and 5.
- 2.5.2. Evidence of practical experience of working in a technical area on a theatre production.
- 2.5.3. An applicant possessing alternative qualifications which do not conform to those normally prescribed in 2.5.1 above may be considered for registration if the candidate, by evidence of their background and experience or general education, satisfies the Academy of their fitness to complete the programme of study.
- 2.5.4. Applicants may be asked to submit a portfolio of work and will be selected for admission by interview.

2.6 Admission Requirements for Bachelor of Arts (Honours) in Technical Theatre and Stage Management (completion award)

- 2.6.1. Graduates of the RADA FdA Technical Theatre and Stage Management Foundation Degree will be considered if they have shown a clear suitability for further training at the BA level and have achieved a minimum of 68% (or merit) in the final mark of that programme.
- 2.6.2. Applicants will be considered if they have graduated from a programme of study similar in content, commensurate in level of award and result with RADA's FdA in Technical Theatre and Stage Management (ie with 240 credits or equivalent at Level 5 in the FHEQ).
- 2.6.3. Applicants will require a strong testimonial from at least one of the following: a tutor, professional work placement, professional student buddy, or other industry specialist who knows the work of the applicant.
- 2.6.4. Applicants may be asked to submit a portfolio of work and will be selected for admission by interview.

2.7 Admission Requirements for Postgraduate Technical Programmes

- 2.7.1. A degree from a UK university or an overseas qualification of an equivalent standard obtained after a programme of study lasting a minimum of three years in a university (or educational institution of university rank), in a subject appropriate to that of the programme to be followed.
- 2.7.2. An applicant possessing alternative qualifications which do not conform to those normally prescribed in 2.7.1 may be considered if the candidate, by evidence of their background and experience or general education satisfies the Academy of their fitness to complete the programme of study.
- 2.7.3. Applicants will be asked to submit a portfolio of work and will be selected for admission by interview.

2.8 Admission Requirements for MA in Theatre Lab Programme

- 2.8.1. A degree from a UK university or an overseas qualification of an equivalent standard obtained after a programme of study extending over not less than three years in a university (or educational institution of university rank), in a subject appropriate to that of the programme to be followed.
- 2.8.2. Prior experience of acting at university or amateur level, or sufficient previous theatre experience in another discipline.
- 2.8.3. An applicant possessing alternative qualifications which do not conform to those normally prescribed in 2.8.1 may be considered if the candidate, by evidence of their background and experience or general education, satisfies the Academy of their fitness to complete the programme of study.
- 2.8.4. Applicants will be selected by a two stage audition process.
- 2.8.5. Non-EU overseas students must have a standard of written and spoken English that exceeds the UK Visa and Immigration guidelines noted in Regulation 2.2.ii. Students must have achieved IELTS level 8 or ISE level iii for spoken English and IELTS level 7.5 or ISE level iii for written English. These scores are equivalent to Level C1 in the Common European Framework of Reference Languages (CEFR) scale.

3 DURATION OF PROGRAMME AND MODE OF ATTENDANCE

- i. BA (Hons) in Acting: three academic years full time
- ii. Foundation Degree in Technical Theatre and Stage Management: two academic years full time
- iii. BA (Hons) in Technical Theatre and Stage Management: one academic year full time
- iv. Postgraduate Diploma in Theatre Costume: two academic years full time
- v. MA in Theatre Lab: one calendar year from September.

4 REGISTRATION AND FEES

- 4.1 Students are admitted to the Academy on behalf of the RADA Council and the Board of Governors of the Conservatoire for Dance and Drama.
- 4.2 The Academy academic year is divided into three terms of 12 weeks each. The Academic Year is the period from 1 September to the subsequent 31 August.
- 4.3 Students are required to register annually and inform the Academy of their residential address on a termly basis.
- 4.4 Tuition fees are set by the Academy on an annual basis. A schedule of fees is published on the Academy's website and by the Conservatoire for Dance and Drama on its website.
- 4.5 Fee payment schedules are set in accordance with the Fees Policy.
- 4.6 In the circumstance that a student leaves early, the Fee Policy sets out what fees will remain owing to RADA.

5 ATTENDANCE, CONDUCT AND EMPLOYMENT OUTSIDE RADA

- 5.1 No absence from class is permitted without prior permission from the Director of BA Acting, Director of Technical Training, Head of Theatre Lab, Director of Student & Academic Services, or other designated senior staff member. Refer to the Attendance Policy for further details.
- 5.2 Permission to be absent from timetabled classes, rehearsals and assessments will not be granted apart from in exceptional circumstances outlined in the Mitigating Circumstances Policy.
- 5.3 Lateness is not permitted for any classes. Students are expected to be on time for their call, which is prior to the actual start of the class time. All late arrivals and absences are recorded as outlined in the Attendance Policy.
- 5.4 BA Acting AND ALL TTA Students students who are late, without prior permission, may be excluded from class for the remainder of the session or whole day as outlined in the Attendance Policy.
- 5.5 Students on undergraduate programmes who are absent for more than four weeks of training either consecutively or cumulatively over the academic year may not be permitted to progress to the next year of the programme. The definition of 'four weeks' in working days will be determined in relation to each programme and set out in the Attendance Policy. This is subject to overall academic performance, the submission of any mitigating circumstances and the recommendation of the Programme Assessment Board.

- 5.6 Academy students are expected to maintain the highest standards of dedication and behaviour as outlined in the Student Code of Conduct. Students in breach of this code may be referred to the Disciplinary Policy or the Fitness to Train Policy. The Director of the Academy has the power to temporary or permanently suspend or exclude students, in accordance with the Emergency Powers of Suspension and Exclusion policy (Appendix 11).
- 5.7 The Academy is opposed to discrimination and discriminatory attitudes. A student must have consideration and respect for everyone in the Academy, regardless of race, religion or belief, gender, sexual orientation, age, marital status and social background. Failure to observe this is a disciplinary offence dealt with under the terms of the Disciplinary Policy.
- 5.8 The Academy is opposed to harassment in all its forms and it is a disciplinary offence. Harassment can include bullying, insulting comments, offensive behaviour, jokes, threats, and giving people unwanted attention. Students who engage in harassment of other students or staff may be withdrawn from the course. Refer to the Disciplinary Policy for further information.
- 5.9 No student in the Academy may undertake any professional engagement for the duration of the training without the permission of the Director of RADA.
- 5.10 No student should sign any contract or come to any understanding with regard to their professional services with any Artists' Agent or prospective employer without the permission of the Director of RADA whilst a student, including seeking to be released early from studies. Refer to the Early Release Policy for further information.
- 5.11 Students in breach of RADA's regulations, policies and codes of conduct may be subject to disciplinary sanctions, including expulsion from the Academy.

6 INTERRUPTION OF STUDIES (INTERMITTING)

- 6.1 In cases where illness, disability or other personal circumstances prevent students from effectively pursuing their training they may apply to interrupt their training for a period agreed by the Director of RADA.
- 6.2 The maximum period allowed for intermitting is two years. Students who are absent for more than two years will be withdrawn from the course.
- 6.3 The maximum amount of time a student may take to complete their degree including intermittence is five years.

7 FITNESS TO TRAIN

- 7.1 Fitness to Train is defined as a student's ability to engage positively and fully with their studies and to fulfil the expectations of the course without negative impact on students or staff. In cases where students do not meet these expectations they may be declared unfit to study under the terms of the Fitness to Train policy.
- 7.2 The maximum amount of time a student may interrupt their training their under the Fitness to Train policy is two years. After that period the student will be withdrawn from the course.

8 PROGRAMME CONTENTS

- 8.1 Students will follow the complete programme of study outlined in the relevant programme specification and Course Handbook.
- 8.2 Students have no choice in the selection of their instructors.
- 8.3 Students have no right to demand a specific part or show role in any production, project or assessment.

- 8.4 In cases of staff absence or changes, RADA may need to make some adjustment to the programme, in line with the programme specification, and following consultation with the students affected.
- 8.5 Adjustments to the programme content may be made that reflect developments in theatre practice. Students will be consulted before any adjustment to the programme is made during their period of study.
- 8.6 Students have the right to withdraw from the programme without incurring any penalty if they do not agree to proposed changes and RADA is not able to offer the programme as originally published.

9 ASSESSMENT

9.1 Conferral & revocation of awards

- 9.1.1. The King's College London Academic Board may award or revoke any degree, diploma, certificate or other award granted by King's College London in accordance either with the Charter and Statutes of King's College London and all privileges connected therewith, if it shall be discovered at any time and proved to the satisfaction of the King's Academic Board that:
- i. There was an administrative error in the award made under the procedures required by King's College London regulations; or
 - ii. Subsequent to award, a Faculty Assessment Board, having taken into account information which was unavailable at the time its decision was made, determines that a candidate's classification should be altered.

9.2 Assessment Boards

- 9.2.1. For each programme of study leading to an award there shall be an Academy Programme Assessment Board. Programmes may be grouped for convenience under a single named Programme Assessment Board. The Academy Programme Assessment Board constitutes a Faculty Assessment Sub Board for the purposes of the King's College London Regulations.
- 9.2.2. Each Programme Board shall report to the Undergraduate or Postgraduate Faculty Assessment Board in Arts and Humanities of King's College London.
- 9.2.3. Each Programme Board shall normally comprise, as a minimum:
- i. a Chair;
 - ii. a Deputy Chair;
 - iii. an Internal Examiner;
 - iv. an External Examiner;
- 9.2.4. Nominations for Internal and External Examiners serving on a Programme Assessment Board will be recommended by the Assessment Board concerned to the King's Faculty Assessment Board on an annual basis.
- 9.2.5. The Programme Assessment Board shall be responsible for ensuring that the examination and assessment procedures for the award(s) for which it is responsible are carried out in accordance with the regulations governing the programme(s) and award(s) concerned and other relevant Academy regulations and in a fair and impartial manner. To this end, a Programme Assessment Board shall:

- i. Nominate Internal and External Examiners for approval by the relevant King's Faculty Assessment Board;
 - ii. Recommend to the relevant King's Faculty Assessment Board a marking scheme and, where appropriate, a scheme for the award of honours for the award(s) for which it is responsible;
 - iii. Determine the final recommendation examinations/assessments of awards for which it is responsible relating to:
 - a. The results of individual examinations/assessments;
 - b. The pass lists;
 - c. The classification (where appropriate) for each candidate who is recommended for an award;
 - d. Make such recommendations to the relevant King's Faculty Assessment Board;
 - iv. Consider cases for reassessment according to the policy determined by the relevant King's Faculty Assessment Board;
 - v. Consider cases made on grounds of illness or other mitigating circumstance affecting a candidate's examination;
 - vi. Advise the relevant King's Faculty Assessment Board responsible for progression within the Faculty on matters concerning the progression of candidates within its purview;
 - vii. Be responsible for the setting, scrutiny and approval of assessments for which it is responsible as required by the relevant regulations;
 - viii. Keep a record of the proceedings of each formal meeting of the Assessment Board, including recording the attendance of External Examiners, decisions reached concerning individual candidates and those concerning examination policy and procedures, for report to the King's Faculty Assessment Board;
 - ix. Deal with matters raised in External Examiners' reports and report to the relevant King's Faculty Assessment Board on action taken;
 - x. Report to the relevant King's Faculty Assessment Board on issues concerning procedural and regulatory matters (for example, appeals against decisions of Assessment Board, examination or assessment irregularities/offences) and action taken in such cases;
 - xi. Consider requests for suspension of regulations, as appropriate;
 - xii. Meet as often as is necessary to fulfil the requirements given above.
- 9.2.6. The quorum for any meeting of a Programme Assessment Board held to determine the final recommendations on assessment shall be:
- i. The Chair or Deputy Chair;
 - ii. The External Examiner(s);
 - iii. One half of the internal membership of the Board eligible to vote.
- 9.2.7. Decisions of the Faculty Assessment Board and Programme Assessment Board shall be arrived at by a majority vote of Examiners present and eligible to vote. The Chair shall have an additional casting vote.
- 9.2.8. No persons other than the members and designated administrative staff shall be permitted to attend meetings of any Programme Assessment Board, except that Assessors or Assistant Examiners may be invited to attend for discussion as required by the Chair.

9.2.9. The Chair shall ensure that a proper record is kept of the proceedings and decisions of the Programme Assessment Board; that the confidentiality of such proceedings and decisions and the record of them is preserved; and that a copy of the confidential record is passed to the Director of Students and Education (King's College London).

9.3 Credit Framework Regulations

9.3.1. These regulations are applicable to all full-time taught programmes offered by RADA and validated by King's College as listed in 1.1 above (with the exception of the BA in Acting programme which is a non-credit weighted programme).

9.3.2. The national system of levels and awards is followed as below.

Module Level	Awards
Level 5	Foundation Degree
Level 6	Bachelor's Degree
Level 7	Postgraduate Diploma Master's Degree

9.3.3. **Learning Hours:** All modules are assigned credit value. In determining the number of credits required to achieve an award, the Academy recognises one credit as equivalent to ten hours of notional academic learning time.

9.3.4. **Programmes of Study:** Each programme of study will have a Programme Specification, which will indicate the modules that a student has to take in order to complete the award.

9.3.5. **Modules:** Each module will have a Module Specification.

- i. Each module is self-contained with defined learning outcomes and a specified number of credits at one level only.
- ii. Each module is designed as a core for the programme of study, which the student must pass in order to be eligible for the award.

Qualification Level	Overall credits	Credit levels	Final Credit Level	Credits at highest level	Credits at Lowest Level
FdA Technical Theatre & Stage Management	240 credits	4 & 5	5	120 credits	120 credits
BA (Hons) Technical Theatre & Stage Management (completion award only)	120 credits	6	6	120 credits	n/a
PgD Theatre Costume	150 credits	6 & 7	7	120 credits	30 credits
MA Theatre Lab	180 credits	7	7	180 credits	n/a

9.3.6. **Credit Transfer between programmes** is not recognised within the Academy. All programmes have to be studied in total and completed in total to be eligible for an award.

9.3.7. **Progression from Foundation Degree onto BA:** As per regulation 2.6.

- 9.3.8. **Core Modules:** All modules within the Foundation Degree, BA in Technical Theatre, Postgraduate Diplomas and MA programmes are considered core modules, hence must be taken and passed.
- 9.3.9. **Exit awards for MA Programmes:** RADA offers an exit award only for MA Theatre Lab. An Exit Award of Postgraduate Diploma may be awarded when a student has achieved 120 credits in modules other than the Dissertation. This award will be made according to the same assessment criteria as the MA Theatre Lab course, detailed in 9.7.6.
- 9.3.10. **Exit awards for all other RADA Programmes:** No exit awards are offered. Where a student has failed to satisfy all the elements of an award, and all reassessment opportunities have been exhausted, no transfer of credit is permitted, and no alternative exit award is offered.

9.4 **Admission to a degree or other award**

- 9.4.1. To be admitted to a degree or other award a student must:
- i. Have completed to the satisfaction of the relevant teaching staff the programme of study prescribed in the programme specification and Course Document for which the student is registered;
 - ii. Have successfully completed all modules prescribed for the award in the programme specification and have demonstrated a competence in all required aspects of the programme;
 - iii. Have successfully completed all parts of the assessment prescribed for the award and have demonstrated a competence in all required aspects of the programme.

9.5 **Continuous assessment: all awards**

- 9.5.1. Students will be assessed by a joint process of continuous assessment and specific assessment points, as outlined in the individual programme specification.
- 9.5.2. Exceptionally, the Programme Assessment Board may make provision for a student to undertake an alternative form of assessment where it is impractical for the student to be assessed or reassessed at the end of the module; provided that the student is assessed on equal terms with other students. Refer to the Mitigating Circumstances Policy for further information.

9.6 **Assessment grades**

- 9.6.1. Each Programme Assessment Board shall draw up a marking scheme for the degree or award for which it is responsible. The Board may adopt such conventions as it considers appropriate within its own marking scheme, providing that they are consistent with the regulations and the general RADA marking criteria, as detailed in Programme Specifications and Course Documents.
- 9.6.2. Teaching staff will discuss every student's assessment feedback at regular Profile Meetings and present the results to the Programme Assessment Board in accordance with section 9.2.

9.7 **Determination of results**

- 9.7.1. For students at the end of years one and two of the BA (Hons) in Acting programme, year one of the FdA in Technical Theatre & Stage Management and year one of the two year PgD Theatre Costume, the Assessment Board shall make recommendation to the Faculty Assessment Board on whether a student has reached a satisfactory standard to progress to the next year.

9.7.2. For final year students the Programme Assessment Board shall consider each student's total assessment record and shall determine the recommendation to the Faculty Assessment Board in accordance with Regulations 9.7.3 to 9.7.7.

9.7.3. **BA Acting (unclassified honours degree):**

A student will be assessed for award according to the following criteria:

Pass: The student has met the learning outcomes of the programme to a satisfactory standard.

Fail: The student has failed to meet the learning outcomes of the programme.

A student must meet the minimum pass mark of 40.

9.7.4. **Foundation Degree in Technical Theatre and Stage Management:**

A student will be eligible for the award of the Two Year Foundation degree if they have achieved an average of 40 over the final year of the programme. A student achieving an average between 68 and 77 inclusive will be eligible for the award of the Foundation degree with Merit, a student achieving an average of 78 or over will be eligible for the award of the Foundation degree with Distinction.

9.7.5. **Postgraduate Diploma awards:**

A student will be eligible for the award of a Postgraduate Diploma (PgD) if they have achieved an average of 50 over the last three terms of the programme. A student achieving an average between 68 and 77 inclusive will be eligible for the award of PgD with Merit, a student achieving an average of 78 or over will be eligible for the award of PgD with Distinction.

9.7.6. **MA Theatre Lab**

A student will be assessed for award according to the following criteria:

Pass: The student has met the learning outcomes of the programme to a satisfactory standard.

Fail: The student has failed to meet the learning outcomes of the programme.

A student must meet the minimum pass mark of 50.

9.8 **Academic Progression Requirements**

9.8.1. **BA Acting**

- i. Students must pass every assessment point in the 1st and 2nd year to progress to the 3rd year.
- ii. During the third year a student may fail or miss one assessment.
- iii. If a student on the BA Acting degree is in danger of failing an assessment the tutor(s) concerned will inform the Course Director. The student will then be formally notified of this by the Director of Actor Training.
- iv. A student may only miss an assessment if Mitigating Circumstances or interruption under the Fitness to Train policy have been approved.

- v. A student who fails or misses an assessment will be given one opportunity to retrieve the mark by one of the following methods:
 - a. For an individual exercise within the cumulative assessment in years 1 and 2 the Director of Actor Training (i.e. the Assessment Board Chair) may offer the student the opportunity to repeat that exercise at a later date. In cases where disability, illness or injury prevent the student taking the original assessment reasonable adjustment will be made to allow the student to be assessed by alternative means
 - b. When the failed or missed assessment point is a performance in a play or other group dependent exercise, the student will be assessed on the rehearsal/process alongside their written documentation of the project/production.
 - c. In cases where an entire module and its corresponding assessment point(s) are missed (for example, being absent for four weeks or more) the Director of RADA, in consultation with the student, will consider if the student can continue on the programme in the current year or whether they should interrupt their studies. If the student interrupts their studies they may rejoin at the appropriate term in the following year to retake the assessment. If the student is allowed to continue on the programme in the current year an aggregate of the students' previous marks will be used. See also the provisions in Regulation 5.5.
- vi. If the student fails the attempt to retrieve the failed or missed assessment then they may not progress with their studies and must withdraw from the course.

9.8.2. FdA and BA in Technical Theatre & Stage Management, Postgraduate Diplomas and MA Theatre Lab:

- i. Students must pass every assessment point to successfully complete the programme.
- ii. A student may only miss an assessment if Mitigating Circumstances have been approved or interruption under the Fitness to Train policy have been approved.
- iii. A student who fails or misses an assessment will be given one opportunity to retrieve the mark. Where possible the student will be assessed by repeating the same activity. Where not possible, the student may be required to carry out a separate piece of work in place of the original assessment. In cases where disability, illness or injury prevent the student taking the original assessment reasonable adjustment will be made to allow the student to be assessed by alternative means
- iv. The failed work must be second marked.
- v. For the MA Theatre Lab the failed work must be agreed by the External Examiner.
- vi. If the student needs to extend the length of their registration to retrieve failed/missed marks it is at the Academy's discretion whether additional fees will be charged.
- vii. If the student fails the attempt to retrieve the failed or missed assessment then they may not progress with their studies and must withdraw from the course.
- viii. In exceptional circumstances a student may be permitted to take an extended placement. The successful completion of this placement may be counted as two assessment points. Students will normally be assessed by RADA tutors during an extended placement.

9.9 Mitigating Circumstances:

- 9.9.1. Students are required to take their assessments at times prescribed by the Academy. However, there may be exceptional occasions when a student is unable to meet those requirements. Such circumstances may include bereavement, serious short term illness

affecting the student or close members of his/her family, deterioration of a long term physical or mental health condition, other serious unforeseen factors. Students seeking to defer an assessment to retake at a future point must apply for Mitigating Circumstances.

- 9.9.2. If mitigating circumstances are approved then the student will either be allowed to retrieve the original assessment in the case of an individual exercise. In the case of a performance in a play, or other group dependent exercise, the student may then be offered an alternative method of retrieval by the Chair of the relevant Programme Assessment Sub-Board.

9.10 **Late Submission of Work**

- 9.10.1. A student who either fails to submit coursework for assessment or submits after the deadline, and has not made a request for an extension under Regulation 10.9 above (mitigating circumstances), or who has not satisfied the Chair of the Assessment Sub Board that their mitigating circumstances offer valid reasons for submitting late work, will have an automatic penalty applied. Work submitted within 24 hours of the deadline will be marked, but the mark awarded will be no greater than the pass mark. Work submitted after the 24 hour deadline will receive a mark of zero; such a student may, at the discretion of the relevant Assessment Sub Board, be permitted to attempt the coursework again if the regulations for the programme permit such reassessment (this will not apply where the work submitted is a written retrieval for a practical or performance-based assessment as a second attempt).

- 9.10.2. Where a student submits a mitigating circumstances form (including the granting of an extension) before the published coursework submission deadline and, as a result of their mitigating circumstances, submits work after the published deadline, the student's work will be marked without penalty, provided the Chair is satisfied that the conditions in Regulation 10.9 above have been met.

- 9.10.3. In exercising their discretion, the Chair of the Assessment Sub Board must be satisfied that the mitigating circumstances would:

- i. prevent or have prevented the student from sitting the examination or submitting the assessment within the given timeframe; or
- ii. have or have had a significant and adverse impact on the student's performance in the assessment.

- 9.10.4. Under no circumstances may marks be raised due to mitigating circumstances in relation to a student's performance in an assessment.

9.11 **Publication of examination results**

- 9.11.1. After the King's Faculty Assessment Board has determined the results of the examinations for which it is responsible, the King's Director of Students and Education will issue the official pass list for the programme in question, in alphabetical order, and by classification if appropriate. The pass lists will be amalgamated to form the public record of the graduating cohort.

- 9.11.2. The results of examinations are confidential until the official pass list has been issued, but recommended results may be displayed in accordance with Regulation 9.10.3.

- 9.11.3. At the discretion of the relevant Chairs of the Faculty Assessment Board in Arts and Humanities, recommended results of examinations may be displayed after the relevant Programme Assessment Board has met to determine the results of the examinations and before the official pass list has been issued. Lists of any such results shall be clearly marked as 'recommendations of the Programme Assessment Board' and shall be signed by the Chair of the Arts and Humanities Assessment Board.

- 9.11.4. The issuing of marks will be undertaken by RADA staff under the authority of the King's College London.

9.11.5. **Issue of Certificates**

- 9.11.6. The 'date of the award' shall normally be the first day of the month following the date of the meeting held to ratify the results. This does not constitute the date of publication of results for the purposes of appeals submitted in accordance with Regulation 10.
- 9.11.7. The King's Academic Board and the RADA Council shall receive a report of degrees and other awards conferred by the College at the next meetings of these bodies following the relevant meeting(s) of the Assessment Board(s) and the issue of the relevant pass list(s).
- 9.11.8. Certificates for awards of King's College London will be issued under the seal of the College and shall state the name of the College, the title of the award, the classification or other distinction where appropriate and the field of study where appropriate, and shall carry the signatures of the Principal of the College and the Chair of Council.

9.12 **Representations concerning decisions of Assessment Boards**

- 9.12.1. Except as provided for by Regulation A6 of the King's College London Regulations, no decision of a properly convened and constituted Assessment Board acting in accordance with these and any other relevant Academy or College Regulations may be modified.
- 9.12.2. Representations concerning decisions of Assessment Board which are based solely upon a challenge to the academic judgment embodied in any decision will not be considered.

10 ACADEMIC APPEALS

- 10.1 An Academic Appeal is defined as a request for a review of an academic decision made by the Programme Assessment Board in relation to progression within a programme of study, assessments and awards.
- 10.2 If a student fails an assessment after attempting retrieval (see 9.8 Academic Progression Requirements), they may have the right to appeal. A student can only make an appeal after the King's Faculty Assessment Board has agreed the mark and the student has been formally notified of the outcome.
- 10.3 RADA is bound by King's College London appeals process for all academic appeals. There are two principal grounds stated in the King's regulations:
(<http://www.kcl.ac.uk/governancezone/Assets/Students/Regulations,%20A6%20Regulations%20for%20Academic%20Appeals%202016-17.pdf>)
- i. King's Regulation A6 2.5(a) There is evidence that your examination may have been adversely affected by mitigating circumstances which you were unable, or for valid reasons unwilling, to divulge to the Assessment Board before its decision was reached.
 - ii. King's Regulation A6 2.5(b) There is clear evidence of a significant administrative error on the part of the Academy or in the conduct of the examination and that this accounted for your performance.
- 10.4 A student has no right of appeal on the following grounds:
- i. Challenges to the academic or professional judgment of examiners on an assessment outcome, mark or the level of the award recommended or granted.
 - ii. Claims that academic performance was adversely affected by factors such as ill health, where there is no contemporaneous, independent, medical or other evidence to support the application.
 - iii. Appeals that are based on circumstances which, without good reason, were not brought to the attention of the Programme Assessment Board at the appropriate time.

10.5 To make an appeal, a student should first discuss the issue with the Course Director and take advice. An appeal must then be submitted to King's College London within 21 days of the formal notification of the decision of the Assessment Board, using the King's College London appeal form, which is available from the Student Conduct and Appeals Office at King's College London.

10.6 The full Appeals Procedure and guidance is available from www.kcl.ac.uk/appeals.

11 COMPLAINTS

11.1 Grounds for complaint may include:

- i. Matters seriously undermining the quality of learning provision or support provided by the School, contrary to what students were led to expect;
- ii. The absence, inadequacy or withdrawal of a service or facility which students were led to expect, including in respect of adjustments made, or not made, in accordance with the Equality Act 2010.

11.2 Complaints must normally relate to what students have been led to expect, normally through information which the Academy has given them. Students cannot complain about the lack of a service which they were never led to expect, even if it is available in another school or college with which they are familiar.

11.3 There may be occasions when services or learning opportunities are adversely affected by unforeseen circumstances. When this happens, students are entitled to expect that steps will be taken promptly to solve the problem or make alternative arrangements. Complaints will not normally be upheld if they concern specific short term shortfalls in arrangements which otherwise accord with what students have been led to expect.

11.4 Students will never be disadvantaged as a result of making a complaint in good faith.

11.5 Further details on the procedures for making a complaint can be found in the Complaints Policy and Procedures (Appendix 9).

Appendix 1: Student Code of Conduct

There are some basic rules and expectations that RADA expects its students to adhere to during their time at RADA. Some of these are common sense, some will apply to any educational establishment or workplace, while others are more specific to RADA. Please take some time to familiarise yourself with these. We expect students to behave in a way which contributes positively to the atmosphere of the academy, fosters good working relationships with other students and staff, and meets professional standards expected in the workplace. The Student Code of Conduct is designed to make these expectations clear in relation to different areas.

The code applies whether a student is on RADA premises or elsewhere, such as a work placement or tour. If a student behaves in a way that contravenes this code then this constitutes misconduct. It is RADA's policy to deal with minor offences of misconduct in an informal way, but it should be noted that a deliberate, repeated or serious case of misconduct may be dealt with under the terms of RADA's disciplinary policy, which in the most serious cases can lead to suspension or withdrawal from the course.

Adherence to this Code is part of the Terms and Conditions of being a RADA student.

Personal conduct relating to staff and students

- 1 Students should maintain the highest standards of professional conduct in dealing with other students and staff both inside and outside the classroom. This applies to verbal, written and electronic communication.
- 2 Students must not disrupt the teaching, learning, assessment or other academic, administrative or social activities of RADA staff, students or visitors.
- 3 If a tutor or project leader judges a student's behaviour to be unacceptable, they may immediately exclude that student from the class or rehearsal and the Course Director/Course Leader will be informed.
- 4 Students must comply with the expectations of the Academic Regulations and policies, Attendance Policy and this Student Code of Conduct.
- 5 Students must comply with any penalties imposed under the Disciplinary policy. Failure to do so may lead to further disciplinary action.
- 6 Students must not engage in violent, indecent, disorderly, threatening or offensive behaviour or language whilst on RADA premises or engaged in any RADA-related activity.
- 7 Students must not engage in any behaviour which is likely to cause loss, damage or harm to RADA, its staff or students.
- 8 The Academy is opposed to discrimination and discriminatory attitudes. A student must have consideration and respect for everyone in the Academy, regardless of ethnicity, religion, gender, sexual orientation, age, marital status and social background.
- 9 The Academy is opposed to harassment in all its forms. Harassment can include bullying, insulting comments, offensive behaviour, jokes, threats, and giving people unwanted attention.
- 10 The taking of or dealing in 'recreational' or illegal drugs and substances is forbidden on RADA premises, as is being under the influence of non-prescribed drugs.
- 11 Sexual relationships between staff (including visiting staff) and students may compromise the objectivity of the training and assessment process and are not permitted.
- 12 The Director of RADA must be informed of a name change for Equity registration

Conduct relating to RADA as an institution

- 13 A criminal offence may be dealt with under the disciplinary policy where that conduct:
 - took place on RADA premises, or

- affected or concerned other members of the RADA community, or
 - damages the good name of RADA, or
 - itself constitutes misconduct within the terms of the Disciplinary Policy, or
 - is an offence of dishonesty, where the student holds an office of responsibility at RADA such as a student representative.
- 14 No actions should be taken that may bring RADA into disrepute. This includes inappropriate use of social media which is detrimental to any RADA students, staff or to the good name of the Academy.
 - 15 Fraud, deceit, deception or dishonesty, including the misappropriation of funds or assets belonging to RADA, relating to RADA training, staff or other students is unacceptable.
 - 16 Gambling is not permitted on RADA premises.

Attendance and Punctuality

- 17 Students must comply with that Attendance policy.
- 18 Consistent attendance and punctuality are expected of all students as part of their commitment to professional standards.
- 19 Students are expected to arrive before the actual start time and to be warmed-up and ready for all classes, rehearsals, and production calls.
- 20 If a student is late, they let down not only themselves, but also interrupt the work of the rest of the group. Students who are late for class may be excluded from participation for the remainder of the session or day.
- 21 If a student is ill and unable to attend RADA they must inform reception as soon as possible on the same day. RADA encourages students to be sensible when deciding if they are too ill to come in, but requires that this absence is reported to reception.
- 22 If a student becomes unwell during the day they may use the rest room in Chenies Street only with the prior permission of a designated senior member of staff.
- 23 If a student becomes unwell during the day and needs to leave RADA they should obtain permission from the course leader/director, Registry Manager or Director of Student & Academic Services.
- 24 Absence of more than 3 days must be supported by written confirmation (this can include self-certification); and given to Student & Academic Services.
- 25 If a student is ill and unable to attend on a day when an assessment is due to take place they should apply for Mitigating Circumstances. Not submitting a mitigating circumstances claim may result in failing that part of the assessment.
- 26 Absence from class or rehearsal - for any reason - is not permitted without prior permission from a designated senior staff member. Teaching staff and project leaders may not give a student permission to leave the Academy.
- 27 All late arrivals and absences are recorded. Deliberate or repeated lateness or absence may be dealt with under the terms of the Disciplinary Policy, or, where there may be circumstances affecting the student's ability to effectively pursue their training, the Fitness to Train Policy.
- 28 Students may be absent for medical appointments and should complete a consent form for the appointment, where possible in advance of the appointment slot.

Health and Safety

- 29 Students should acquaint themselves with RADA's full Health & Safety procedures.
- 30 RADA expects that all students will maintain a safe environment for themselves and others by following working practices and, where needed, wearing appropriate protective clothing that meets health and safety regulations.
- 31 Students must avoid any action likely to cause injury or impair safety on RADA premises.

- 32 All accidents or injuries must be recorded in one of the accident books held at the reception desks at both sites.
- 33 All students must sign in on arrival and sign out when leaving in the attendance book at reception. Students are not permitted to sign in another student who is not on the premises. This record is a key feature of the emergency evacuation procedure, and must be an accurate reflection of who is on the premises.
- 34 Smoke detectors must never be disabled during a class or rehearsal.
- 35 The emergency exit doors in the Gower Street or Chenies Street building must not be used outside of an emergency.
- 36 Bags, costumes, props or furniture must not be left in corridors. These are emergency exits and must be kept clear at all times.

Use of buildings, rooms and property

- 37 Students must not damage, deface or misappropriate RADA property or the property of other students, staff or visitors.
- 38 Students should not use RADA rooms or property outside of timetabled hours or when a room has been pre-booked by someone else.
- 39 It is not permitted to access the roof of the Chenies Street building through the refectory.
- 40 Lifts are for the use of staff and visitors and may only be used by students when moving props or equipment. If a student has an injury that prevents them using the stairs they should ensure that they have obtained permission from a senior member of staff before using the lift. If a student has a disability that prevents them using the stairs then this does not apply.
- 41 The toilets in the RADA Bar are reserved for use by staff, visitors and bar patrons during the daytime. Students may use them after 6pm.
- 42 All spillages or breakages in teaching studios or theatres should be reported to the receptionist immediately at the end of the class.
- 43 Students' personal property should be kept in their lockers and should be kept to a minimum. No bags, musical instruments, etc., should be left in the foyers of Gower or Chenies Street. In exceptional circumstances, permission may be given by the receptionist on duty as a temporary arrangement.
- 44 Students should hand valuables to the Stage Manager for safekeeping during a performance rather than leave them in the dressing room.
- 45 All lost property should be handed to Reception with details of when and where it was found. The Academy accepts no financial responsibility for the loss or theft of personal items. Students are advised to take personal insurance cover valuable items.

Use of the library

- 46 The library is a quiet space for study and the need for silence should be respected at all times.
- 47 Mobiles must be turned off and laptops/tablets should be put in silent mode.
- 48 Books may not be removed without checking them out through the issue desk.
- 49 Books should be returned or renewed within four weeks. Failure to do this will result in a fine charged at a daily rate. The current rate can be found on the library website or by asking at the issue desk.
- 50 It is the borrower's responsibility to ensure that books are safely returned. Books should be returned to the library during opening hours, or left with the receptionist at Gower or Chenies Street reception if the library is closed. If any item has been lost or damaged beyond repair, the replacement value will be charged or £10, whichever is the greater.
- 51 No food or drink is allowed in the library.

Computing, media and technology

- 52 Misuse of RADA computer facilities such as the downloading of copyrighted or illegal material or accessing any material which might be regarded as sexually explicit or offensive or breach RADA's equal opportunities policy is a disciplinary offence.
- 53 Sending e-mails that might be construed as libellous, harassing or insulting using RADA's system is a disciplinary offence.
- 54 Accessing another individual's email is a breach of data protection and may be a disciplinary offence.
- 55 Photographing or videoing of classes (whether on a camera, phone or other electronic device) or the publicising any photographs/videos of RADA staff, students, or premises is not permitted, unless express consent is received from a senior member of staff.

Eating and drinking

- 56 The Academy has provided two designated areas where students may consume their own food and drink and this is not permitted elsewhere in the Academy. The designated areas are:
 - Gower Street: the link area on the ground floor and the Student Green room.
 - Chenies Street: the Student Common Room and the far end of the refectory.
- 57 Students may not eat and drink in the Chenies Street foyer or the steps of the Gower and Chenies Street buildings. This is because these are public areas and free access is required at all times.
- 58 Only food or alcohol purchased at the RADA Bar may be consumed there. Alcoholic drinks purchased in the RADA Bar must not be consumed elsewhere. This is because the bar is a licensed premises and must comply with licensing regulations.
- 59 Consumption of alcohol or being under the influence of alcohol is not permitted during the teaching day, including when this extends into the evening (please see the Drugs and Alcohol Policy for further information).
- 60 Eating and drinking in any of the teaching rooms, rehearsal studios, theatres, or technical workshops is not permitted without the specific permission of the tutor/director.
- 61 Eating and drinking in any costume provided by the RADA Wardrobe department is not permitted.

Smoking

- 62 RADA is a no smoking building, and all staff, students and visiting professionals are expected to abide by this.
- 63 It is not permitted to smoke on the steps of the Gower Street or Chenies Street buildings. In addition students must not smoke on the steps of College Hall or Birkbeck on Malet Street, as this obstructs emergency exits from these buildings.
- 64 The only designated smoking areas are:
 - On Malet Street
 - In the Chenies Street car park area
- 65 Students are requested to use the cigarette butt receptacles located at both designated areas and to avoid smoking in the Malet Street entrance between 6.30pm – 7.30pm on performance nights.
- 66 Actors must not smoke whilst in costume, except with the permission of the Head of Costume.

Policy created	May 2015
Version approval and date	Academic Board March 2016 for 2016/17 academic year.

Appendix 2: Attendance Policy and Procedures

This policy covers the following programmes:

BA (Hons) Acting
FdA Technical Theatre and Stage Management
BA Technical Theatre and Stage Management
All PgD programmes
Foundation Course in Acting.

The attendance monitoring protocols do not apply to MA Theatre Lab students who are monitored separately. The regulations and statements concerning accrued absence **do apply** to MA Theatre Lab students.

Introduction

RADA treats good time-keeping as an essential part of the learning experience. The Academic Regulations and Student Code of Conduct make it clear that lateness is not acceptable and that unauthorised lateness or absence constitute misconduct (a disciplinary offence). Lateness and absences are recorded by Reception staff.

What is 'on time'?

RADA students will be given a CALL TIME. This is usually ten minutes before your first class of the day to give you time to prepare and be ready for class, rehearsal or production call. If you arrive exactly at the time of your class, this will be classed as LATE. Please always make sure that you abide by the Call Time rule.

What happens if I am late?

If you are running late, the first thing is to let Reception staff know. They monitor lateness and absences for all full-time students.

BA Acting and Foundation Students in Acting will not be permitted to join the class if they are late for the first class of the day. The same thing applies if you are late back for your first class after lunch. If you are late for classes during the day, this will also be noted on the register (see Academic Regulation 5.4).

Technical Theatre students will usually be permitted to join the class if they are late.

Unauthorised lateness will result in you being given a point (see overleaf for information about the points scheme).

Absence

Apart from exceptional circumstances (for example the bereavement or funeral of family member), it must be understood that permission to be absent from timetabled classes, rehearsals and assignments will not be granted. This may seem hard, but it is completely in accord with the professional practice on which our training is based. Absence in these circumstances needs to be approved by the Course Director/Course Leader.

Absence for medical appointments is permitted, providing it has been approved your Course Director, the Director of Student & Academic Services or the Registry Manager.

Permission to leave early can be granted by your Course Director or, in exceptional circumstances such as illness, by the Director of Student & Academic Services.

How does the system work?

RADA uses a **points-based system** where you receive **one point** for each occurrence of unauthorised lateness or absence, as shown in the chart below.

Code	Action	Points
L	Signed in late	1
A	Absent without consent	1
MC	Missed class	1
LC	Late class	1
X	Present but forgot to sign in	1
	<i>Authorised absence or lateness</i>	0

Each time you are late or absent without consent, you will add a point to your attendance record. Each set of three points reached during a term brings with it disciplinary action of increasing severity. Persistent lateness or absence without prior permission (either on a case by case basis or confirmed in a learning agreement) is likely to result in formal warnings. The final stage in the process is removal from the course and the Academy.

There are **four stages in the points system** as outlined below.

Points	Stage	Action
3	One	Letter of notification and Course officer arranges a tutorial with Course Director to discuss reasons for lateness or absence.
6	Two	Meeting with Director of Student & Academic Services, who might put student on an early call and issue a verbal warning .
9	Three	Meeting with Course Director and Academy Director. This is a very serious stage which may result in a written warning .
12+	Ultimatum	This is the final stage and if further points are incurred, the student may be removed from the programme , especially if there are any other disciplinary issues.

How long do points stay on a student's record?

The points system works generally on a termly basis and students can drop down a level until they are back at 0 by not incurring further lateness/absence penalty.

If the lateness or absence happens in weeks 1-6 and you reach the 3, 6 or 9 threshold in that time, then those points stay on the system until the end of that term. If you do not reach another threshold in the second half of term, then you drop back a stage (ie if you were on 3 points, you go back to 0, if you were on 6 you go back to 3 and so on). If the threshold is reached in the second half of term, you carry it over to the first half of the following term, so, if by week 10 of autumn term you are at 3 points but don't go higher than 4 points in the first half of the spring term, you'll be reset back to 0 from week 7. These points can also be carried across academic years.

There are some examples at the end of this policy.

Process overview

Reception staff monitor the sign in books, which are held both at Gower Street and Chenies Street. If a student is late, this will be marked on an attendance spreadsheet. For acting students in class, staff take registers and record lateness or absence which is then correlated with the master spreadsheets.

Absence is monitored daily and totals are tallied weekly. Students will be notified regularly where they stand in relation to their points.

Process changes for Year 3 Actors (starting from Term 6)

DSMs will be asked – without comment - to record absence and arrival times of both students and staff who are late (forms are provided); and to record that either in rehearsal notes or the show report.

This arrangement starts from the second half of Term 6, when students embark on the Shakespeare in Schools project.

Teachers of Year 3 BA Acting classes are asked to report absence or lateness directly to reception after their class.

Reasonable adjustments for disabled students

Where appropriate, RADA will make adjustments to the attendance requirements for certain students as part of a Learning Agreement (see the Reasonable Adjustments Policy for more information). This might include permitting a student a short 'buffer' period during which they are technically late but will not be awarded a point. We would usually use this to help students adjust to attendance requirements. We might also give students permission to arrive late occasionally (we interpret 'occasionally' to mean no more than four times per term) and still join class if they have a particular condition or impairment which can result in the need for such absence. RADA will work with students, through the Learning Agreement, to articulate what is and is not reasonable in the context of their particular impairment or condition.

What if I do not agree with the points awarded?

Each time a fresh letter outlining unauthorised lateness or absence is issued, you can respond to the Director of Student & Academic Services to appeal any points that you think have been awarded unfairly. The Director of SAS will consult with Reception (checking the records) and the relevant Course Director before deciding whether or not a point will be revoked. If it is revoked, your total will be reduced as if the point had not been given (including dropping down a level, if applicable). You may only appeal once and the decision is final.

Students on the final warning stage will have an opportunity to appeal any decision to remove them from the programme, using the Appeals procedure, which offers an initial appeal process and a review stage as well as access to the Office of the Independent Adjudicator.

Cumulative absence from the programme

In addition to the procedure for authorising lateness and absence and awarding points for unauthorised occurrences, RADA also has regulations about how much time it is permissible to miss and still meet the learning objectives of your programme.

Academic Regulation 5.5 states that there is a limit of **four** weeks **consecutively or** cumulatively in each academic year of study. This means that if you have built up the equivalent of four weeks' absence in one go, or through several periods of absence, we will review your situation to see if you are able to complete your year of study. A 'study week' will vary from programme to programme. The table below shows how many actual days is meant by the study week and thus how many days constitutes four weeks if these are not consecutive.

Programme	Usual days per week	Four weeks in days
FdA TTSM	5	20
BA TTSM	5	20
BA Acting	5	20
PgD Theatre Costume	5	20
MA Theatre Lab	4	16

Examples of the points system

<p>Example 1 Student P has three lateness incidences during Spring Term Weeks 1 – 4. She receives a letter to attend a tutorial and has no further unauthorised lateness or absence. At the start of the Summer Term she is returned back to 0.</p>	<p>Example 2 Student C starts the Spring Term with 6 points (and a verbal warning). He has no further absences and is reset to 3 points at the start of the Summer Term. He is late in the first week of the Summer Term but not late or absent again. He is returned to 0 at the end of the Summer Term ready for the next year. The verbal warning is removed from his record.</p>
<p>Example 3 Student V starts Autumn Term with no points. From weeks 6 – 8 he is late or absent three times and receives a warning and has a tutorial. Because the lateness occurred in the second half of term, the 3 points carry over into the first six weeks of the Spring Term. At the end of week 6 he has not incurred any further points, so his record is reset to 0.</p>	<p>Example 4 Student A has been consistently late or absent during the first two terms and has managed to acquire 10 points by the start of the summer term. She has received both a verbal and written warning. She is late once again, and is now at 11 points. Student A then removes props without permission and fails to return them. This is another disciplinary offence. A disciplinary meeting is held and the Panel decide that the student should be removed from the course. The student has the right of appeal against this decision, but is withdrawn from RADA.</p>

Policy created	2015
Policy reviewed	3 July 2017
Approved by Academic Board	10 July 2017
Date of next review	July 2018

Appendix 3: Mitigating Circumstances Policy and Procedures

1 Mitigating Circumstances

Students are required to take their assessments at times prescribed by the Academy. However, there may be exceptional occasions when a student is unable to meet those requirements. (Such circumstances may include bereavement, serious short term illness affecting the student or close members of his/her family, deterioration of a long term physical or mental health condition, other serious unforeseen factors).

If special circumstances affect a student's attendance, ability to meet a submission deadline or to present for a practical assessment they can apply for these to be taken into consideration. Students should apply for mitigation in advance of assessments or after a significant and unforeseen period of absence (e.g. hospitalisation). Applications will only be accepted if supported by independent third-party evidence. Applications and evidence must be current and cannot be considered in retrospect.

If approval is given it might result in one of the following outcomes:

- an extension to the deadline for submitting a written assignment or project work;
- permission to defer an assessment to a date determined by the Programme Assessment Board;
- a concession made if student fails to meet the attendance requirements;
- to accommodate RADA's approach to making reasonable adjustments for disabled students (in relation to the Reasonable Adjustments Policy).

When the mitigating circumstances mean that a student is unable to meet a published deadline for the submission of assessed work or project, the application can be made at any time before the deadline, but the student must continue to work towards the original published deadline, and submit the work as soon as possible, until the outcome of the request is known. Under no circumstances should a student miss an assessment on the assumption that the mitigation claim has been approved.

If the mitigating circumstances mean that a student has been unable to complete an assessment point in the form of performance in a play, or other group dependent exercise, the application must be submitted as soon as possible. Depending on the outcome of the request, the student may then be offered a method of retrieval by the Chair of the relevant Programme Assessment Board. (Please refer to the retrieval/failure processes outlined above for the Courses above).

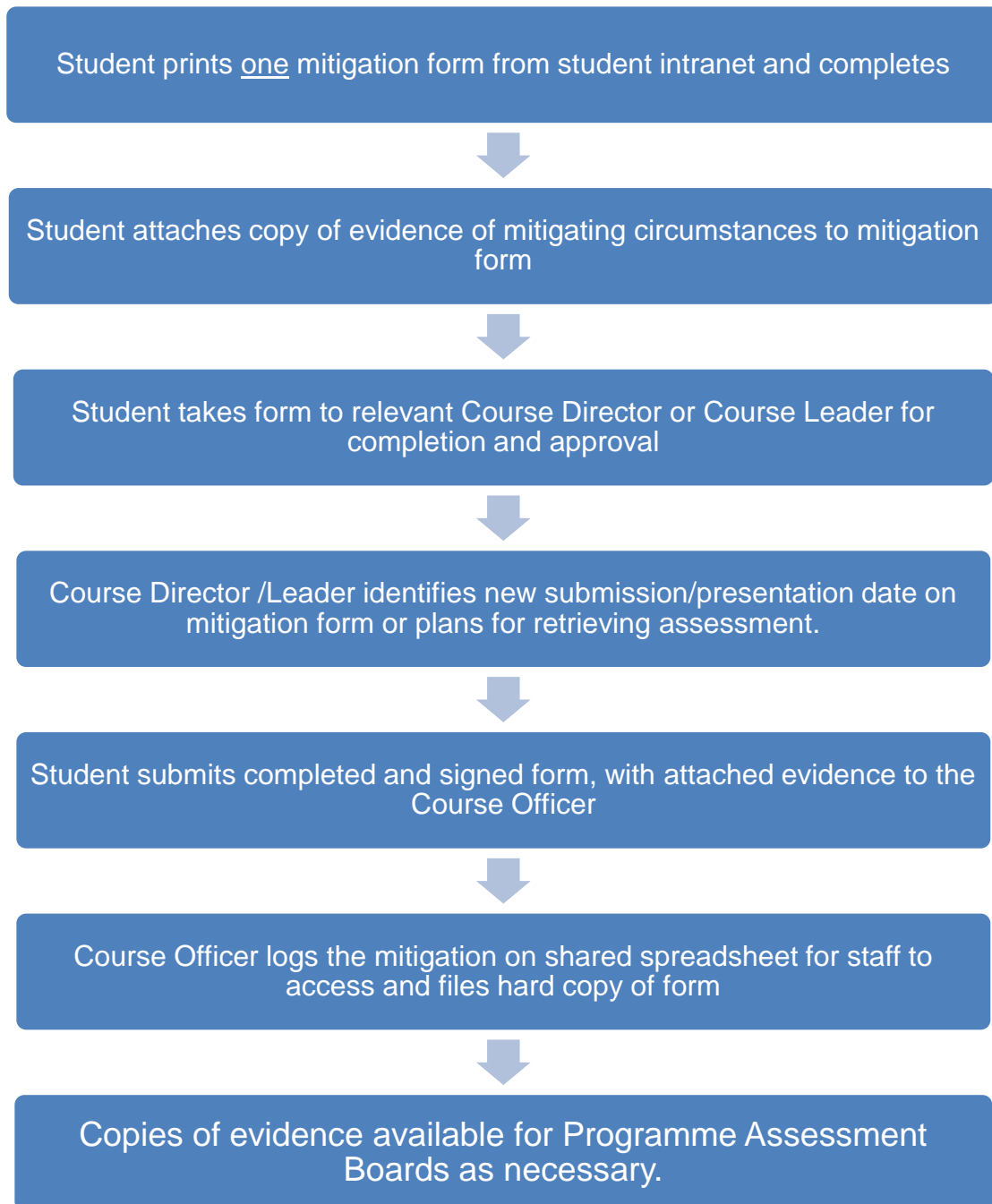
Only one mitigation form should be completed for each set of mitigating circumstances, even if this lasts more than for one assessment or assessment period.

The attached form indicates examples of what RADA considers to be acceptable and unacceptable circumstances. Each application for mitigation is dealt with on a case by case basis and the final approval is at the discretion of the relevant Course Director. Where an application for mitigation is not accepted, the mark achieved shall stand, including where a student has failed.

RADA has a responsibility under the Equality Act 2010 to provide reasonable adjustments for eligible students. Students are expected to request adjustments in advance of any assessments and marks will not be compensated on the basis that a student has failed to make such a request, or raise concerns with the adjustments in place in advance of the assessment. For more information on how to make a request for adjustments please contact Liz Timms, HE Courses and Programming Manager.

2 Applying for Mitigation

To apply for and approve mitigation the following procedure should be followed by students and staff:



3 Mitigating Practical Assessments

Students should submit mitigation for all any practical and performance assessments if they are unable to present for the assessment.

Mitigation for practical assessments should be signed and approved by the relevant Course Director/Leader.

4 Extensions for Written Assignments

An extension can be granted for a written assignment due to mitigating circumstances. The student should complete a mitigation form following the usual procedure, and the Course Director/Leader should identify a new submission date on the mitigation form.

The Student & Academic Services department record all granted extensions in the relevant assignment submissions log and circulate a link to marking staff.

5 Mitigation Records

The HE Courses and Programming Manager will keep a record of any cases of mitigating circumstances. This can be made available to relevant staff, subject to ensuring the confidentiality of sensitive information.

This document logs the following information:

- The dates mitigated
- The assessment mitigated (where applicable)
- Whether the mitigation form is accompanied by evidence
- The type of evidence provided (reserved)
- Whether the mitigation form has been signed and approved
- Which member of staff approved the mitigation
- The mitigating circumstances specified by the student (reserved)
- Notes (for example, actions to follow up / new assessment dates)

6 Responsibilities

Students
Download and complete mitigation form
Provide copies of evidence
Have form signed by relevant Course Directors/Leaders
Return completed and signed form to the Course Officer

Course Directors:
Sign and approve mitigation forms
Don't approve mitigation unless acceptable evidence is provided (except in extreme personal circumstances, where appropriate)
Don't approve mitigation if the student has a minor injury/illness and is still presenting for assessment
Chase up any outstanding mitigation when identified necessary in the relevant Student Profile Meeting

SAS Department
Advise students on mitigation procedure where necessary
Log all approved mitigation on the mitigation spreadsheet
Ensure mitigation spreadsheet remains locked for editing and confidential information hidden
File all hard copies of mitigation forms and evidence securely
Provide mitigation forms and evidence to the External Examiner and Programme Examination Boards as necessary.

Grounds for mitigation

<p>ACCEPTABLE CIRCUMSTANCES</p> <p>Below are some examples of circumstances and evidence generally accepted when evidence is provided, however circumstances are considered on a case by case basis.</p> <p>Injury/Health: Ongoing/Serious injury/illness/ Chronic conditions Exacerbation of previous injury/illness Hospital appointments/test/procedures Mental health problems Taken ill on day of assessment Infectious illness</p> <p>Personal Circumstances: Bereavement involving a close relative/friend Serious illness of close family member Burglary or theft Public transport delayed more than an hour (and reported to reception) Religious observation on assessment day Extreme weather conditions</p>	<p>UNACCEPTABLE CIRCUMSTANCES</p> <p>Below are some examples of circumstances and evidence generally not accepted, however circumstances will be considered on a case by case basis.</p> <p>Injury/Health: Minor injuries/niggles if still participating Minor illness (eg cough/cold)</p> <p>Personal Circumstances: Auditions/Interviews/Projects etc (authorised absence should be sought in advance) Minor accidents/illness of family member Alarm clock did not go off Child care problems Domestic problems Assessment nerves Financial problems Handing in problems Holidays House move Intermittent/last minute computing problem Private transport problems Time management problems Public transport delay of less than one hour/failure to report to reception Minor bad weather conditions</p> <p>Acceptable circumstances with no evidence provided.</p>
<p>ACCEPTABLE EVIDENCE</p> <p>Letter from doctor / doctor's sick note Letter from other medical practioner Letter from hospital Doctor's/Hospital/physiotherapist appointment cards Copies of prescriptions/medication packaging with prescription attached Written statement from a member of teaching staff Crime Report</p>	<p>UNACCEPTABLE EVIDENCE</p> <p>Scans/originals of over the counter medication boxes Note/explanation from student List of appointments with no evidence from practitioner</p>

Policy created	June 2014
Version approval and date	Academic Board July 2015.

Appendix 4: RADA Disciplinary Policy and Procedures

What is the Disciplinary Policy?

The disciplinary policy is intended to cover instances of student misconduct. Misconduct is defined as cases where a student **deliberately and/or repeatedly**:

- a. Behaves in a way that that disrupts the work of RADA students, staff or visitors.
- b. Behaves in a way that is insulting or threatening to students, staff or visitors.
- c. Behaves in a way causes physical danger or injury to others.
- d. Behaves in a way that damages RADA's reputation.
- e. Breaches RADA's Academic Regulations, Student Code of Conduct, Health and Safety Policy or any other rules, regulations or policies.

The disciplinary policy applies whether on RADA premises or engaged elsewhere on RADA business such a tour or industry placement.

Not every instance of misconduct will result in formal disciplinary action. The use of disciplinary action is not necessarily because a rule has been deliberately broken. It may be that a genuine mistake has been made and a warning is a way of reminding those involved. The Disciplinary Policy is designed to ensure that students accept responsibility for their actions and resolve minor problems before they become serious. For minor offences it may be enough to remind the student informally that the behaviour is in breach of the disciplinary policy. However for more serious, deliberate and/or repeated offences a more formal approach will be applied and in serious cases can result in a student being suspended or withdrawn from the course.

The Disciplinary Policy should be distinguished from the Fitness to Train Policy. In this case although the student may behave in a way that would usually constitute misconduct, staff or the student may identify mitigating factors that account for the student's behaviour and which may need to be resolved to enable the student to continue their training. If at any stage it is established that the student has circumstances affecting their conduct that would be more effectively dealt with under the Fitness to Train policy then disciplinary action should be terminated.

When should the Disciplinary Policy applied?

The following examples constitute misconduct and may be dealt with under the terms of the Disciplinary Policy. For ease of reference they have been broken down into different categories.

Personal conduct relating to staff and students:

- 1 Behaviour that prevents or disrupts teaching, learning, assessment or other academic, administrative or social activities of RADA staff, students or visitors.
- 2 Behaviour which does not meet the professional standards expected of students at RADA.
- 3 Behaviour that puts the student in breach of the Academic Regulations, Student Code of Conduct, Attendance Policy, Health and Safety Policy or other rules, regulations and policies.
- 4 Failure to comply with a penalty previously imposed under the Disciplinary Regulations or Student Code of Conduct.
- 5 Conduct likely to cause loss, damage or harm to RADA, its staff or students.
- 6 Violent, indecent, disorderly, threatening or offensive behaviour or language whilst on RADA premises or engaged in any RADA activity.
- 7 Behaviour which breaches the Academy's commitment to equality and diversity.
- 8 Conduct which constitutes a criminal offence, where that conduct:
 - took place on RADA premises, or
 - affected or concerned other members of the RADA community, or
 - damages the good name of RADA, or
 - itself constitutes misconduct within the terms of the Disciplinary Policy, or
 - is an offence of dishonesty, where the student holds an office of responsibility at RADA such as a student representative.

What happens when the Disciplinary Policy is applied?

Action should be taken when a member of staff notices a student behaving in a way that constitutes misconduct, or when a number of complaints are received from other students that indicate a student may be in breach of the disciplinary policy. The Course Director should usually be informed of the problem. There are four stages to the process.

Informal warning: It is anticipated that an informal approach will resolve many issues and this will normally be used first, especially for minor offences. The student should be spoken to informally by the tutor(s) concerned or, where appropriate, the course director and reminded that their conduct is in breach of the disciplinary policy. When this is not possible and the issue is resolved, no record will be kept in the student's file.

Where an informal approach is not effective or where the offences are serious or repeated, a warning will be issued under the formal stages of the Disciplinary Procedure below. In the case of serious breaches, excepting those that would necessitate immediate dismissal from the Academy, the Academy will reserve the right to initiate written warnings, or in severe cases, expulsion from the Academy.

A warning can only be given by a designated senior member of RADA staff and only after a disciplinary interview with the student. The student will be notified in writing of the time, date and place, and nature of the alleged unaccepted behaviour with supporting evidence. The likely consequences of failure to address the identified problems or to modify his or her behaviour will also be explained. Reasonable time will be provided to the student to allow for any preparation required for the meeting, normally a minimum of five working days for Stages 1 & 2 and a minimum of 21 working days at Stage 3. This may be reduced with the agreement of the student. Copies of any written material or the names of any witnesses to be called must be made available to the student at least 4 days before at stages 1 & 2 and at least 7 days before at Stage 3. The student has the right to be accompanied at any stage of the formal disciplinary procedure by a witness.

Any interview should be conducted in a calm, professional and rational manner. Should this not occur, either party has the right to suspend the interview until such time as the interview can be held in an appropriate manner.

Stage 1: Verbal Warning

If following a disciplinary interview a verbal warning is to be issued, the warning should be recorded for the student's file and should include the nature of the complaint and the acknowledgement of it by the student. In some cases targets for improvement should be included (eg for timekeeping, an allowed number of absences in a specified time frame) and it should be understood by the student that failure to meet these criteria will result in disciplinary action moving to the next stage. A follow up disciplinary interview will be held within an agreed time frame to review the student's progress towards meeting the criteria set out in the verbal warning.

Examples of misconduct that may lead directly to a verbal warning include, but are not limited to:

- Failure to conform with attendance requirements
- Unacceptable behaviour in class
- Inappropriate or incorrect clothing and/or equipment for class work
- Use of facilities or rooms without appropriate permission
- Repeated smoking, eating or drinking in a non-smoking area
- A minor breach of RADA regulations and policies

Stage 2: Written Warning

A written warning may be issued if it is established at the follow up interview that the targets for improvement agreed in the verbal warning have not been met and there is evidence of further misconduct. The procedure may also move directly to stage two if the original breach of regulations/policies is deemed to be substantive. The warning should be recorded for the student's file and a copy given to the student. It should include the nature of the complaint, targets for improvement,

and clearly state that if these are not met a final warning may be issued, and acknowledgement of these by the student. A follow up disciplinary interview will be held within an agreed time frame to review the student's progress towards meeting the criteria set out in the written warning.

Examples of misconduct that may lead to a written warning include, but are not limited to:

- Serious misuse, damage or abuse of services, facilities and equipment belonging to RADA
- Behaviour that causes serious disruption to class work
- Intimidating or harassing behaviour
- A serious, repeated or wilful breach of RADA regulations or policies
- Failure to comply with a previous penalty imposed within the disciplinary procedures

Stage 3: Final Warning

A final warning may be issued if it is established at the follow up interview that the targets for improvement agreed in the written warning have not been met and there is evidence of continued misconduct. The procedure may move directly to stage 3 if the original breach of regulations is deemed to be sufficiently serious. The final warning is the last chance that a student has before being dismissed from the Academy. This fact must be clearly stated in the warning, together with include the nature of the complaint, targets for improvement, and clearly state that if these are not met then the student may be withdrawn from their course. A breach of a final written warning may lead to dismissal. A follow up disciplinary interview will be held within an agreed time frame to review the student's progress towards meeting the criteria set out in the final warning. If these criteria have not been met this may lead to the withdrawal of the student from their course.

Examples of misconduct that may lead to a final written warning include, but are not limited to:

- Behaviour which has a direct and damaging effect on the health and safety of others
- Criminal behaviour on RADA premises
- Physically or verbally abusive or violent behaviour
- A substantive or repeated and wilful breach of RADA regulations and policies
- Failure to comply with a previous penalty imposed within the disciplinary procedures

Consequences of the disciplinary policy:

Cases will be reviewed on an individual basis and therefore the severity of the penalty imposed will be consistent with the gravity of the complaint. Where a lesser penalty is appropriate this may be coupled with action to ensure that all parties involved can continue working together without anxiety.

Examples of penalties agreed at any of the stages of formal warning prior to dismissal may include, but are limited to:

- Requiring the student to be on site at a specified time each day prior to the start of classes.
- Requiring the student to review and adjust their behaviour.
- Requiring the student participate fully in all classes.
- Requiring the student to apologise to the injured party.
- Requiring the student to pay compensation/or cost for damage or loss.
- Suspending the student from their training for a specified period.

For serious allegations, RADA may use King's College London non-academic misconduct processes to investigate and consider an allegation.

Policy created	2015
Version approval and date	Academic Board, July 2015.

Appendix 5: Fitness to Train policy and procedures

What is fitness to train?

'Fitness to Train' refers to a student's ability to engage positively and fully with their training and to fulfil the expectations of the course without negative impact on students or staff. This might be because of particular health, well-being matters, or personal circumstances. It applies to all students, including those who have disclosed a particular disability or impairment.

RADA is committed to supporting student wellbeing and recognises that a positive approach to the management of physical and mental health is crucial to student learning and academic achievement.

The following lists reasonable expectations of any student:

- That they can demonstrate they are able to attend and engage effectively in a range of classes, workshops, rehearsals, lectures and tutorials including with staff, students and professionals, with adjustments if required.
- That they can demonstrate that they can undertake private study or activity without supervision.
- That they can participate in assessments throughout the academic year, with adjustments if required.
- That they arrive consistently at RADA at the time required and meet other attendance requirements.
- That they are aware of their own health and safety and that of others, including changing behaviour if it is pointed out to them that they are potentially breaching health and safety requirements.
- That they are abiding by the provisions of the Student Code of Conduct.

In cases where these expectations are not being met the Fitness to Train policy may be applied.

The purpose of the policy is to sustain the progress of students in a supportive environment, but also to be mindful of RADA's duty of care to all its students, and to manage any concerns and situations in positive, sensitive and co-ordinated manner.

Disabled students and reasonable adjustments

RADA has a legal and moral obligation to identify barriers that a disabled student might face in their training and to take steps ('reasonable adjustments') to identify and remove these barriers wherever possible. There is every reason to expect that a student with long-term disability or health condition will successfully complete their training. Please see the Reasonable Adjustments Policy for further details of how RADA supports disabled students.

When should the fitness to train policy be applied?

The policy may be applied in relation to student behaviour while on RADA premises or on industry placements outside RADA.

Each application of the policy will be based on individual circumstances and is to be used when a student's fitness to train may be a cause for concern. The following list provides examples of situations when the policy may be applied, but it should not be considered exhaustive.

- The student discloses difficulties relating to alcohol or drug problems or other personal circumstances and where this means that they behave in a manner which gives cause for concern.
- A student has disclosed a disability and reasonable adjustments and appropriate support are in place but the student has continued and ongoing insurmountable difficulties in meeting the core elements of the training.
- A third party such as another student, staff member, or healthcare professional reports concerns about a student's health or personal circumstances which are having a negative impact on their ability to engage with their studies.
- Multiple complaints are received about the student from other students and/or staff.
- The student is in serious and continued breach of the attendance policy.
- The student behaves in a way that would usually be considered a disciplinary matter but there is reason to believe this may be due to underlying cause(s) which could provide mitigating factors.

Limitations

The Fitness to Train policy should be distinguished from other RADA policies:

- **Intermittence Policy:** when a student requests temporary interruption to their studies on the course owing to ill health or personal circumstances.
- **Mitigating Circumstances:** when a student is unable to participate in a specific assessment owing to ill health or personal circumstances.
- **Disciplinary Policy (student misconduct):** when a student may have formal sanctions applied to them owing to a contravention of the academic regulations. Students may be referred to disciplinary procedures when their behaviour continues to be disruptive to students and/or staff and there is no indication of the student's willingness to engage with the Fitness to Train procedure.
- **Reasonable adjustments policy:** this outlines the steps that the Academy will take to accommodate disabled students' needs and to make any short-term adjustments to the training for other students.

Confidentiality

This policy will be managed in accordance with RADA's obligations under the Data Protection Act 1998 and, where appropriate, The Equality Act 2010 and will be applied in accordance with RADA's obligations for data protection and student confidentiality.

RADA will seek the student's informed consent before disclosing sensitive information and consider the student's best interests before disclosing information to a third party. Information will be disclosed in accordance with the terms agreed by the student.

RADA will respect a student's right to withhold consent for the disclosure of sensitive information but will ensure the student is made aware of the implications of non-disclosure.

RADA may breach a student's confidentiality under exceptional circumstances (for example, where there is a reasonable risk that the student might do harm to him/herself, to other students or other members of the Academy.)

What happens when a student's Fitness to Train is questioned?

Students and/or staff should bring the matter to the attention of the Course Director or leader in the first instance (or the Director of Student & Academic Services if the Course Director/leader is not

available). They will then, in consultation with other senior members of staff where appropriate, follow the procedures outlined below.

At all and any stages used, a risk assessment should be undertaken to identify the level of risk to the student and/or others and to consider whether the student's presence within the Academy puts the student and/or others at an unacceptable level of risk or exacerbates the student's difficulties. All appropriate evidence should be included within the risk assessment. This will include ensuring that RADA makes sure that both male and female staff at an appropriate level of seniority can be involved in any process where, for example, both Course Director and Academy Director are male.

Normally there will be a three-stage process once it has been established that a Fitness to Train issue has arisen. However, any stage of the process may be entered into at any time as appropriate to the circumstances following a risk assessment. In exceptional cases of risk, on the Academy Director's judgment, the process may move directly to Stage Three. The process is designed to be as flexible as possible to meet the needs of the student concerned and of the Academy. This means that as well as moving directly to Stage Three, RADA may choose to reduce the level of action based on relevant assessments of risk. At all stages, RADA will produce a note of agreement outlining what is expected of the student.

The three stages are as follows:

Stage One: Initial Concerns

Stage Two: Continuing and/or significant concerns

Stage Three: Case conference for highly significant, serious or persistent concerns

Details of the procedures for each of these stages is outlined below.

Procedures

Stage One: Initial concerns

This is an informal stage. It is expected that this can be handled within the teaching team of the department, with advice from Student & Academic Services as necessary. The Course Leader or Course Director will have a conversation with the student setting out concerns, how or why the student is not meeting his or her obligations and strategies for resolving the situation.

The possible outcomes at Stage One in the process are:

- the matter is considered resolved and no further action is needed;
- an action plan is established which may include referral to additional support services;
- the matter is referred directly to the next stage or, in serious cases, to Stage Three.

Stage Two: Continuing and/or significant concerns

The Course Leader/Director and another member of the senior team will have a formal meeting with the student which outlines the continuing problems and the agreed strategy for managing the situation and a reasonable timeframe for seeing improvement.

The possible outcomes at Stage Two in the process are:

- the parties (including the student) agree a new action plan, which may include further referral to support services within RADA;

- the student decides to interrupt studies and intermits for a period (note that with some programmes, particularly acting, it may be necessary to intermit for a calendar year). Intermitting students are always subject to a review to determine whether they are fit to return to training;
- the student is made aware that if there is no improvement, or a new action plan cannot be agreed upon, the student may be withdrawn from the programme and the matter escalated to the next stage.

Stage Three: Case conference for highly significant, serious or persistent concerns

If there has been no resolution of the problems or change in behaviour, or in serious cases such as where the student is deemed to be a danger either to themselves or others), the situation will move to a case conference. This will be invoked if:

- the student does not agree or is not engaging with a recommendation
- if in the opinion of the Director of Student & Academic Services the case is sufficiently serious to warrant immediate referral without moving through the prior stages.

The Director of Student and Academic Services will convene a Fitness to Study Panel which will comprise at least two of the following senior staff. The Panel will include at least one person who has had no direct involvement in the particular student case, so this might include nominees from the staff listed below.

- Academy Director
- Director of Actor Training
- Director of Student & Academic Services
- Director of Technical Training

The Panel may organise proceedings at its discretion and may call witnesses if required. The Panel may also request further medical evidence.

The possible outcomes at Stage Three in the process are:

- Suspension with conditions for a period up to twelve months. A student who is suspended from RADA may be prohibited from participating in RADA activities and may also be prohibited from entering RADA premises or have restricted rights to enter the premises. The terms of the suspension will be notified to the student in writing, depending on the circumstances of the case. The decision to suspend a student shall be reviewed as necessary by the Panel.
- Exclusion or requirement to withdraw. If the Panel concludes, taking into account the individual circumstances of the case and any supporting evidence, that there is no reasonable prospect of the student re-engaging with their programme, then the student may be permanently excluded or required to withdraw. This outcome will only be reached in the most serious cases.
- Any other action considered to be appropriate and proportionate.

The outcome of a Panel meeting will normally be discussed with the student in person.

Temporary suspension

The Director of Student & Academic Services may refer the case directly to the Director if it is considered that the risk to the student or to RADA is very high and the student should thus be immediately suspended. The terms of suspension will be individual to each case and will be notified to

the student in writing. A temporary suspension order does not affect the student's status as a member of RADA. It will normally be reviewed after four weeks at the request of the student.

Right of appeal/complaint

The student may appeal a fitness to train decision on the following grounds:

- a. That there is evidence of significant administrative or procedural error in the fitness to train process which affected the Case Conference decision.
- b. That there is evidence of prejudice or bias in the fitness to train process.
- c. That there is additional relevant information which was, for valid reasons, not able to be considered at the time of the Case Conference and which warrants further consideration of the case.

An appeal should be submitted to the Director within 21 days of the formal written notification of the Case Conference decision and clearly state upon which ground(s) the appeal is made and provide supporting evidence.

A senior member of RADA's staff (or Council, the board of trustees) previously unconnected with the case, will be appointed to review the appeal and determine whether it warrants a new Case Conference (convened on the grounds outlined above).

The appeal reviewer will determine whether the Case should be referred back to the original members of the Case Conference. In cases concerning allegations of prejudice or bias, or on the judgment of the appeal reviewer a new conference may be convened which does not include the original parties. Members of the new Case Conference may interview the original conference members to gather information and understand the context and events which led to the Stage 3 process.

The decision of the Case Conference following an appeal is final.

Return to training

RADA will arrange a return to training process for any student who has intermitted or been suspended from study. This will involve as many members of the original Panel as possible. In the case of intermittence/suspension on medical grounds, further medical evidence will be requested from the student to support their case for returning to training. Given the practical nature of training, and as appropriate, students will also undertake an assessment by relevant teaching staff to ensure that they are fit to cope with the physical demands of the training. Both the outcome of this assessment and any medical information will be taken into account in making a decision about permitting a student to return.

Office of the Independent Adjudicator (OIA)

Once the internal procedures have been exhausted and an outcome letter provided, a Completion of Procedures letter will be issued, and students are entitled to ask the OIA to consider any unresolved complaint.

<http://www.oiahe.org.uk/making-a-complaint-to-the-oia/how-to-make-a-complaint.aspx>

Policy created	June 2015
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Appendix 6: Early Release Policy and Procedures

What is early release?

In some cases a student may receive an offer of employment when they are nearing the end of their course but before they have completed all the assessments required to receive an award. While a student is free to leave RADA at any point without receiving an award, in many cases the student may wish to take up the offer of employment while still receiving a degree. RADA recognises that an offer of employment within a competitive industry is an important step for its students' career development, but must balance this against the formal assessment requirements set out in its Academic Regulations. In these cases the early release policy will be applied.

Early release allows for the suspension of RADA's Academic Regulations relating to assessment in the situation described above. The policy is designed to allow students to miss their final assessment at RADA while still completing the required number of assessment to receive an award. In this case, instead of being assessed in the usual manner at RADA, the student will be assessed in their employment. The result of this assessment will be substituted for the result that the student would have received had they remained at RADA. This will enable RADA to determine whether the work the student is undertaking is of a suitable level to allow the student to complete their course.

Early release in this context is defined such that a student being given this opportunity will have fewer than the normal five or six assessment points (depending on course).

What happens when a student requests early release?

- 1 The initial request must be made to the Course Director/Leader, who, in consultation with the Director, will consider each case on its own merits. The request must be supported by written confirmation from the employer giving details of the employment and an explanation of why the role is the continuation of the student's education. It must contain an offer of paid employment, not merely the promise of such employment. A decision will be made based on two criteria:
 - a. Whether the job is at an appropriate level for a graduating student.
 - b. Whether the student has achieved a sufficient standard in their studies to enter employment within the industry.
- 2 Requests should be made as soon as the student is aware that an offer of employment may be made. A request is unlikely to be granted if a student has already been assigned a role on a show at RADA.
- 3 If the Course Director rejects the application for early release the student may appeal the decision by writing to the Director who will consider the case based on information from the student, staff and the potential employer. The Director's decision in the matter is final.
- 4 If early release is agreed then RADA will contact the employer in writing to confirm arrangements to allow the student to be assessed and complete their degree.
- 5 There are three criteria that must be met to enable the student complete their assessment:
 - a. The employer must allow RADA tutors access at a mutually convenient time to observe the student in the work place.
 - b. The employer must confirm that the student is meeting the demands of the employment by completing a RADA assessment form providing structured written feedback (but not numerical marks) by an agreed date to meet RADA's assessment processes.
 - c. RADA tutor(s) will complete the same form providing written feedback and numerical marks.
- 6 The student will be assessed on the basis of these reports at the appropriate assessment point in the RADA term. The result will be subject to moderation by the Course Director (or other member of staff/ Director where the Course Director has completed the assessment of the student), and will be presented for consideration at the appropriate King's assessment board.

- 7 These terms are a condition of RADA's Academic Regulations for the award of degrees to ensure that quality standards are met and are not negotiable under any circumstances. If the employer does not agree to these terms then it will not be possible to agree to early release.
- 8 The student must not sign any contract of employment until the employer has confirmed that they agree to RADA's terms, and RADA has written to the student confirming that they have agreed to early release. If the student signs a contract and the employer subsequently refuses to agree with RADA's conditions for early release then the student will not be eligible for their degree and RADA will not be held liable.

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Appendix 7: Intermittence/Interruption of Studies Policy and Procedures

What is intermission/intermitting?

On occasion a student may ask to interrupt his or her studies and take a period of formal absence, usually for the remainder of the term or academic year. This can happen for a variety of personal circumstances including illness. Training within a conservatoire setting can be very intensive and RADA recognises that it is sometimes in the student's best interest to intermit and return to studies later.

What happens when a students asks to intermit?

- 1 If you think that you need to interrupt your studies for a term or more, you should discuss this with your Course Director/Leader at the earliest opportunity. While RADA does not encourage students to take longer than the usual course length to complete their studies, we will be willing to discuss this with you when there is a good reason to do so.
- 2 You might wish to intermit for a number of reasons, including:
 - a. Personal (for example a serious family problem);
 - b. Financial (a break is needed because you are having problems with your finances)
 - c. Medical (injury or illness that prevents you from fully engaging in the course)
 - d. Other mitigating circumstances which mean that you are not able to participate in the course.
- 3 Whatever is decided, you will have to speak to your funding body to ensure that any funding you receive is not affected by suspending your studies through an intermission.
- 4 Please note that if you have not had permission to intermit, your fees will not be adjusted, and you will still be liable for your fees.
- 5 The Course Director/Leader will determine whether or not to grant the intermission.

Applying for intermission

- 6 You may be asked to submit evidence, especially if the request is on medical grounds. Acceptable evidence includes a letter from your GP or other medical practitioner or another person who is in a position of authority and able to provide objective and impartial evidence of the need for the interruption. Letters from family members or fellow students will not be accepted.
- 7 We will look for genuine need before granting intermissions.
- 8 Intermission does not reduce the amount of time you spend at RADA and it is intended to relieve you of a disadvantage, not put you at an advantage to other students.
- 9 If you decide to apply to intermit, it is your responsibility to check with both Student & Academic Services at RADA and your funding body what proportion of tuition fees will be charged and whether you are liable for any repayment.
- 10 We will agree with you any terms, conditions and recommendation related to the period of intermission. These may include an assessment before you return to training.
- 11 You are responsible for checking if you wish to change the terms of your intermission.
- 12 If you have to leave quickly for medical reasons, make sure you are seen by a doctor at the time, so that they can give you a medical certificate which reflects the severity of your condition.

- 13 Make sure your sponsor (any funding source) is informed.
- 14 If you are a UK student then you need to complete a Change of Circumstances Form for your funding body. Students who normally live in England should go through 'Student Finance England', accessible on <https://www.gov.uk/browse/education/student-finance>.
- 15 If you are an international student you should also seek advice from the UK Visa & Immigration service as there may be implications for your visa.

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Appendix 8: Appeals Policy and Procedures

INTRODUCTION

- 1 These procedures relate to the two types of appeals that can be made by students:
 - An Academic Appeal, which is defined as a request for a review of an academic decision made in relation to progression, assessment, and awards by an Assessment Board.
 - A Non Academic Appeal, which arises from other matters (for example – a decision taken by the College to exclude a student from College on disciplinary grounds).
- 2 The procedures apply to students registered on taught programmes of study leading to a Kings College, London award who:
 - request a review of a decision of an academic body charged with making a decision on student progression, assessment and awards, or:
 - request a review of a decision taken by the Academy regarding a non academic appeal.
- 3 Students making an appeal in good faith will not be disadvantaged. Any appeals deemed to be vexatious or frivolous will be rejected, with the reasons for the rejection given in writing by the appropriate member of staff .
- 4 An appeal will not be considered unless it is initiated and progressed by the student personally. Students can be accompanied in meetings by a supporter (e.g. parent, friend or student representative) at any stage but must lodge and progress the appeal themselves.
- 5 Students have the right to withdraw the appeal at any time but once withdrawn, the appeal cannot be re-instated.
- 6 If, at any stage, in the case of either academic appeals or non-academic appeals, it is established that a student has grounds for an appeal then the School will ensure that the appropriate remedial action is implemented as soon as it is possible to do so.
- 7 Reasonable and proportionate incidental expenses necessarily incurred by a student making a successful appeal will be net by the Academy.

ACADEMIC APPEALS

Grounds for an Appeal

- 8 Academic appeals against an assessment result or decision of an Assessment Board can only be made for one or more of the following reasons:
 - that the student's performance was affected through extenuating circumstances that could not have been reasonably reported at the time of assessment. An appeal based on these grounds must be supported by an explanation, or evidence, of why the circumstances could not have been reported at the appropriate time (either before the assessment or at the time of assessment).
 - where evidence relating to illness or other misfortune submitted under the mitigating circumstances policy within the prescribed time limit was not properly considered by the Assessment Board.
 - where there is reasonable ground supported by objective evidence to believe that there has been administrative, procedural or clerical error of such a nature as to have affected the recommendation of the Assessment Board.
- 9 Academic Appeals cannot be made on the following grounds:

- Challenges to the academic judgement of examiners on an assessment outcome or the level of the award recommended or granted.
- Claims that academic performance was adversely affected by factors such as ill health, where there is no contemporaneous, independent, medical or other evidence to support the application.

Advice to Students Wishing to Appeal

- 10 Students wishing to appeal on academic grounds are advised to attempt to resolve the issue through the Academy's informal channels of communication with the Course Director. Impartial advice on the process for lodging an appeal can be sought from Student and Academic Services or student representatives.

Procedure for Making an Academic Appeal

- 11 As RADA's programmes are validated by King's College London, students wishing to make an appeal on academic grounds must do so through the Academic Registrar of King's College London, normally on a form provided for such use, within 14 days of the publication of the results of the relevant programme. For further information, students should contact the Academic Registry Department (www.kcl.ac.uk).

Office of the Independent Adjudicator

- 12 If a student is not satisfied once the King's College London internal procedures for making an academic appeal have been exhausted, then s/he can make a complaint to the Office of the Independent Adjudicator for Higher Education (OIAHE). This is an independent body that will undertake an independent review if they think there is a case. Further information is available from www.oiahe.org.uk & details are held in the Academy Library.

NON ACADEMIC APPEALS

Grounds for an Appeal

- 13 Appeals can be made against a decision taken against a student that results in a penalty imposed for a breach of the Academic Regulations, Student Code of Conduct, Attendance Policy, health and safety regulations, or other policies or procedures.

Procedure for Making a Non-Academic Appeal

- 14 The student must write to the Course Director within seven working days of the formal notification of any action to be taken against them. The letter must include:
- the student's full name, course title and year of study
 - a clear statement about the perceived injustice and the grounds for the appeal
 - a statement that explains the redress being sought.

The appeal will only be allowed if new evidence is available and/or it can be shown that the correct procedures leading to the action against which the appeal is being made were not followed.

- 15 On receipt of a request for an appeal the Course Director will:
- acknowledge its receipt
 - investigate the grounds for the appeal consulting with the appropriate staff who will provide a written response in connection with the issues raised.
 - determine whether there is a case to be made
 - inform the student concerned in writing of the outcome within fourteen days of the appeal being lodged.

- 16 If dissatisfied with the outcome a student can request that the decision is reviewed by writing to the Director of RADA within seven days of being informed of the decision, explaining why the decision is seen to be unfair. The Director will convene an Appeals Panel normally within 21 days of receiving the request for the decision and will give the student at least fourteen days notice of the date of the meeting.

The Appeals Panel

- 17 The Appeals Panel will consist of:
- the Chair of the RADA Council, or nominated representative
 - A member of the Academy Senior teaching staff
 - a Senior Member of the Conservatoire for Dance & Drama (CDD).
- 18 The Panel will receive and consider all previous written evidence and correspondence. The student may be called to speak or answer questions in which case they may bring a supporter with them. Other staff called to appear before the Panel will do so separately.
- 19 The Academy will inform the student in writing of the Panel's decision within two working days. The decision of the panel is final.
- 20 Office of the Independent Adjudicator

If a student is not satisfied once the internal procedures for making a non-academic appeal have been exhausted, then s/he can make a complaint to the Office of the Independent Adjudicator for Higher Education (OIAHE). This is an independent body that will undertake an independent review if they think there is a case. Further information is available from www.oiahe.org.uk & details are held in the Academy Library.

Appendix 9: Complaints Policy and Procedures

Introduction

- 1 The Royal Academy of Dramatic Art is committed to considering and investigating genuine complaints from students. The Academy defines a complaint as being an expression of dissatisfaction by one or more students about an action or lack of action by RADA, or about the standard of service provided by or on behalf of the Academy, which warrants a response. The Academy will seek to learn from the experience of complaints and improve services for all members of the Academy. This complaints procedure fulfils the Academy's obligations under its validation agreement with King's College London and encompasses the Conservatoire for Dance and Drama's procedures for student complaints. This policy and its procedures has been designed to operate in accordance with King's College London's B6 Student Complaints Procedure, and the Office of the Independent Adjudicator's Good Practice Framework for Handling Complaints and Academic Appeals.
- 2 The basis of this procedure is that it is fair, efficient and transparent, with one informal and two formal elements:

Stage One: informal resolution, dealt with at the most local relevant level.
Stage Two: formal resolution, investigation by the Director of Student & Academic Services (or nominee)
Stage Three: appeal, incorporating within it a Conservatoire-level review.
- 3 For the avoidance of doubt, in the event of the procedure being updated or amended, the version of this policy that will apply will be determined by the date (usually the academic year) the complaint is logged with the Academy.
- 4 The majority of cases are satisfactorily resolved through informal discussions without the need for a formal complaint to be made and the Academy emphasises the importance of seeking informal and early resolution wherever possible.
- 5 Where it is appropriate to make a complaint, the student should raise the matter her/himself: this procedure is not intended to be used by a third party making a complaint on behalf of a student. Where the issues raised in a complaint affect a number of students, those students can submit a complaint as a 'group complaint'. In such circumstances, in order to manage the progression of the complaint, the Academy will usually ask the group to nominate one student to act as group representative. In such cases, the Academy will normally communicate through the nominated student representative only.
- 6 The Director of Student & Academic Services may depute to another senior administrative officer any or all of the responsibilities ascribed to the Director of Student & Academic Services, providing that person will be in a position to act and be seen to act impartially, either generally or in respect of a particular case.
- 7 The Academy Director may delegate powers under these regulations and procedures to the Director of Actor Training or Director of Technical Training, or other senior academic officer within the Academy or, if this is not possible, the Conservatoire providing that person will be in a position to act and be seen to act impartially, either generally or in respect of a particular case.

Advice and guidance for students

- 8 Students are encouraged to seek guidance both before and during use of this procedure from their course leader, the Counselling and Wellbeing Manager and other members of Student & Academic Services. As the Academy is a small institution, if there is any possibility of a conflict of interest between the person from whom you seek guidance and individuals involved in investigating the complaint, you will be informed. Where appropriate, the Academy may provide an external contact for advice and guidance for the student drawn from another Conservatoire school who will be fully independent from the review process.

Scope of this procedure

- 9 This procedure covers complaints in the following areas, the consequences of which should normally have had an alleged adverse impact on the student wishing to make the complaint (this is referred to as the 'complainant'):
- i) the provision of academic programmes (how your training is provided);
 - ii) how your training is provided when on placement;
 - iii) inadequate services or facilities at the Academy (for example student welfare, catering or accommodation provided by the Academy);
 - iv) decisions, actions or perceived lack of action taken by a member of the Academy (this might include in relation to other policies and procedures such as disciplinary);
 - v) staff misconduct;
 - vi) student misconduct (see RADA's disciplinary policy);
 - vii) complaints relating to discrimination, harassment or bullying (please see further guidance about complaints within this area).
- 10 The student complaints procedure does not cover the following areas:
- i) Complaints arising from action taken under the Disciplinary or Fitness to Train policies which should be directed towards the respective appeals procedure.
 - ii) Complaints arising from matters relating to academic progression, assessment which are covered by academic appeals (Section A6 of King's College London policy <http://www.kcl.ac.uk/governancezone/Students/Regulation-A6-Academic-Appeals-2015-16.aspx>)
- 11 The scope of the student complaints procedure extends to former students of the Academy, provided that any Stage Two complaint is made within three months of the date of the incident which gave rise to the complaint.
- 12 The Academy may suspend, hold in abeyance or terminate proceedings in complaint cases that are being investigated by the police or are subject to judicial proceedings.
- 13 The Academy may terminate consideration of a complaint if it considers it to be made without foundation (frivolous) or in bad faith (vexatious). Examples of frivolous or vexatious complaints include:
- i) complaints which are obsessive, harassing, or repetitive;
 - ii) insistence on pursuing non-meritorious complaints and/or unrealistic outcomes;
 - iii) insistence on pursuing what may be meritorious complaints in an unreasonable manner;
 - iv) complaints which are designed to cause disruption or annoyance;
 - v) demands for redress which lack any serious purpose or value.

- 14 The Director of Student & Academic Services or her nominee may consider possible action under the relevant provision(s) of disciplinary regulations in the case of a student held, at any stage in the process, to have brought forward an alleged complaint under this procedure without foundation, knowing the alleged complaint to be in bad faith.
- 15 Neither the student nor the Academy shall normally be represented by a legal practitioner at meetings or hearings held under this policy.
- 16 The Academy will not consider anonymous complaints.
- 17 Subject to the above, the Academy undertakes that any student seeking to use this procedure will not be treated less favourably in her/his subsequent academic career, or Academy life, as a result of action taken to pursue an alleged complaint.

Resolution of complaints

- 18 Where a complaint is upheld in whole or in part, possible outcomes may include an apology, a clear explanation of the events or context that led to the incident in question, a change in procedures to ensure that the circumstances do not recur, referral of the complaint for consideration under another procedure (for example disciplinary procedures) or a combination of these or other outcomes.
- 19 At each stage of the procedure, the complainant will receive the reasons for the outcome of the complaint.
- 20 If at any stage in the investigation of a complaint, the person charged with investigation determines that the complaint should more appropriately be considered under another Academy regulation or procedure, the investigator shall refer the complaint for consideration under that procedure. The student making the complaint will be informed about the change in approach, and the reason (where this information can be provided without prejudice to the rights of other parties). At this point, any further action under the student complaints procedure shall normally be halted pending the outcome of the investigation under the other procedure.

Confidentiality and record keeping

- 21 The Academy will seek to do all within its power to limit the disclosure of information as is consistent with conducting a fair investigation and the implementation of any recommendations following investigation into the complaint. However, if a student names another member of the Academy, then the person(s) named will normally have the right to know the complaint made against her/him in order to be able to reply to the complaint. This is consistent with the duties owed to the Academy's staff and students. If a student refuses to name a person who is relevant to their complaint, the Academy will not be able to consider or investigate the case.
- 22 Once a student has made a formal complaint, records will not be held on the student's file, but separately, by Student & Academic Services. Records will be retained as required for a reasonable period as a way of monitoring and enhancing the Academy's services, and in accordance with the Academy's duties under Data Protection legislation.
- 23 RADA will share, as necessary, information with the Conservatoire for Dance and Drama and/or King's College London regarding your complaint which may include personal and sensitive data as part of the fair and proper investigation of the complaint, and to maintain and enhance standards and good practice. All such information will be treated confidentially. In submitting a

formal complaint/appeal under this procedure, you are consenting to your data being shared appropriately. If you have any questions or concerns regarding this procedure you should contact a member of the HE Courses team at RADA.

Timescales

- 24 This procedure outlines timescales within which the Academy and the student aim to work. Only in exceptional circumstances and at the discretion of Academy Director will the Academy accept complaints from students outside these timescales. The Academy endeavours to respond within the timescales that are outlined, but unfortunately this may not always be possible. In some cases an investigation might need to take longer than usual to ensure that all of the issues raised have been appropriately addressed. In addition, there may be circumstances beyond the Academy's control, such as staff absence, where it may not be possible to adhere to the timescales it has set for itself and still carry out a proper investigation. Where the Academy is unable to meet the prescribed timescales, the reasons for any delay and a revised timescale will be communicated to all parties.
- 25 The complainant should raise the complaint at the earliest opportunity and in any case in respect of Stage Two no later than three months from the complainant being aware of the incident/sequence of events giving rise to the complaint. Only exceptionally and at the discretion of the Director of Student & Academic Services will the Academy consider a complaint raised after this deadline.

Stage One: Informal Resolution

- 12 The Academy is committed to a swift resolution of complaints. Wherever possible they are usually best resolved directly and should initially be raised as near as possible to the point in time at which the problem occurred.
- 13 Initially attempts should be made to talk to the relevant member of staff to try to resolve the problem before taking it further. This might include the following:
 - i) A lead tutor or head of department for a complaint relating to your programme/course;
 - ii) The Registry Manager for complaints relating to a student service or financial matter;
 - iii) The Counselling and Wellbeing Manager for complaints relating to discrimination, bullying or harassment.
- 26 If the complaint concerns any of the people listed above, then you are advised to speak either to a member of Student & Academic Services, to your course leader, or to another course leader. These are: Director of Actor Training, Director of Technical Training, Head of MA Courses, Director of Short Courses.
- 27 The person nominated as the first point of contact, as defined above, will listen to and discuss informally the nature of the complaint. Although the nominated person(s) will not carry out a formal investigation they can advise on how the matter could be resolved swiftly and will normally keep informal notes for their own purposes. They may, if they deem it appropriate, provide a written 'outcome record' where agreement is reached or where it may be considered helpful to aid understanding for any party; in line with the informal nature of this stage, this may be articulated via e-mail. In this event, however, such a 'record' would still be deemed an informal complaint resolution by the Academy.

- 28 If the outcome of the discussion is that no resolution can be agreed to the satisfaction of the complainant, they will be made aware of the opportunity to submit a formal complaint. Although not obliged, a complainant would normally be expected to wait for the outcome of the informal stage before making a formal complaint under Stage Two of this procedure. The nominated member of staff may themselves wish to refer the complainant to Stage Two of this procedure should they feel that the matter requires a more thorough investigation or the complaint appears to be particularly complex. If the complainant does not agree to submitting a formal complaint this is the end of the matter as far as this procedure is concerned.

Stage Two: Investigation by the Director of Student & Academic Services (or nominee)

- 29 Should a complaint not be dealt with informally to the satisfaction of the complainant she/he may initiate a formal complaint. Stage Two of the complaint procedure involves an investigation by the Director of Student & Academic Services or nominee. If the complaint relates to the conduct of the Director of Student & Academic Services, the complaint shall be referred to the Academy Director who will decide on an appropriate mechanism for investigation.
- 30 To initiate a Stage Two complaint, the complainant must submit a completed Student Complaint Form to the Student & Academic Services office. The Director of Student and Academic Services or her/his nominee will normally have 28 days from the date of receipt of the completed Complaint Form to investigate and respond in writing to the complainant.
- 31 If the investigator deems it necessary, the investigation may involve interviewing the complainant and other persons directly involved. The person charged with investigating the complaint may seek opinion and information from any person with an interest in or knowledge of the matter being complained about.
- 32 At the conclusion of the investigation the Director of Student & Academic Services or her/his nominee will form a judgment on the merits of the complaint and the complainant will be informed in writing of her/his findings. The findings will include the judgment regarding the merits of the complaint and, if applicable, proposals for a resolution of the complaint and/or recommendations for further action arising from the complaint. The letter will also inform the complainant of the right to move to Stage Three of this procedure if she/he remains dissatisfied with the findings.

Stage Three: Appeal incorporating Conservatoire review

- 33 An appeal against the findings of the Director of Student & Academic Services may be allowed, subject to the discretion of the Academy Director or nominee, if she/he is satisfied that either or both of the following criteria apply:
- i) that there is new evidence that could not have been, or for good reason was not, made available at the time of the investigation by the Director of Student & Academic Services and that sufficient evidence remains that the complaint warrants further consideration;
 - ii) that evidence can be produced of significant procedural error on the part of the Academy in investigating the complaint, including allegations of prejudice or bias, and that sufficient evidence remains that the complaint warrants further consideration.
- 34 An appeal must be requested in writing, together with a copy of the original complaint and the investigation outcome letter and submitted to the Academy Director within 14 days from the date of written notification of the decision which is to be the subject of the appeal. The grounds

for the appeal must be clearly stated as part of the request and appropriate documentation supplied.

- 35 If the Academy Director decides to allow an appeal to be heard she/he will appoint an Appeal Panel. She/he will normally advise the student, in writing, of her/his decision about allowing an appeal within 21 days of receiving the request. If the appeal is rejected reasons will be given and a completion of procedures letter issued.
- 36 The terms of reference of the Appeal Panel shall be:
- i) to consider appeal cases referred to it by the Academy Director and to determine whether the evidence is of sufficient significance to cast doubt upon the reliability of the decision arrived at during Stage Two;
 - ii) if the conditions of (i) are met, to make a judgment on the complaint and if appropriate proposals or recommendations for further actions.
- 37 The membership of the Appeal Panel shall be:
- i) A Chair, usually the Chair of RADA's Council but if she/he cannot serve for reasons of impartiality, then another member of RADA's Council, appointed by the Academy Director. The Academy Director may serve as Panel Chair if she/he has not been involved in either the subject of the appeal or in appointing the Panel.
 - ii) One member appointed by the Academy Director drawn from the Senior Management Team.
 - iii) A senior member of academic staff from a Conservatoire School appointed by the Chair of the Conservatoire's Academic Board, to be drawn from either principals or deputy principals (or equivalent).
 - iv) A student representative, either drawn from a different programme, or if this is not possible, a different Conservatoire school.
- 38 The Appeal Panel will not include the relevant director in whose discipline the student is training or any staff member directly involved in the case.
- 39 All documentary evidence relating to the complaint and the hearing of the Panel shall be circulated to the Panel members, to the complainant and to all person(s) and/or departments complained about not less than seven days prior to the hearing.
- 40 Such documentation shall include the following:
- i) the composition of the Appeal Panel;
 - ii) the date, time and place of the hearing;
 - iii) a brief summary of the purpose of the hearing;
 - iv) all documentation submitted by the complainant at Stages One and Two;
 - v) the report of the Director of Student & Academic Services (or other investigator) at Stage Two;
 - vi) the letter from the Academy Director at Stage Three confirming the reasons for the granting of the hearing; all written responses; and any other documentation, correspondence or written submissions relevant to the hearing, including witness statements submitted at any stage prior to Stage Three.
- 41 The complainant and all person(s) and representatives of departments complained about shall normally be expected to attend the hearing to give evidence. Any other persons may be asked

to attend to give evidence, or for any other reason, if the Panel so wishes. The complainant and person(s) complained about shall have the right to invite a reasonable number of relevant witnesses to give evidence to the Panel. The names of any witnesses must be received in writing by the Academy Director's Executive Assistant at least two working days prior to the hearing who will notify the relevant departments and staff. It is the complainant's responsibility to invite any witnesses they wish to attend, and it is the complainant's responsibility to ensure witnesses can attend, and provide them with any documentation. The appeal will not normally be postponed due to the unavailability of a witness, and any decision to postpone is at the sole discretion of the Chair. The Chair will also have the discretion to determine whether the number of witnesses requested is reasonable. Where feasible, written witness statements should be procured in advance of the hearing and circulated to the Panel. Where the Chair is not satisfied that by attending the hearing a witness will add any information to a written statement which will progress the hearing, the Chair may reasonably refuse to admit that witness to the hearing. The Chair's decision on the admission of all evidence, including witness evidence, at the hearing shall be final.

- 42 The complainant may also be accompanied by a family member or a friend (either from inside or outside the Academy) but that person will not normally be allowed to speak on the student's behalf. However, the Panel will have the discretion to consider representations from the student for the friend or family member to make a statement at the culmination of the hearing.
- 43 If the complainant is to be accompanied, the name(s) of the person/persons who is/are to attend must be received in writing by Academy Director's Executive Assistant at least two working days prior to the hearing. The Panel has the discretion to refuse to permit a representative or friend or family member to attend where prior written notice has not been given.
- 44 Except where the Academy Director deems there to be good cause¹, each party's evidence or statement(s) will be given in the presence of the other party/parties involved in the dispute and, through the Chair, questions may be asked about each presentation by all parties. The Panel may also ask questions of all parties. The Panel and all parties may also ask questions of all witness called to give evidence.
- 45 The Appeal Panel's findings shall be arrived at by a majority vote of the members of the Panel with the Chair holding a casting vote. All votes cast shall be confidential to the Panel and the decision shall be announced as the decision of the Panel. The Panel may have reason to adjourn for a specified period to allow for the collation of additional information that may have subsequently come to light. This will be at the discretion of the Chair.
- 46 The findings shall include the Panel's judgment regarding the merits of the complaint and, if applicable, proposals for the resolution of the complaint, recommendations for a review of procedures or practices that may have contributed to the complaint, or any further action arising from the complaint.
- 47 The Chair will give confidential written confirmation of the decision of the Panel to the complainant and to all named individuals or parties directly involved in the dispute, normally within 14 days of the meeting at which the decision was made. The written confirmation will state the reasons for the decision made.

¹ Good cause would normally constitute cases where a complaint of harassment, discrimination or bullying might mean that it would be unreasonable to place the complainant in a confrontational situation with the person against whom such allegations are levied. Where such decisions are made to hear all parties' representations separately, this does not presume any guilt nor should it prejudice any outcome or decision of the Panel.

- 48 The decision of the Panel shall be final and will be the end of the internal procedure, and a completion of procedures letter shall be issued.
- 49 The Panel may make recommendations to any member of RADA's Senior Management Team concerning the implementation of a decision or findings to resolve a complaint. The Panel may make other relevant recommendations as appropriate. All outcomes will be recorded and monitored by a designated staff member drawn from Student & Academic Services or other administration team.

The Office of the Independent Adjudicator for Higher Education (OIA)

- 50 Student members of the Academy are entitled to ask the OIA to consider any unresolved complaint against the Academy: <http://oiahe.org.uk/making-a-complaint-to-the-oia/how-to-make-a-complaint.aspx>.

Policy created	New policy May 2016
Version approval and date	Academic Board, Chair's action May 2016 for 2016/17 academic year.

Appendix 10: Reasonable Adjustments Policy and Procedures

Part 1. Reasonable Adjustments for Disabled Students

What is a 'Reasonable Adjustment' for a disabled student?

Under the Equality Act 2010 (previously the Disability Discrimination Act), discrimination against disabled people can take place in either of two ways: by:

- treating them less favourably than other people, or,
- failing to make reasonable adjustments when they are placed at a substantial disadvantage compared to other people for a reason relating to their disability.

Institutions are only expected to do what is reasonable. This will depend on individual circumstances, and on financial and other resources available. Health and safety issues and the interests of other people may be relevant here although this not likely to be the case. Many reasonable adjustments are free or low cost.

Under The Act, Higher Education Institutes also have an anticipatory duty to provide reasonable adjustments for disabled applicants and students. This means that in addition to providing individual reasonable adjustments for specific requirements, RADA must plan ahead and take a strategic approach to addressing and removing the barriers that potentially impede the progress of disabled students.

An example of an individual reasonable adjustment is providing a technical theatre student who has a hearing impairment with a professional quality dual muff headset so that she can hear the cues (most students use just one earpiece). An example of an anticipatory adjustment is providing all written materials for the course in advance (including play-scripts and poems) by email or intranet, so that all students can prepare for the session, including those with hearing or visual impairments and those with specific learning difficulties.

Where the term 'reasonable adjustment' is used alone in this policy, it refers to both individual and anticipatory adjustments.

Who is covered by the term 'disabled student'?

Under The Equality Act a person is disabled if they have:

- an impairment which has an adverse effect on the ability to carry out normal day-to-day activities;
- the adverse effect is substantial;
- the adverse effect is long-term. This means that it has lasted for 12 months, is likely to last for more than 12 months, or for the rest of a life or (particularly in the case of conditions such as mental health difficulties and ME) is likely to reoccur.

The term 'disabled person' can include those with the following conditions:

- Dyslexia and other specific learning difficulties
- Mental health difficulties
- 'hidden impairments' such as diabetes, asthma and sickle cell anaemia
- Visual impairments
- Hearing impairments
- Mobility difficulties
- Medical conditions including cancer and HIV/Aids from the point of diagnosis;
- Social and other communication and learning difficulties such as autism, Asperger syndrome and ADHD/ADD.

The meaning of the term 'student' is also very wide and includes postgraduates and undergraduates, home and overseas students, those on short courses (including fully fee paying courses), those visiting from other institutions, applicants and those attending

interview and audition. This policy focuses on RADA students who are applying for or attending our higher education programmes and the Foundation Course in Acting. There is a separate policy covering all short course or outreach courses.

What is the Social Model of Disability?

RADA uses the Social Model of Disability and this is the perspective that helps the Academy to form its policy and procedures on reasonable adjustments. The 'Social Model' takes the view that society creates barriers that 'disable' people from participating fully and on an equal basis with others and that wherever possible, these barriers ought to be removed. RADA has a commitment to identifying and removing the barriers a disabled student might face in their training and to providing appropriate support through making reasonable adjustments (and other strategies where appropriate) so that all students can achieve their full potential.

An approach where staff take responsibility for identifying and removing potential barriers, takes the emphasis away from the more negative 'medical model' focus of what a disabled person cannot do and puts the emphasis on what a disabled person can achieve with appropriate support.

What is 'reasonable'? Maintaining academic and other standards and identifying the 'core elements' of the training:

The purpose of the legislation on reasonable adjustments is to enable disabled people to gain access to learning opportunities that are available to their peers and would otherwise be denied to them. It is not expected that academic, artistic and other relevant learning standards should be lowered or compromised.

To achieve this, course leaders and course developers need to be precise on what is and what is not a **core element** of a programme so that they can assess what is just a traditional, 'tried and tested' method of teaching and what is an essential component of the course. This will help to see where appropriate individual or anticipatory adjustments can be made.

Under the reasonable adjustments policy, who has responsibility for developing and implementing adjustments?

Individual reasonable adjustments are usually developed by the Course Leader/Director and/or the Counselling and Wellbeing Manager and written in a **Learning Agreement**. The disabled student should always be a key part of developing and modifying their Learning Agreement.

Confidentiality and disclosure of information:

Students have the right to choose not to disclose information about their condition or impairment or to disclose information to particular members of staff and ask for this to be kept confidential to others. Students need to understand that although they have the right not to disclose information, it may limit the possibility of making reasonable adjustments (although RADA still has the responsibility to make anticipatory adjustments). The Data Protection Act considers information about disability to be confidential information and staff need to take great care not to pass information on to students or to other members of staff who might not have been included in the Learning Agreement which outlines the agreed adjustments.

Students should be involved in drawing up a list of reasonable adjustments and they have the right to say who should see this information. The names of staff who will see the agreement (either individually or by role) should be listed on the Learning Agreement which needs to be signed by the student and the Course Leader or Wellbeing Manager. Staff need to accept that there are occasions when they will be asked to make and/or agree an

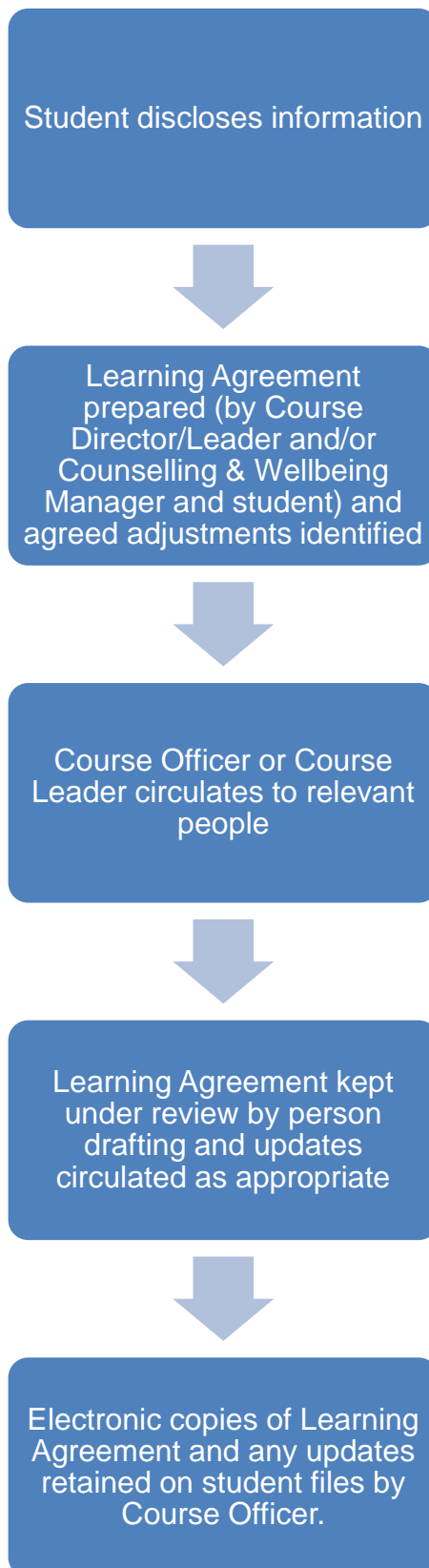
adjustment without being given all the details of the student's disability, medical or mental health condition.

For more information on this, see [RADA's Information and Advice on Developing Learning Agreements Factsheet](#) and [Sample Learning Agreement Template](#).

All members of staff have the responsibility to:

- make sure that they read all Learning Agreements that are sent to them and keep up to date with any changes or developments;
- take a proactive approach to finding out about reasonable adjustments that they have responsibility for implementing;
- remember to implement the reasonable adjustments that have been approved and decided, not on a 'one-off' basis but throughout the course;
- take steps to see where, in their own teaching or work, an adjustment (both anticipatory and individual) might help a student to make progress and achieve their potential;
- have a sensitive and respectful approach to discussing adjustments with the student concerned;
- respect confidentiality of information both within the classroom/studio/workshop and in the Academy;
- discuss any problems or successes with the Course Director/Leader or Counselling and Wellbeing Manager.

Record management and process:



CASE STUDIES

What is a 'core element' of the course?

Rosie was an acting student with a hearing impairment. She used both speech and British Sign Language. She had never sung before and was nervous about this aspect of the training. This was discussed by the Head of Course and the Principal before the module started and it was decided that singing was not a 'core element' of acting training and Rosie could still pass the course without studying this component. However Rosie was very reluctant to miss out on singing training and after some discussion, the following reasonable adjustments were agreed: lessons were arranged in an echo free room, she had extra time with a support worker who played the piano and the singing tutor selected had experience of working with people with hearing impairments. This proved to be very successful and she performed her song at the end of term with other students. Rosie passed the course and her teachers noted that it had a positive, long term impact on her voice, posture and confidence.

Confidentiality and disclosure: who needs to know what?

A student has a long term medical condition and one aspect of this is that they have can difficulties with bladder control. This information is shared with the Course Leader but understandably, the student does not want it discussed with other staff or students. The agreed adjustment is for the student to be able to leave class when necessary, without asking permission. Teaching staff are asked to respect that this adjustment has been approved by senior staff and they do not have the right to know more about why it has been agreed.

Adjustments at audition:

The Admissions & Registry Officer is contacted by a dyslexic applicant who is concerned that his impairment might be a disadvantage at the final audition, following an experience at another institution. The Admissions Officer raises this with the Panel and then informs the tutor leading the applicant's workshop group, asking for a copy of the scene in case it is decided the applicant will benefit from seeing it the night before. The applicant is invited to come in early and chat with a panel member not involved in his audition to help contextualise the process. Given the choice, the applicant decided that he did not wish to see the audition piece in advance and would be fine with the half an hour allocated preparation time given to all students during the audition workshop.

Learning Agreement updates:

A student has a diagnosis of a bipolar disorder which is treated with medication and has had some difficult times before coming to study at RADA, including a period of homelessness. The student disclosed information about a mental health difficulty on her application form without giving any details. She is keen to make a 'new start', has told only one member of staff about her previous experiences and does not want other staff to know. It is agreed that she will start the course without any formal learning agreement. The only adjustments the student has asked for are brief, regular 'check-ins' with the Wellbeing Manager and to be able to come in later when she has to adjust to new medication. When this happens, relevant teaching staff are told that the student has permission to arrive late to class for an agreed period of time.

Part 2. Short term adjustments for students with a physical, medical or emotional condition that is likely to be temporary

Policy and procedure for **short term adjustments** apply to a student who has a physical, medical or emotional difficulty that is likely to be **temporary**.

A short term adjustment is not a legal entitlement as is the case for disabled students but it is good practice, enabling a student to continue their training during a period of adjustment and/or recovery.

There is a separate form to use in these cases: the **Short Term Adjustments Form**. The procedure for drawing up agreed reasonable adjustments is similar to that for disabled students and staff should read Part 1 of this policy to familiarise themselves with their responsibilities and for information about confidentiality. All information about a student's health and wellbeing is considered personal information (whether or not they can be described as 'disabled students') and due regard needs to be paid to confidentiality of information.

Some examples of situations where 'short term adjustments' would be beneficial and appropriate support:

A student who has recently had a bereavement is experiencing a period of anxiety and depression. He is seeing his GP and RADA's counsellor and taking medication. It is agreed that he can have time off so that he can spend some long weekends with his family and when he needs to attend medical appointments. He has brief, weekly meetings with his Course Director to check in and see how things are going. A Short Term Adjustments Form is sent to all his teachers, explaining the situation and asking them to show understanding for the next few weeks.

A student breaks her ankle during training. She is in plaster and can walk with difficulty. The doctors have advised her that she will need to use crutches for six weeks, followed by a period of regular physiotherapy. Her Short Term Adjustments Form gives teaching staff this information and says she will inform staff when she will be absent to attend medical appointments. As a TTSM student, on a Scenic Art rotation, she is given a project to work on which can be done without having to work at height or use ladders. She is allowed to use the lift during this period of recovery.

Policy created	New policy May 2016
Version approval and date	Approved by Academic Board, July 2016

Appendix 11: Academy Director's emergency powers to suspend and exclude students

Purpose and circumstances

- 1 This policy outlines RADA's powers to suspend or exclude a current student and the circumstances in which this might happen. It is in accordance with Regulation 5.6
- 2 A student who is the subject of a complaint of misconduct (disciplinary), is being considered under the fitness to train policy, whom a criminal charge is pending, or who is the subject of police investigation may be suspended or excluded by the Director pending the Disciplinary Panel, the Fitness to Practice Panel or the trial.
- 3 A student who has breached their responsibilities under the RADA's policy statements on health, safety and environmental protection and/or is considered a danger to her/himself or others may be excluded or suspended by the Director.
- 4 Failure by a student to comply with an order for suspension or exclusion will constitute misconduct in accordance with Regulation 5.8.
- 5 The Director may delegate their powers under this policy to the Director of Student & Academic Services, the Director of Actor Training or the Director of Technical Training, either generally or in respect of a particular case. When the Director has delegated such powers under this Policy, a full report shall be made to the Director concerning any suspension or exclusion decision.

What the policy means

- 6 **Suspension** is defined as total prohibition of attendance to RADA activities and access and attendance to RADA sites; but may be subject to qualification, such as permission to attend for the purposes of assessment or for specific meetings with named staff.
- 7 **Exclusion** is defined as selective restriction or prohibition of attendance to RADA activities and access and attendance to RADA sites. This includes any memberships of committees and boards where the student may be a representative. In this instance, a deputy should attend.
- 8 Suspension will be used only where exclusion from specific activities or facilities is deemed to be inadequate by RADA.
- 9 An order of suspension or exclusion may include a requirement that the student should have no contact of any kind with a named person or persons.
- 10 Suspension or exclusion will not be used as a penalty. The power to suspend or exclude under this policy is to protect the members of the community of RADA, both generally and in particular, and the power shall be used only where the Director or the delegated member of staff stated in paragraph 5 above is of the opinion that it is urgent or necessary to take such action. Written reasoning behind such decisions shall be recorded and made available to the student.
- 11 Suspension or exclusion shall be with immediate effect unless otherwise stated. The reasoning for the suspension or exclusion shall be communicated to the student, in writing, within **five working** days; who shall also be informed in writing of their immediate right to submit written supporting evidence or appeal. Evidence or appeals must be received from the student within **seven working** days of the date of exclusion or suspension. This will then be reviewed within a further **three working** days of receipt by the nominated staff member.

- 12 Following the decision to exclude or suspend, a student may request a review. This review will not take place until, at the earliest, **28 days** have passed from the decision. Such a review will not involve a hearing in person, but the student shall be entitled to submit written evidence. The review shall be conducted by at least two of the Director, the Director of Student & Academic Services, the Director of Actor Training and/or the Director of Technical Training. Any of these Directors may nominate another senior member of staff to take their place, but there should be one member of the senior management team of RADA involved in the review. The Director of Training involved in the review shall be someone from a different department to the student (ie the Director of Actor Training would be involved in reviews concerning technical theatre students, but not acting students and vice versa).
- 13 Following the review outlined in paragraph 12, the Director of Student & Academic Services (or nominee) and a member of staff outside the student's department shall review the suspension or exclusion every 28 days thereafter in the light of any mitigating circumstances, evidence or any such reasoning made by the student or any other party on their behalf.

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