TEF Year Three Provider Submission 2018

Provider Context

Chickenshed would like to outline the unique nature of our programmes for the Teaching Excellence Framework Process and the environment in which they sit. The extensive need and often vulnerability of many of our student intake and the Team Teaching Strategies the Company and its Tutor teams develop to both meet need and extend excellence of outcome and achievement needs to be noted in this process. We believe that we offer one of the few fully inclusive performing arts Foundation Degree and BA programmes in the country. All our programmes of study are delivered using the very best teaching, academic and professional methods which are coupled with Chickenshed's inclusive, creative learning process and a devotion to Teaching Excellence in Pioneering "Practice as Research" strategies. We firmly believe that every young person has the right to have access to a programme of study to enable them to reach their full potential whatever their past education background. All our students study within inclusively balanced cohort groups and are trained in the company's inclusive practice within the setting of our professional theatre, its constant inclusive philosophy research and through inclusion in our high quality production and project processes. This practice means that a higher than usual proportion of our intake come from 'disabled'/SEN student group categories who would otherwise have special, or even residential provision as their only education opportunity which, again, is not necessarily or usually an inclusive opportunity in the true sense of the word. These 'DSA reliant' students choose to study at Chickenshed in order to get an opportunity to study alongside students from mainstream educational backgrounds who may otherwise be studying on more traditional programmes. Those mainstream students, similarly, choose Chickenshed as their first choice of HE provision in order to have an educational experience that affords them inclusive knowledge and development – both in their artistic study environment and professionally modelled performance opportunities – a provision they could not get elsewhere. The use of team teaching, work shadowing, "practice as research", development and high quality team monitoring and team assessment enable our cohorts to achieve both higher than National Average learning outcomes and overall achievement plus an inclusivity of professional practice and development which is unique to Chickenshed.

TEF Criteria 1. "Teaching Quality" and Criteria 2. "Learning Environment"

The Chickenshed TEF Submission for 2017 outlined a wide range of positive features of our HE Programme offer both in terms of qualitative and quantitative elements. This submission and accompanying metrics resulted in a TEF Silver award with Chickenshed being one of only six Alternative HE Providers (AP) qualifying for an award. So with Chickenshed now formally being defined as a HEI the intention is for this 2018 TEF submission to build on the previous 2017 submission. The need would be to update on progress and statistics in the last year since the Year 2 TEF rather than restating already known and defined information. So, if needed, this 2018 submission can be read in combination with the TEF 2017 submission.

The positive features of the first two TEF criterion Teaching Quality and Learning Environment (and indeed the remaining two TEF criterion) all continue to develop and benefit students hugely. Chickenshed can state this with even more confidence and assurance, now, following the recent late October 2017 QAA Higher Education Review where Chickenshed received an outstanding report with two Commendations out of the four central 'Judgements' and nine 'Areas of Good Practice' highlighted.

Areas of good practice highlighted related to Teaching Quality and Learning Environment through the October 2017 QAA HE Review process which are very relevant to the 2018 'Teaching Excellence and Student Outcomes' agenda. Including the following:-

1. Recognition of the quality and benefits of the "practice as research pedagogy" developed by Chickenshed which QAA saw as innovative and a "unique" expression of Chickenshed

inclusive HE philosophy and practice. This was in its ability to reflect both academic teaching and learning AND inclusive process and access. Use of 'Learning Intelligence', 'Multiple Intelligence', 'Learning Cycle' and 'Action Research' theory to monitor and contextualise inclusive "practice as research" was recognised as innovative and deserving of dissemination.

2. Involvement of Academic and Support Staff and Students in the ongoing evaluation and development of policy and practice with immediate examples being the development of dynamic Inclusive 'Team Teaching and Learning Policy Guidelines' and 'Inclusive Team Mentoring and Support Policy and Guidelines'. In all these initiatives work succeeded because students feel they are -
A. Developing the inclusive team teaching and learning methods, then - B. Directly benefiting from their delivery and further still - C. Modelling the team teaching and support methods themselves to target groups both inside and outside Chickenshed. The personal student engagement and investment in inclusive teaching, learning and support is both high and intense. This is mirrored by staff as QAA also noted.

3. Extensive ongoing efforts to break down the Higher Education academic processes to enable both wider access to achievement outcomes whilst also recognising and contributing to achievement at the cutting edge of the highest grade outcomes - as picked up by External Examiner advice and monitoring in regular quality and assessment cycles and in turn recognised by QAA.

4. The extensive work shadowing by students and modelling professional theatre and Outreach processes by Chickenshed professional practitioners was commended by QAA as a positive factor in raising teaching and learning outcome and experience achievement. These are genuinely different Chickenshed T and L processes where the practitioners are the team teachers and vice versa genuinely sharing the inclusive professional outcomes within a ground-breaking inclusive framework quite unique in both theatre and education.

5. It is important to emphasise from the TEF Teaching and Learning perspective that the inclusivity and related diversity and equality agenda forms both the nsin narrative of the HE course curricula AND the overriding theme of recruitment and intake enabling a real commitment to inclusive working to be at the heart of the theory and the main positive driver of practice.

To see this Chickenshed dimension at its fullest one can analyse one of the very latest diversity agenda developments "The Diversity Schools Initiative" (DSI) which is a new consortium of high profile theatre professionals, equality groups and drama schools / performing arts providers at HE level. The DSI is dedicated to researching and raising awareness of diversity issues and also celebrating positive HE practice in the field. It publicised for example one HE Provider as the organisation working in the field with one of the highest levels of HE ethnic diversity at 30+ % of students, and Chickenshed commends this and the ongoing work of this initiative with which we hope to link up. It is very, very few organisations in HE with a comparable achievement and QAA profile to Chickenshed which can ALSO boast, for example diversity/inclusivity figures of 40%+ for Ethnicity, Disability / Learning Need AND identified areas of social disadvantage need for its student cohort (this from Chickenshed's Current BA Group). So Chickenshed is well placed to show its status as one of the leading HE/Inclusive and diversity providers

Chickenshed strive to create a HE learning environment where its inclusivity in teaching and learning theory and practice can involve and benefit MULTIPLE EQUALITY GROUPS as opposed to focusing on one equality area - beneficial and a huge step forward as that undoubtedly is. The progress since the 2017 TEF Process and Silver Award has been proactive in keeping both widening participation and developing and increasing outcomes for ALL students firmly on the organisation's Inclusive HE agenda.

Statistics Related to TEF Criteria 1 and 2

This is a 2018 update on some statistic themes which were reported on in the 2017 TEF submission

1. 85% (45 Members) of Chickenshed's Professional Artistic/ Education/ Outreach delivery staff with 10 years or less employment experience are graduates of our education programmes. This is an increase of 10% from 2017 TEF Report.

2. 93% of Chickenshed's Project Staff are from the organisation's HE course background- maintaining positive figures from 2017 TEF.

3. 8% Increase in BA highest HE outcome grades (2.1 and Ist Class Honours) from 64% to 72% within an extremely diverse group in terms of need.

4. 64% achievement at 2.1 and Ist Class Honours for Foundation Degree - an increase of 10% with again an intake showing 45% +learning, physical, emotional, sensory, communication and disadvantage need.

5. 95% Retention at BA and 90% retention at Foundation Degree with larger cohorts

6. Maintaining from 2017 TEF - 80% of student intake progressing from Chickenshed's FE courses demonstrating the status of Chickenshed's HE courses and HE/FE interaction within the organisation. This is a much higher than National Average FE to HE progression achievement.

7. Positive ratio of 1 staff member to 6/7 students for Inclusive Team Teaching / Team Mentoring/ Support in HE with 7 graduates of the Fd programme and 5 graduates of the BA programme also achieving intense trainee employment through Alumni schemes

8. New partners for the Chickenshed Professional Partnership Network reporting in 2018 TEF and building from the extensive partner list in the 2017 TEF;
.Greenwich University
.Guildhall Community Arts Course
.William Edwards School
.Enfield Learning Trust (7 schools)
.Diane Samuels - Playwright

.Mousetrap Foundation
.Millfield and Dugdale Theatres
.London Drama
.Wandsworth, Croydon and Barnet Safeguarding Boards
.Shared Vision

QAA HE Report October 2017 General

A. 8 Areas of Good Practice identified by the QAA HE Review related to all TEF Criteria

B. 2 out of 4 Core Judgements by QAA identified as Commendations both directly related to teaching learning and enhancement

C. The QAA Higher Education Review outcome was the 4th successful QAA full Review or Annual Monitoring Report in 2 years with the 2015 Specific Course Designation full Review and two subsequent Annual Monitoring Report Processes. The current QAA Review marks a consistently positive quality progress cycle across all QAA and indeed TEF criteria with the

2017 Annual Monitoring Report and the latest HE Review reporting on new areas of development including Alumni progress and HE Professional partners.

Chickenshed Learning Environment (TEF Criteria 2)

There have been no major changes to the Chickenshed physical environment since the 2017 TEF process. However the overall creative learning environment has been greatly enhanced by the now fully operational Chickenshed Higher Education and Outreach Development Plan and the Artistic Director's new Artistic Plan. These plans chart major 50% to 60% increases in student involvement in both accredited and engagement projects / programmes emanating from these two major sources of development planning. QAA reported on the active working, learning and work-shadowing engagement of students alongside professional practitioners as an area of good practice.

The 100% of HE students involved in accredited, large scale, professional, public main house artistic performance projects has now been newly supplemented since the 2017 TEF by 40% of students involved through engagement in smaller scale professional, intensive Studio and Outreach Performance projects- an area of development new to Chickenshed and a powerful model of student voice, empowerment and an extension of the teaching, learning and creative direction environment.

Chickenshed have taken its HE teaching and learning development out to new learning environments for accredited and engagement work. So the Albert Hall, Guildhall, Hard Rock Cafe, Alpha Beta Building, Victoria and Albert Museum, Luton Hat Factory, ITV Studios and many other creative environments saw HE student development and professional work modelling activity – and were additional environments/partners from those mentioned in the 2017 TEF.

Enhancement Processes Relevant to TEF 1, 2, 3 and 4 - An update following QAA HE Review

In the 2017 TEF Chickenshed highlighted an extensive range of 18 positive enhancement processes which took place cross course as "deliberate steps" to monitor and develop methods and actions to "improve the quality of the student learning experience" (QAA Quality Code B3)

In this current 2018 Teaching Excellence and Student Outcomes Framework it is important to revisit those measures and processes reporting statistically on any extension of the "reach" of each measure in terms of student engagement but also reporting on the extent in which the measure/process received or did not receive external corroboration from QAA in the October 2017 Higher Education Review. With these successful measures and processes being large scale and wide in reach they often crossed and still do cross a number of course areas.
It is important to note, as has been mentioned, that the overall Chickenshed HE Enhancement processes received a Commendation as one of the Two Commendations within the 4 Overall QAA Judgements. (As we discuss the areas briefly the 2017 TEF Submission can be cross referenced for Quality Code connections and other information)

1. Work-shadowing and Wider Professional Experience as part of Accreditation (Update from 2017 TEF)

Participation risen from 50 students or 67% to 65+Students and 80%+ of intake as students take advantage of professional staff and Alumni representatives modelling accredited and experience practice.
This enhancement measure was one of the 8 areas of good practice highlighted by QAA and also related to two other good practice areas.

2. Team Teaching and other Teaching Techniques and Concept Framework for Practice as Research. (Update from 2017 TEF)

Developments since 2017 TEF include the creation of a Team Teaching policy and guideline framework working with staff and students in professional inclusive teaching situations. QAA recognised these enhancement areas in at least two direct good practice areas identified. Whilst all 100% of students benefit directly from this intake statistics of reach reported on in 2017 TEF remain much the same in terms of 30% intensive direct experience and 70% direct experience. New projects were organised in Autumn Term 2017 to increase "depth" of involvement with "reach" remaining constant.

3. Course Design/ BA Course Design and "Redesign of Fd Programme through Enhancement" (Update from 2017 TEF)

Maintaining statistics of 100% of BA students directly involved in Programme Design with 100% of Fd Students having direct involvement in Programme EVALUATION but 60% having a direct experience in PROGRAMME DESIGN. This was due to their being fewer areas of change for Programme Design in a very settled and appreciated by students Foundation Degree Course structure.
"Proactive" involvement of students in Programme Design was another area of good practice highlighted by QAA.

4. Progression Experience Cross Course Working + Extra Elective Module Concept + Post Course Progression Modelling (Update from 2017 TEF)

100% of students involved in these three enhancement processes in terms of benefit with the Post Course Modelling process involving with 20%+ of Alumni benefitting from newly created post course professional roles in Studio productions, core cast in Main House productions and Outreach production experiences.
QAA commended this as another area of good practice recognising the innovation that "facilitates transition into and progression through higher education to promote student achievement".

5. "Extended Training for Inclusion" and "Extended Training for Course Enhancement" (Update from 2017 TEF)

An overall increase of students benefitting directly from these intensive extra to course professional training enhancement processes from 25% in the 2017 TEF to 35%+ currently participating.
QAA recognised this area as another good practice innovation in its context of intensive training alongside professionals.

6. "Support and Mentoring for Enhancing Student Experience" (Update from 2017 TEF)

Since the 2017 TEF Teaching, Support and Mentoring staff have used sustained positive staff/student ratios to explore the practice of Inclusive Team Support and Mentoring in the context of supporting Inclusive Team Teaching. New guideline documents were produced after staff consultations and also consulting with BA students both in relation to the theory and practice of their team delivery of projects and also aspects of their more formal intensive Inclusive Theatre Training experiences and roles.
QAA noted the advances to theory and practice of this work and it was recognised as another area of good practice. A further area of good practice was highlighted by QAA in terms of the removal of barriers to academic learning and skills strategies and development made by Chickenshed. Again the QAA good practice area demonstrates how when a 'good

practice' area is highlighted – Chickenshed uses intensive quality assurance and development cycles to both maintain and accelerate progress and achievement – with these developments being powerfully present to those both needing support and those seeking to extend excellence of achievement High quality differentiation is vital to this process taking place in a genuinely inclusive setting.
In terms of distance travelled Chickenshed often take 50% to 60% of students on to it's FE course who do not have a positive GCSE profile, yet who end their subsequent HE journey with a 2:2 or a 2:1 honours degree. The power of inclusive distance travelled cannot be over-estimated. Chickenshed progression FE to HE and HE stage to HE stage. This was another area of good practice highlighted by QAA

TEF Criteria 3 – Student Outcomes and Learning Gain

There has been extensive comment on this TEF Criteria which is interrelated to the other two criteria mentioned earlier. In this submission outcomes to be related in the submission outcomes and distance travelled – validated by successive QAA monitoring interaction – have been reported on as having a crucial impact on student 'Outcomes and Learning Gain'. A key element of Chickenshed's quality improvement cycles and development across all TEF criteria is the impact of the journey from engagement to enhancement and then to accredited outcomes – which characterises Chickenshed's approach to all TEF criteria. This process is described here – but particularly the process of engagement and enhancement facilitating outcomes and learning gain.

From Engagement to Enhancement- A Journey to HE Outcomes and Learning Gain at Chickenshed via the Quality Code

The difference between QAA definitions and concepts of "engagement" and "enhancement" is the most common source of misunderstanding and misinterpretation in terms of the Quality Code amongst students and occasionally staff at Chickenshed and we might assume in other Universities. It is potentially a misunderstanding that can alienate students themselves from any meaningful involvement certainly in the Enhancement process and potentially in the engagement process. This, amongst other considerations, has galvanised Chickenshed into attempting to use innovation within the field of engagement, enhancement and programme design to explore with students a continuum which connects focused awareness to active engagement and then on to proactive contributions to the Enhancement process. This linking of concepts and processes is vital to keep Chickenshed students interested and motivated in the Quality Code and ongoing engagement at a time when staff and students might feel themselves swamped by 2017/18 external quality assessment processes encompassing in one year QAA Annual Monitoring, QAA Higher Education Review, Teaching Excellence Framework AND Revalidation by awarding body.
The confusion between concepts for students is understandable. Enhancement for QAA in the Code involves "deliberate steps at provider level to improve the quality of learning opportunities". Engagement for QAA in the Code involves "improving the motivation of students to engage in learning and to learn independently" and "the participation of students in quality enhancement and quality assurance resulting in the improvement of their educational experience." The inclusion of the word "Enhancement" in both definitions possibly makes the situation I have seen often where both students and staff are told by external bodies "ah...but that's not Enhancement it's engagement because it's not deliberate....etc etc a little redundant.
At Chickenshed Students have the opportunity through their accredited course Framework to participate through study in a range of professional level "Inclusive Theatre" experiences. These are their, if you like, statutory accredited Course experiences and these are many. There are then a wider range of professional level Inclusive Theatre experiences which students can opt to EITHER observe in a focused way to widen professional awareness OR to actively engage with in practical participation alongside Chickenshed professional staff. The percentages of students opting to actively participate in these projects and use

engagement to deepen and widen learning has risen from 30% to 70%+ of students in the last 18 months. This motivated the Student Experience Committee (the chief representative body in Chickenshed) to debate, initially amongst themselves and then with staff, the potential status of high quality "optional" professional engagement activities which in another six months or so possibly ALL students will be opting to participate in to improve their professional and personal, inclusive learning. Is that not, they speculated, the student engagement process telling Chickenshed to embed a project in the regular accredited course offer and thus taking "deliberate steps" to "enhance and improve the quality of learning opportunities."

It was engagement in the Inclusive Outreach Programme at Chickenshed which was the area selected by students to lead the journey from engagement to Enhancement. It was the Programme Design process that was and is currently being developed by students as the means to enable the journey and ensure its success. What could they and can they proactively suggest and organise to restructure the Foundation Degree Course to allow for what they see as the vital need to enrich learning and practice by accredited exposure to Chickenshed's groundbreaking Outreach programme within their Course programme? Should smaller Outreach outcomes be integrated into every course module? Or alternatively should a new bespoke Outreach Practice Course Module be designed and developed for the 2017/2018 Revalidation. It is the latter option which students have opted for.

The Lead Student Representatives for Chickenshed's Higher Education Review led an approach to ensure that ALL levels of Student Experience from Foundation Degree Year 1 and 2 and BAs were represented. They wanted to go further. As it was Programme Design they wanted Alumni and also students who were coming on the course in the next Academic year - to be represented so that a culture of discussion and empowerment for input and engage in Programme and Course Design is encouraged and enabled at pre, during and post course stages. The interaction of all these elements is proving a powerful asset to innovative approaches both to Student engagement AND Programme Design.

In practice the Programme Design process is leading to not only the development both of an Inclusive Outreach practice module through Student representation but also a BA accredited Employability Module incorporating Placement and the development of an external "Chickenshed Professional Partners" Scheme also leading to Alumni groups returning as paid Practitioners to advise and develop the skills, knowledge and experience of existing students.

Key Features promoting Engagement to Enhancement to Achievement success

Student Engagement and Enhancement can only succeed if it is fuelled by, supported by and responded to by comparable staff engagement and commitment to Enhancement. At Chickenshed we attempt to make the whole enhancement process accessible by showing this commitment.

Another important feature is making the Programme Design process and enhancement process as granular as possible. If looked on too globally and holistically the process can seem distant and inaccessible and too unwieldy and institutional to encourage development.

However the main aspect determining success will be the ability for students to work with staff to pilot practically the new Module Pre-Validation and to then contribute to the rigour of Skills and Knowledge criteria to fully square the Programme Design circle. The theoretical and practical research of the pilot including Outreach target group evaluation by students and staff and also the theoretical/practical exploration of the placement process with external organisations. This will enable Students and staff to be confident that both the "academic practice as research " underpinning of the Module interfaces with the professional validation to make a successful Module. This review and re-validation process is the next positive challenge

Chickenshed Theatre BA and Foundation Degree Student Submission Views about Chickenshed provision for the Teaching Excellence and Student Outcomes Framework – HE Problems and Potential Solutions

Report has been compiled by students from the views of other students in Foundation Degree and BA

1. Chickenshed Teaching and Learning – Finding Your Own Methods
Chickenshed work with teaching and learning in a way that is best suited to each individual. It has a completely new and different inclusive outlook on the creative process. Students are allowed and encouraged to complete tasks, such as recorded work or research work, in a way they feel is best for them and in a way that meets course demands also. Students are pushed to their full potential but without feeling pressured or uncomfortable and someone, whether it be a tutor or another student. People are always willing to help find someone's path into learning.
"I have gained many new skills and delivery of inclusive work to apply professionally to future work."-BA student **MM**.

PROBLEM in HE:
Students in HE don't often get the chance to work or train in professional situations or projects to help them prepare for work.

CHICKENSHED STAFF AND STUDENT'S SOLUTION IN CHICKENSHED HE:
Students are constantly given professional opportunities like galas, in-house shows and Outreach and Community Children's and Youth Theatre Experience

PROBLEM in HE:
Students often become very distant and detached from University Staff and can be treated at times like numbers or not treated like adults. This can affect achievement.

CHICKENSHED STAFF AND STUDENT'S SOLUTION in CHICKENSHED HE:
Chickenshed staff always make an effort to get to know students as individuals and fellow professionals. Students also are constantly working and performing professionally alongside the majority of staff allowing for the 'barrier' between staff and students, to break and a genuine understanding of everyone learning from each other to exist.

Chickenshed believe that they offer one of the few fully inclusive performing arts Foundation Degree and BA programmes in the country. All of the lessons and workshops are delivered using the very best teaching, academic and professional methods which are coupled with Chickenshed's inclusive creative learning process, pioneering the 'practice as research' strategy. Chickenshed firmly believes that all of us has the right to access a program of study to enable them to reach their full potential, whatever their past education background.
"My learning experience at Chickenshed has progressed because of the array of opportunities we are given to work and perform in a professional working theatre. I believe it is important to have this level of involvement in a Higher Education setting, as it's preparing us for what it might be like if we were to pursue a career in the performing arts"-BA student-**BH.**

PROBLEM in HE:
Students in Universities are not taught by professionals or are taught by people who don't have experience of the kind of Lives students are living.

CHICKENSHED STAFF AND STUDENT'S SOLUTION in CHICKENSHED HE:
The entirety of Chickenshed's staff, professionally perform and teach/support or have professionally performed/taught and supported in Chickenshed or with other companies.

The use of team teaching, work shadowing, 'practice as research', development and high quality team monitoring and team assessment help students to achieve both higher than National Average learning outcomes and overall achievement plus an inclusivity of professional practice and development which is unique to Chickenshed.
The Student Experience Group and students as a whole, help to direct adapt and expand teaching/delivery methods and opportunities. (30% of students have intensive direct experience of this enhancement, 70% have indirect experience.)
"Chickenshed's teaching is one where you feel that everyone's voices are heard, in a teaching space there is no wrong answer, everyone has a voice."-FD2 Student-ER.

2. Chickenshed Student Inclusion – Who Is Included and How?
As soon as you become a student at Chickenshed you are taught about the importance of inclusion, not just in performance, but also around the building.
"I don't feel like there are 'cliques' like I've experienced in other educational settings, I feel like I can go and talk to anyone and they won't judge or turn me away."- (BA student-**BH.)**
"I hope QAA get inspired because more people should experience this. Everyone works hard to fulfil so many people's needs and we value all of it. I've never ever felt so included anywhere previously"- (BA and FD2 student group)
"Not only does group work at Chickenshed look inclusive with regard to people from different races, ages, disabilities & strengths, it is also inclusive when they come together and present their individual uniqueness and ideas in order to combine it and produce beautiful and inclusive theatre."- (BA and FD1 student group)
"It's good that you're taught inclusion straight away. You have to be inclusive with who you're working with so there's an element of self-teaching. Students are considerate to individuals who need additional support."- (BA student-**HR.)**
"Inclusion should be taken more seriously in other performing arts courses because it strengthens an individual's outlook on working with others and makes it sure that your peers, as well as yourself, are receiving the best experience they can"- (BA student-**NL.)**
"I have never experienced or seen any discrimination here"-F (D1 student-**CC)**
"Chickenshed teaches you to be aware of everyone's needs at a high standard because inclusivity is a requirement not a desire."- (BA student-**FK)**

3. Inclusive Support – There For Everyone
Chickenshed always have support available for students whatever the problem, educational or personal-no problem is made to feel small or unimportant and is always dealt with as quickly and as efficiently as possible. Staff help. Students help. Everyone helps.
"If you ever have a problem there is always someone in Chickenshed that can help you. They make it clear that it is a space made for you to feel comfortable, that you can talk to someone"- (BA student-**FT.)**
"It's really helpful that in every session there is always support available and that is where Chickenshed's team teaching approach is effective."- (BA student-**BH.)**
"Staff listen and understand about outside issues. Staff also listen then give positive advice – always positive."-FD1 and FD2 student group.
"On my foundation degree course I use my 'MobiAAC device' with so much support. It's a quite lengthy process for me to communicate my thoughts and decisions. I need a pattern of open then closed then open follow on questions. I feel overall fantastic about how my skills are developing and receive fantastic support in performance and then in research. I get support and encouragement to always be involved. My confidence builds all the time as a student'-FD2 student.
The team teaching technique means no achievements by students are missed and assessment is wide and covers everything.
Students are also supported by having the option to go to the members of our Student Experience Group, which is something anyone who wants to is allowed to be a part of. This means students can tell other students their enquiries and problems and these are always

listened to and often put into practice. For example, the demand for Outreach. This is now going forward to be a module in the Foundation Degree when things are changed in 2018.
"There's support all around. Chickenshed allows you to work with different ages and have a knowledge of what an inclusive way to work is."- (BA student-**TM.)**
"There's policies and options in place to support not only educational progress but also personal/individual needs and issues."- (BA student-**HR.)**
"They never make anyone feel like they haven't got freedom of speech"- (BA student-**ER.)**

4. Professional Skills - How do we develop them? How do we develop our Personal Professional Career Profile?
Chickenshed provide a mixture of compulsory and optional skills and opportunities, which provide tools for students to use in their later professional life. These include technical dance, singing and acting lessons, backstage opportunities and the option to learn British Sign Language (BSL). Also, student's get the change to learn though the Extra Elective option which is part of Chickenshed's commitment to multi-skill students, realising that the professional environment often requires that wider range of skill and knowledge. They timetable Elective Modules separately, so you can opt to do two Modules – one for your Degree Certificate and one for your C.V. and personal development. **(75% of students, on average, benefit from the Extra Elective enhancement experience. Feeds into Modules 204, 205, 206, 207, 208 and 209.)**
"We get the opportunity to do pretty much everything that Chickenshed education course and theatre has to offer in professional areas."-FD2 student-**CC.**
"The different experiences were so fulfilling and carry on – giving both professional and academic skills development with constant feedback for improvement"- (FD2 student-**FW.)**
"They give you a chance to perform in professional yearly Christmas and spring shows in which you would not get on another course"-BA and FD2 student group.
"The professional performance opportunities throughout the year give us exposure to the environment you'd have in the outside industry"- (BA student-**CM.)**
Workshops with practitioners from different professional companies allow students to see different aspects of the performing arts and give exciting and educational opportunities for the students that attend.
"It's a great experience to have different companies come and work with us. They share their skills and knowledge of what they have of the industry with us and that allows us to understand a different kinds of theatre styles which we can then use ourselves. They want to partner with Chickenshed because of its inclusive reputation and we want to partner with them."- (BA student-**NL.)**
Outreach, which is now going to be a module in itself because of student 2017 course feedback, is another opportunity for students to experience Chickenshed's ethos being shared around different settings and environments. They get to learn and see first-hand all the things that comes with outreach, from how quickly a workshop has to be adapted to how to support whoever is leading.
"The reason why outreach is such an important experience to have as students and training practitioners is that is really shows us what working in the industry is like. It also allows us to work with different people who are not used to Chickenshed's way of working and devolves our individual and team delivery skills."- (BA student-**BH.)**
Learning enhancement through targeted exposure to a range of wider, less common professional experiences including the Understudy Process (Cross Discipline), Backstage and Front of House and Children's, Youth and Adult Theatre. **(90% of students experience and help/support/adapt these enhancement processes. Feeds into modules 103, 209.)**

PROBLEM in HE:
Students in HE are not given REAL responsibility for work and projects with staff then not really aware of what they do.

CHICKENSHED STAFF AND STUDENT'S SOLUTION in CHICKENSHED HE:

There are many opportunities at Chickenshed for students to put the knowledge they've learned into practice. Leading weekly workshops with home-educated children in FD1, Outreach workshops and leading induction taster workshops for new students are examples of this where we promise, manage and deliver REAL projects

PROBLEM in HE:
65%+ of Students in HE think that their University provides poor value for money with often little contact time.

CHICKENSHED STAFF AND STUDENT'S SOLUTION in CHICKENSHED HE:
Chickenshed have countless opportunities for students to get involved with their professional theatre and membership workshops, such as the annual Christmas Show, working backstage and being a part of the Children's, Youth and Adult theatre. The Chickenshed tuition timetable is extensive and extends further in Project and Performance times. The Chickenshed year extends into middle to late July. Students in other HE situations comment on the extent and value for money of the courses we are on.

"We get the opportunity to do pretty much everything that Chickenshed education course and theatre has to offer in professional areas"- (FD2 Student-**FW.)**
The need was identified by staff for more specific skills training for students training alongside non-students to enhance student learning and professional experience. The development of the Young Creators programme made adding targeted, specific devising, writing, production, delivery, inclusive support, dance training, music technology, to the skills areas experienced by students. **(20-25% of student and Alumni benefit from opting for this extended training enhancement which feeds into all Modules.)**
"I have hugely benefited from the Young Creators Programme in Dance and Choreography, where I have taken part in various workshops with outside practitioners, for example, a three hour workshop with someone from the popular professional production 'In The Heights', have been one of the creative directors of a BTEC Final Major Project and been involved with Children's Theatre where we performed at the Royal Albert Hall. All the skills I have learnt thought all my Young Creator experiences, I use for other performance based activities I do and many students get similar experiences."- (BA student-**BH.)**

5. Academic Learning – Is It Accessible and Practical?
"The practical outline, balanced by theory, allows the majority to access the course. Some students fear the theory element of it – but very soon we relate to all of it"- (BA Student-**HR.)**
"I understand some very difficult academic ideas so much better which helps me to work harder and be a better part of working, researching group – achieving more skills and knowledge."- (BA student-**CM.**)
"They allow you to present work in any form."- (FD1 student-**BR.)**
There is always an alternative way available to do work – to do it as a video diary, a graph or if we're given a template to help structure our work, academic learning is made to be accessible to everyone and everyone succeeds with it if they take the opportunity to apply their skills and learn.

PROBLEM in HE:
Students in HE sometimes have no control over the way they work or how work is presented.

CHICKENSHED STAFF AND STUDENT'S SOLUTION in CHICKENSHED:
Chickenshed always provide an alternate for how work is completed, making it right

for the individual. An individual's work profile is tailored round their needs and development.

"You don't have pressure to record or research things in the same way. You can make the process yours."- (BA student-**NL.)**
"They use every aspect of performing arts: singing, acting and dance as well as physical movement, everything is open to your own interpretation. You never have to do something you're not comfortable with. If you want to try something they will help and find a way for it to work."- (BA student-**ST.)**
The 'practice as research' approach allows students to have first-hand experiences where they can learn by doing and get academic theory and practice.
"Unlike other university courses, we are very practice and research based and I enjoy this way of working because I think I learn quicker and I remember the information more than if I was to be sitting in a lecture room for hours listening to a lecturer."-(BA student-**ER.)**

6. Student Progress – Individual and Group

Students are always given feedback to make sure we are on track and so we know what we are doing well and what could be improved. Chickenshed's feedback always tries to lead to actual/real developments and adaptations. These processes include individual, group and peer-to-peer feedback, cross-year group and inter-course discussion and feedback – as well as formal process such as Board of Study/Student Survey/Module Feedback.
"Chickenshed give termly feedback which allows an insight to personal progress. This allows students to work towards stretching their skills and knowledge and widen their learning."- (BA student-**HR.)**
"They give you feedback whenever they are with you and your groups on how to improve the show you've created. After our milestone (BA) we had feedback – overall and individual."- (BA student-**MM.)**
"There is always improvements to be made, which I like to know because it gives me something to work towards. We are always told how we can push ourselves further, as a year and as individuals."- (BA student-**IT.)**
"In my first year of the Foundation Degree, I appreciated the Mid-Term Reports we had so I knew where I was at – I would like more feedback in the second year of Foundation so I know how I'm progressing"- (FD2 student-**JS.)**
"When emailing work to staff, the feedback I get is excellent and supportive. It is never negative, it doesn't put you down, and it shows you where you're at and where you can push yourself to get to a high lever. As always, the feedback is great."-BA and FD2 student group.
"They always give criticism in an encouraging way."- (FD2 student-**CC.)**
"Staff always find time to take to you about your ideas and feedback – keeping groups focussed and progressing. The staff don't give up on me so I am able to do and give much more in coursework"- (FD1 and FD2 student group.)

7. Chickenshed's Overall Learning and Development

"My overall learning and development at Chickenshed is wonderful. I have no regrets joining and I'm so glad I never went to drama school because Chickenshed allows you to be yourself and with that you can use that inspiration to develop and grow so you can perform at your best."- (FD2 student-**JS.)**
"You always feel like there is more to be learnt and understood, you never feel like you have left a session and understood less about the course. Knowledge is power, and whatever you need to know, Chickenshed is happy to help."- (BA student – **CM.)**
"You have more chances to develop your own area of specific expertise professionally. There are always new opportunities in and out of the building."- (BA student-**HR.)**
"I went from being a person who didn't really understand the full concept of inclusion and over the years I have had a better understanding of it."- (BA student-**FT.)**
"The main aspect I am learning at Chickenshed is how to communicate and work with a whole range of people with different backgrounds, intelligences, and disabilities. Not only

that but I involve these different types of people with a whole range of creative development for myself. For example, I am devising, directing, and performing. All of these link together into an excellent learning skill and cycle, that will definitely help me as a professional later in my career. Whatever leap I take, these learning skills will help me massively."- (FD2 student-**CC.)**

FD2 Student Overall Learning and Development Experience (CM)
My student experience from starting the Foundation Degree Course has been amazing and so much better than I imagined it would be. I was nervous about the jump from college to doing a University course; I thought it would be too difficult for me and I didn't how much I was going to get out of it. Doing Chickenshed's Foundation Degree has been the best thing I've decided to do. The learning experience has been exciting and very different to how I imagined and my development because of it has drastically improved. The fact that we are involved with so many different aspects of the professional theatre, like Children's Theatre, Backstage work and Christmas Shows, means that we get to learn things by doing them, rather that just being told and taking notes. I think more education courses should work like this because for me, it has been a much more effective way of learning.

8. Improvements and Suggestions from Students to Staff

◦ Having taster sessions for new students – "This has been responded to already and has been set up. They have also asked us what are important activities to do with the new students which they will put them into the taster sessions."-BA student-**IT**

◦ Generate even more student feedback from students – it is always responded too

◦ Change the student committee each *term* to get more ideas of what students want – Students can elect themselves (Student Experience Group widened further)

◦ There are so many areas the student experience group develops, that everyone can have an active voice

PROBLEM in HE:
Students in University, particularly large ones, do not have a real voice and so can't change things

CHICKENSHED STAFF AND STUDENT'S SOLUTION in CHICKENSHED HE
Chickenshed have a Student Experience Committee, which any student can choose to be a part of, where students express their concerns and improvement ideas and give student to mentor feedback.
Ideas lead to:-
1. More extra opportunities like galas
2. "Counselling is on hand but some students may prefer to have a female counselor as well"
3. Programme Design suggestions
4. Development of new projects
5. Development of Alumni

"Our suggestions are acknowledged and not turned away"- (FD1, FD2 and BA student group)
"Don't stop what you're doing as you are helping so many people already. Couldn't ask for a better place to study!"- (FD2 student-**JS.)**

11. The Main Problems That Higher Education Students Face in 2017

1. Working opportunities
2. Student Loan – an open idea of support and understand for students with specific, unique ideas
3. Money – it's expensive to be a student and student loan doesn't always cover someone's living situation
4. Not everywhere is accessible in terms of money and travel
5. Work and Uni problems everyday becomes a struggle

Chickenshed Supporting Students
"Chickenshed have very strong support in place for helping funding for financial issues. They understand the distance and commutes people make. They also have very strong counseling support in place."

PROBLEM in HE:
More Students than ever in HE are having Mental Health problems due to pressure of outside life and University life.

CHICKENSHED STAFF AND STUDENT'S SOLUTION in CHICKENSHED HE:
Chickenshed provide a Counsellor, a large inclusive Mentor Support Team and encourage students to include each other providing methods for doing this.
1. "Teachers are always there to help students"
2. "Food vouchers are available to those who need them"
3. "Chickenshed always take into account people's lives and living situations"

PROBLEM in HE:
Students in Universities don't get the support they need for learning, daily living, transport and any kind of support.

CHICKENSHED STAFF AND STUDENT'S SOLUTION in CHICKENSHED HE:
Chickenshed offer support for those who need it, for example, travel money and food vouchers.

1. "Timetables can be flexible and changed for the year if people can't get there or if it's too far to travel"
2. "Chickenshed understand students have to work sometimes in order to be financially stable"
3. "Our student fees are considerably lower than other Universities"

PROBLEM in HE:
"Students in HE are afraid of growing tuition fees £9250 fees and growing debt"

CHICKENSHED STAFF AND STUDENT'S SOLUTION in CHICKENSHED HE:
Make potential students aware that CS give to every student a Higher Education Support Bursary of £2500 that they don't have to apply for to keep fees at £6150
Chickenshed fundraises for these Bursaries