

## **Optional provider submission template for TEF 2023**

### **TEF SECTION 1. Provider context**

Chickenshed is an inclusive theatre company and has been working with children, young people and adults for nearly 50 years achieving National and International recognition for inclusive practice. It has been an accredited education provider for twenty years and is a recognised expert in Inclusive Education and Theatre Practice. Indeed it is this recognition that prompted Middlesex University to award Chickenshed founders Mary Ward and Jo Collins honorary doctorates, also leading to the 23 year old Higher Education partnership whose outcomes have been a Foundation Degree and a BA Top Up Year both in Inclusive Performance with both courses demonstrating inclusive theatre education theory into practice to the highest and most realistic degree. .

Chickenshed's overarching aim is to change lives by bringing young people from all social and economic backgrounds, cultures, abilities and areas of underrepresentation together to study creatively together. Some are extremely vulnerable, have previously been excluded or separated from mainstream education settings and/or marginalised by disadvantage in society with all tangibly benefitting from the inclusive nature of the company. 60%-65% of students in HE courses have Education Health and Care Plans/DSA eligibility whilst 70%-75% have multiple underrepresented equality characteristics.

Founded in 1974, Chickenshed has grown from a small group of enthusiastic young performers, working in a disused chicken shed, to a pioneering organisation with regional, national and international reputations. It now operates from a purpose-built venue in Southgate, North London and a branch in Kensington and Chelsea (an area itself polarised between those with identified social priority and those from very wealth privileged backgrounds). Chickenshed works proactively with 90 HE Students, 20+ Alumni and 70+ Further Education students at base whilst also working with 15,000+ children and young people from areas of similar disadvantage and need. Students work regularly with these groups to promote inclusive access and aspiration. 85% of staff working in education and theatre programmes have graduated through Chickenshed HE courses – providing exceptional role modeling from underrepresented groups AND for the existing underrepresented student groups who learn from them.

Through its HE and FE fully accredited work, outreach programmes and participatory programmes, Chickenshed supports over 1,000 young people and children every week. Its work incorporates professional performing arts activities where participants develop high quality inclusive skills in acting, music, dance and performing arts, as well as building a range of research employability skills such as teamwork, leadership, adaptability and interpersonal skills. Working alongside professional teams of teachers, directors, actors, musicians, choreographers, dancers and writers, students have the opportunity to learn and perform in a working theatre, both onstage and behind the scenes with an extremely wide range of professional development opportunities. Where theatre and education experienced the challenges and barriers of Covid, Lockdown and 'Covid Scarring'. Chickenshed experienced these same barriers and overcame them with the help of students who worked with staff to negotiate and set challenging targets for ongoing in person and online delivery both for students themselves AND for their linked Outreach community arts target groups to promote continuity of practice, delivery and wellbeing.

The Education arm of Chickenshed has some 160 learners studying on BTEC Level 3 Extended Diploma, Foundation Degree and BA courses each year, many of whom achieve these highly

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valued transferable qualifications and progress to work in Creative Arts related industries and education. Many work or continue training at Chickenshed with work and training related to their study including performance directing, teaching, student support, youth and community work and other areas where performing arts are combined with education and inclusive practice industry pathways. Progression from FE to higher education is outstanding and HE managers monitor and constantly improve and develop pre-access, access, continuation, success and progression elements of the student cycle.

Chickenshed students study, train and work in the core aspects of inclusive performing arts and education easily meeting the requirements of the qualifications and industry standards with added developments in inclusive practice – much coveted by the industry. Retention and achievement are outstanding despite many challenges, including: personal circumstances, rapid health deterioration, financial hardship, chaotic personal backgrounds with 60% having mental health issues as one of their multiple areas of underrepresentation and need.

All equality/protected characteristic areas of achievement match or exceed National Benchmarks.

The distance travelled journeys from the 60% of students who struggled at GCSE Level with Level 3 entry qualifications and then achieve Foundation Degree and BA with First or 2:1 Upper Second levels of accreditation – is a tribute to the levels and intensity of inclusive practice both over the last 4 years AND over the past 17 years of HE delivery.

Chickenshed Higher Education managers work with the Executive to ensure teaching and support resources AND professional material resources are outstanding and provide a stimulating and professional learning environment. Staff make excellent use of these resources to ensure an inspiring learning environment for students with professional, public outcomes. There are highly skilled professional opportunities for learners to perform or support in the on-site working theatre working with professional directors, actors, musicians, choreographers, dancers, writers and education researchers – specialising in practice as research. Tutors operate team teaching methods which have been commended by external agencies such as QAA.

High quality collaborations with professional partners in professional situations enable learners to not only develop their skills in performance, technique and leadership but also to observe and make informed decisions about professional pathways and opportunities.

Students demonstrate high levels of concentration and commitment in 'practice as research' study, they work hard and learn how to cope with the long hours and physical demands of a career in performance – performing arts education community arts and/or inclusive performance – which are the main progression routes.

Safeguarding is effective; learners FEL safe and ARE safe and know how to raise any concerns they may have Designated Safeguarding staff to student ratios are high – 1 to 12. Lived Experience, Equality, Diversity and Inclusion, Unconscious Bias are embedded in the curriculum and enhanced work.

Chickenshed seeks to highlight the unique nature of our programmes for the Teaching Excellence Framework Process and the inspiring, inclusive environment in which the enhancement offered to students sits. 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. Chickenshed

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believes that we offer one of the few fully inclusive HE 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" and inclusive practice pedagogy 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 much higher than usual proportion of our intake come from underrepresented index of multiple deprivation (IMD) and EHCP/DSA eligible backgrounds. Students choose to study at Chickenshed in order to get an opportunity to study alongside students from both different and similar educational backgrounds. Those students who are from mainstream backgrounds choose Chickenshed as their first choice of HE provision in order to have a professional educational experience that affords them inclusive knowledge and development – both in their artistic study environment and professionally modelled performance opportunities – a provision they would struggle to find elsewhere. The use of team teaching, work shadowing, "practice as research", development and high quality team monitoring and team assessment enable our cohorts to often achieve both higher than National Benchmark learning outcomes and overall achievement plus an inclusivity of professional practice and development which we believe, is unique to Chickenshed and which is constantly evolved developed and improved through student and staff interaction.

Chickenshed's average Access figures in the last 4 years for underrepresented groups is between 3 and 8 times the average for Universities nationally for EHCP/DSA eligible students from externally or self-identified disability backgrounds. Access figures for Black and Global Majority (BAME) students at 45%-55% is between 20% and 25% higher than National Benchmarks (taking an average of the last 4 years) – and the same percentage higher for identified social priority (Chickenshed average 40%-50%). For students with multiple levels of underrepresentation and need including disability, Chickenshed's access average of 70%+ over the last 4 years for multiple underrepresented groups including disability) is 40% - 50% higher than the National Benchmarks where statistics for multiple underrepresentation including disability are collected. This is not always the case for multiple needs and multiple areas of underrepresentation which are often not collected and disclosed. (These figures are taken from Office for Students and Access and Participation Plan collated data for 2018-2022 also Office for National Statistics (ONS) data (2021-22).

Chickenshed has developed, diversified and increased the high quality of its inclusive teaching and learning practice to cater for the intensive needs of students over 3 years disrupted by Covid, Lockdown and Covid Omicron

There has been major, considerable impact in the shape of teaching, learning and assessment barriers to overcome and strategies needing to be developed to both instil some sense of normality and also some sense of 'catching up', catching up has included: filling gaps, interventions, understanding the mental health and confidence damage that students both existing and new have faced and brought with them to meet their learning challenges. Even in the last year when there was of course no Lockdown and no sustained group period of remote learning to negotiate, considerable interventions, adaptations and strategies to provide continuity of in person learning had to be developed. Both theatre AND education experienced considerable negative impact. The

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different waves of uncertainty and intermittent certainty, the new Omicron variant and really high case numbers did cause consistent, steady problems which had to be approached and countered to enable the normal progress AND the compensatory intervention measures to be planned, resources and actioned. Neither Chickenshed education – nor Chickenshed Theatre (where much accredited education takes place) experienced periods of closure – unlike many organisations in the industry.

These were the main positives organised for Teaching, Learning and Assessment by Chickenshed to enable coverage intervention and catch up.

A fuller indeed "overfull" Teaching and Learning project programme to ensure course work were areas were covered and there were sufficient, substantial "learning safety nets" and support intervention opportunities to both allow for course achievement AND concept, knowledge and skills catch up. Extra student involvement in combined accredited module and employability projects including the following;

- Extended enhancement through student representation platform devising opportunities
- Autumn /Christmas Professional Production extension of opportunity
- Fundraising practical intervention programme development
- Outreach programme development and project design/management opportunities
- Audience development opportunities through extra work shadowing and modelling
- Community Arts and Early Years programme

Additional involvement of Senior Education staff in Tutor/ Mentor/ Assessment programme with extra staff resources targeted at course accreditation fulfilment for both all Higher Education groups and courses.

Additional involvement of students in the formulation and delivery of Chickenshed Artistic plan programme and related projects

Additional professional skills improvement focus and specialist staff input with module discipline skills activity extensions for Autumn, Spring and Summer projects

Professional Skills review and critical analysis sessions organised in Summer Term both for accreditation and compensatory support interventions

Larger coordinated extra interventions and enhancement work included:-

Use of extra staffing and support/ Safeguarding and Health and Safety measures to monitor and compensate for sudden Omicron disruption with Chickenshed commended for keeping very large Professional performance projects running safely and consistently in the face of mass professional theatre performance closure in London. These projects were accredited and needed intense support and monitoring to enable students to achieve and catch up making use of support interventions.

Enabling student lived experience and experience of underrepresentation barriers to be made the teaching and learning subject and focus of accredited projects and programmes. This to enable accreditation not to be seen as separate. This strategy extended to Covid Lived Experience.

Intense extra teaching, learning and assessment focus on employability and career/future planning. This included extension of programmes with Higher Education students for role modelling and work shadowing experience.

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All of these interventions were needed throughout what we would call the three 'Covid Years' with Chickenshed students working with staff to both develop online mechanisms for performing arts delivery, teaching and learning whilst also returning to full in-person learning at the earliest, feasible opportunity. Chickenshed was commended by the Office for Students and external examiners for its approach through Covid years.

## **TEF SECTION 2. Student experience**

### **Teaching**

Chickenshed's Inclusive ethos and practice means that fundamentally we value, respect and empower each learner's individuality and the personal contribution they can make, to not only the course content- but the personal contributions they can make to society after they graduate. In order for individuals to have this self-belief that they can affect change- we as their Higher Education Provider make it our responsibility to empower our students and to create a safe, vibrant, inspiring and challenging learning environment- so they see that learning is something enjoyable and life-lasting. This in essence is at the heart of our approach to student experience- the different aspects of which we want to highlight for the TEF.

Chickenshed consciously has a large teaching team of tutors who are also Professional Practitioners and experts in their discipline, many of whom are Chickenshed Alumni. Learners are able to see their tutors practically being able to do the very thing they are teaching them to do- and so learners are able to aspire to be at the technical ability of their tutors. We consciously employ a large tutor team so that learners have regular access to this sharing of technique, skill, insight and ethos by those who they may aspire to. Ensuring our students are always inspired by and central to the Professional branch of Chickenshed's work- either on or off stage is one of our key principles at Chickenshed. Professional Performers doubling as support staff, mentors or tutors allows for teaching to be continuous- not only in set teaching spaces- but also on stage while they perform together- and also in "down time" whilst students are either waiting for their next lesson or rehearsal. We constantly see the outcomes of this teaching method and student experience through not only the attainment and achievement of our students but through our recent National Student Survey results. For the questions asked in "the teaching on my course" section- every answer 2021 and 2022 was on average **10%** higher than the sector average- showing our students not only positively respond to our teaching styles- but value it. Over the last 3 years we have excelled and expanded this approach to teaching as the global pandemic not only highlighted barriers individuals face within life and so education- but it also created even more. So Chickenshed had to and was responsive to this huge need- with this being reflected in two years of well above sector satisfaction benchmarks for NSS.

At Chickenshed we have created what we refer to as the "Cascade Teaching and support Model", twinned by our Team teaching and support/mentoring approach, whereby every session or rehearsal delivered to our students (regardless of the size) is delivered by a team of tutors. This (although a costly commitment to our students) has now become embedded in Chickenshed practice, as the value to the student experience is priceless! Learners are able to access at any point during a session one-to-one support from a tutor, whether this be for clarification on learning material or support on a pastoral issue (which would if left unsupported affect learning). This support is able to be given quickly without learning having to be halted for other students (which is what can happen in traditional HE learning environments where typically there is one lead teacher and occasionally one teaching support). Hence our NSS results for the statement "I have been able to contact staff when I needed to" being 8% higher than Sector average. The recent External

Examiners report comments that “the pastoral and pedagogical support offered to students continues to be exemplary”- Chickenshed held this comment with high regard as many education institutions have struggled to efficiently support students through the pandemic and learners have been seen to have to pay the price for this. We purposefully fundraised for finances to invest in our teaching methods in order to “continue to be exemplary” in this field.

In order to actively engage students, so that they can commit to their learning and adopt the “Deep Approach” to their education (Marton & Saljo 1976)- students have to be able to engage with their teacher- who is the link between their want to learn/achieve and the materials/knowledge they need to do so. Delivering seminars and rehearsals in teams increases drastically the chances that a learner will be able to connect with at least one of the teachers within the tutor team, thus being able to connect with course content.

Our Cascade Teaching Model refers to the make-up of our teaching teams. We purposely have representations from all teaching levels and specialist disciplines on the same team- from Executive Management to trainee mentors and recent Alumni. We believe this enhances student experience and ambition- Students are able to see in their lessons/seminars the journeys and Outcomes of employment after they graduate “if you can see it you can be it”. Our aim is for students to feel empowered talking to members of Senior Leadership- whether this is to discuss course content or worries, but also for students to understand their voice is valued no matter the “level”- which will have benefits for individuals long after they graduate from Chickenshed and enter the world of full time employment. This teaching model also practically demonstrates our belief that learning is a cycle (Kolb 1984)- students experience not only tutors teaching them- but them being able to teach even the most senior educator at Chickenshed. Through the difficulties that COVID-19 threw up- this was ever more evident as our students were leading on how to create a new form of Inclusive teaching, blending at home working and performances with on-site delivery and performing. Chickenshed continue to use methods we mastered during the numerous Covid interruptions as together with the students we found ways to not only overcome the barriers but to make them learning assets. This was no better demonstrated than a student performing with their peers via zoom during their live end of year production as they were having to isolate- but wanted to connect to cast and audience.

### **Support and Mentoring within the Student Experience**

Underpinning our teaching practice at Chickenshed is our Support Team Structure which is paramount to course delivery. Students, society and other Education bodies have all identified the on-going effects of COVID-19 and what is being referred to as “Covid scarring”. Whereby the disruption, fear, isolation, financial hardships and loss of loved ones during the world-wide pandemic did and indeed still does affect the present and future health and well-being of all students and their learning and progression chances. If resources are not increased to minimise and support these difficulties- learning would undoubtedly be affected. Chickenshed responded to the pandemic by increasing our Support and Mentor Team by 40% in the last 3 years. These staff members are in addition to the Team teaching tutor structure already in place. At least 2 members of the Support and Mentor team are present in all sessions, rehearsals and seminars. Their focus during these sessions is to support the mental health of students in whichever way they require, so that they can continue to access and flourish whilst accessing course content. This support encompasses a wide range of methods including one-to-one mentoring during or outside of learning hours, support with communicating with external agencies i.e housing, Student Finance and DSA application, support with using our Virtual Learning Environment, support with progression aims. If support needed requires a specific specialism linking students directly with the

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right provision e.g counselling, the safeguarding team are accessing Chickenshed's own, privately fundraised "Hardship fund". For subsistence and financial support- with the proportion of funding provided being 8%-10% of course income- a high ambitious but achieved target-very supportive of the student experience.

100% of Chickenshed's Support and Mentor Team are our very own Student Alumni. We have found that the benefits of employing members of our Student Alumni far outweigh the cost of this provision. Their lived-experiences of progressing through Chickenshed's Education programmes, allows for reliable, honest, true advice and support to be given to our current cohorts. As well as inspiring our students to stretch and develop their knowledge, technique and skills to their fullest potential.

Chickenshed's large Team Teaching teams, being supported by our extensive Support and Mentor Team allows all of our students to have access to outstanding quality pastoral and academic support which is able to be tailored to their individual learning needs.

To ensure our Support and Mentor Team are equipped to respond to the ever changing needs of our students effectively and safely we have in the last 3 years increased the amount of external training our tutors and support team complete (this is in addition to the constant training staff receive daily whilst working within our Cascade Training model). An example of some of the external training completed includes Employability Training, Specific Discipline training, Adultification Training, Mental Health First Aid training, First Aid Training, Trauma training, Transgender awareness training, Safeguarding training, Equality, diversity and Inclusion training, Unconscious bias training and Mindfulness training

We have for the last 5 years fundraised for a private, in house Counselling service which, can provide this provision on- site and are here solely for purpose of supporting our students. We first introduced this provision in response to the extensive waiting list we see on the NHS- who are massively over-stretched. Our students are able to quickly access this resource within on average a week and a half of identifying their need to staff- which is essential when trying to support an individual's Mental Health and Well-being. Having to wait for months sometimes years for free counselling has (we have seen) destructive effects. In response to the overwhelming stresses brought on by Covid-19 we have doubled this provision to be able to match the increased support needs of our students.

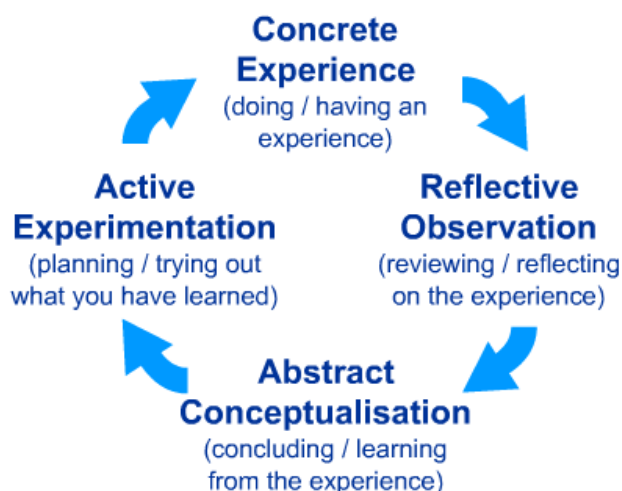
Chickenshed is dedicated to supporting our diverse cohorts- through continuous discussion with students, services and with the evidence of our students' academic achievement through incredibly difficult circumstances we know that our commitment to support and the acknowledgment and appreciation that the student needs to be supported holistically in order to academically achieve is why this method is embedded in our teaching.

### **Learning and Feedback**

An important facet of education- especially Higher Education where the goal for any degree awarding establishment is to produce autonomous, inspired and engaged learners with a desire to continue learning into their professional lives is "Feedback". At Chickenshed we see Feedback in its widest form- and as continuous- Feedback from tutors/mentors to the student. Then feedback from student to staff on learning materials and delivery and then back again- feedback on changes made or reflections.

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Chickenshed uses Kolb's Learning Cycle as the foundation for many learning materials and methods taught to the students and all experiences students are exposed to. See below a diagram showing Kolb's view of education- "Learning is the process whereby knowledge is created through the transformation of experience"



With this being our approach to learning, feedback is then entrenched in our practice- Our recent NSS results show that our students notice and value the continuous, highly effective feedback they receive as well as our aim to make criteria as transparent and digestible as possible with results being on average 20% higher than the Sector average.

	Chickenshed result	Sector %
8. The criteria used in marking has been clear in advance.	80.00	69.74
9. Marking and assessment has been fair.	76.00	69.50
10. Feedback on my work has been timely.	80.00	65.89

In order to give effective feedback to learners- feedback needs to be given in a way that the learner can receive it. Thereby we carefully structure how our feedback is given at Chickenshed- creating as many opportunities as possible for our learners to engage. Some of our feedback structures are listed below

Traditional Feedback- we provide formal structured feedback opportunities, whereby a student and teacher reflect on workings and set targets for future aims.

E-communication Feedback- feedback is given continuously via email. Feedback given on reflections of sessions or rehearsals, work a student may want to share privately with a tutor before sharing it on the Virtual Learning Environment.

Year Group Feedback- Years groups have regular opportunities to either give or receive feedback as a year. Discussions led by tutors are sharing course calendar, assessment criteria, how to achieve your best. Discussions led by learners are sharing their ideas (based on their experiences) on how to improve modules in the future or immediate changes that could be made.

Small group peer feedback- Groups of students with similar interests or who are partaking in similar enhancement opportunities are given feedback on development, reflection and how to improve inclusivity for such projects in the future.



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Feedback on VLE- Students are given written feedback on posts made on their Virtual Learning Environment

Effective feedback layers a variety of methods in response to student need with the feedback method tailored to the individual student's communication and learning styles.

At Chickenshed we refer to "Practice as Research" as one of the many learning methods which we have adopted. This notion is relevant to learners who are studying vocational, practical courses- whereby every experience undertaken is a research opportunity and should deepen their practitioner understanding in their specialised subject. At Chickenshed we guarantee students a range of professional level experiences every term to allow for continuous "practice as research" opportunities and so constant practitioner development. We support students in capturing this research in line with what Kolb refers to as "Abstract Conceptualisation" - through discussions or written work. The Student will go one step further and translate this information into artistic material- which aims to teach audience members concepts which they have learnt through their "Practise as Research". Many opportunities are for curriculum educational gain through professional practice sharing. Some are then for enhancement and others for support Interventions. All have professional practice and learning knowledge and skills at their heart.

We believe that empowered and confident individuals can then learn and achieve to their fullest- we layer all our learning environments to encompass as many learning styles as possible. For example every "teacher led" discussion/seminar, students are given printed text to follow, all seminars have a practical workshop element attached to engage kinaesthetic learners. Hand-outs are emailed through to learners who want to deepen their knowledge outside of the formal teaching environment. (Group discussion and reflections are included within all session plans- and time at the end of seminar is given as de-brief/reflection time. This is an example of how Chickenshed, led by its Inclusive ethos strives to create a thriving, safe and engaging environment suited to the diverse range of individuals who inhabit it.

## **Resources**

Chickenshed is a purpose built Theatre- whose structure includes a Main House Theatre which can hold up to approximately 350 audience members, a Dance Studio, a smaller Theatre which can hold up to 80 audience members, a recording studio, a Music room, Costume department and costume stores, production department & props stores and several other practical rooms designed for rehearsing. All our performance spaces are fully equipped with stage lights, microphone, props, costumes and everything else needed to run our professional productions. Our dedication to our students and the learning environment we set up for them means we ensure student access to all resources we have in our live working professional theatre. Our students also not only have access to these resources but also to structured spaces where they can learn how to operate within a professional theatre space. For example our students experience being a Deputy Stage Manager or Follow Spot operator on a rota in our Christmas Show whilst also having the practical on-stage performance opportunity.

In the last 3 years through discussions with our students they suggested they would like their End of Year Performances to extend their work in the Main Theatre to widen the reach of their performances and so their message. So we moved all performances permanently to the Main Theatre space. For all of their sharings we provide a lighting designer, sound technician, costume designer, set designer, production team and Front of House team. This is so they can experience

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all aspects of theatre- but more importantly for them to see the value and trust we put in them as Inclusive Theatre Practitioners.

Further to ensuring that resources are never a barrier to education, we have invested over the last 2 years in extensive I.C.T equipment with professional projection facilities in every teaching and rehearsal space. This was to not only enhance and improve learning spaces and widen the teaching/researching resources students regularly have access to- but more importantly it was to close the socio-economic gap which has always existed- but became ever more noticeable during the pandemic. Students are supported to enhance their technological skills and weave these skills into their Inclusive Practitioner work.

Chickenshed fundraises every year for Provision which supports students who struggle financially. This fund supports students in need who require help with travel, food or clothes expenses. We do not means test access to this fund- as students can fall into vulnerable situations regardless of their household income. We allocate a staff resource to not only manage access to this fund- but to also support students who become homeless or struggle with other vulnerabilities that require external agencies support.

The support initiatives mentioned above are all underpinned and disseminated through our extensive staff team- who are the most valuable resource Chickenshed invests in. These measures hugely enhance the student experience- both for curriculum educational gain- but also for professional level modelling and proactive independence.

Our students have always been the most insightful advocates of Inclusion- and through their experiences they are best placed to review the delivery of their Degree courses. We purposely create several spaces throughout the Academic Year for our students to reflect on their modules and course delivery style, to then inform Education Management how we can improve. Chickenshed is a small provider with an average of 75-90 H.E students. A huge benefit of being a small provider is that we are able to respond quickly to suggested changes made by our students. It also means we are able to gather opinions from all of our students- instead of just an elected few which is what sometimes happens in much larger Universities. Student and the student voice advocate for change and enhancement- and Chickenshed realises their ideas and so their potential.

At all our validation experiences our students led heavily on some major programme design changes- which we followed through on. Through several Student Experience meetings and year group meetings Chickenshed made changes to our Foundation Degree and our BA (Hons). We so proudly can say these changes which improved our courses hugely were led and initiated by our students. We created an Employability Module, an Outreach and Community Arts module- and many other changes on how existing modules were taught. Programme Design is constantly reviewed by our students at Chickenshed- with staff ensuring these discussions happen regularly. These conversations have become so entrenched in our student community- that these reflections are regularly passed onto staff outside of the allocated review times. We see this as one of our biggest achievements as it pays tribute to the learning community Chickenshed strives to create- which is centred on the empowerment and value of each individual student.

As mentioned previously Chickenshed Unique Selling Point, is that we are a live working professional theatre Company- whose ethos and workings are regionally nationally and globally renowned. Our commitment and value of our Education programmes means we consciously include our students in not only the professional paid aspect of our Artistic division but we also

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include our students on as many of our commissioned work projects as possible. Below is a list of some of the Professional Enhancement Experiences our students have been part of this year – with many offering intermittent paid work opportunities. Universities have a role in offering work and opportunities to students. Part time work- can be crucial for financial stability, skills development and confidence.”(Guardian interview with the Director of the Association of Graduate Careers Advisory Services 2012)

**A.** Chickenshed Public Christmas Production - This is a run of 60 performances. The cast is made of staff, students, alumni and other Chickenshed Members. This year the show received multiple 4 star reviews by The Times and The Guardian. (See References Link for the articles all from November/December 2021).

**B.** Chickenshed’s fundraising Gala October 2022 - this fundraising performance saw Chickenshed observed by ITV and then commissioned for a potential broadcast.

**C.** The Olympics Return Home Ceremony - Chickenshed performed alongside Misha Paris at the televised Olympic Ceremony concert for the Olympic Team returned from the Games. The event was at Wembley Arena.

**D.** Queen Jubilee Concert - Chickenshed and its students were invited to perform alongside “M People” to celebrate the Queens Platinum Jubilee. This performance was televised on the BBC and had a live audience of over 10000 people in Manchester Arena.

**E.** Project development in Finland- Chickenshed was invited to Finland to share our practices with several large organisations. Including performances and workshops in the US Embassy, the British Embassy and the Finland Embassy. Work by staff alumni and students supported the development of Helsinki shed – a new inclusive theatre for Finland and the Helsinki Community- students have helped us set up 20 of these new inclusive theatres-with 2 in the last 4 years and many more in the year 17 years of HE experience.

**F** Students have gone into over 40 education and social inclusion organisations to share inclusive practice- This is made up of Pupil referral units (now referred to as SMEH schools), special schools and alternative providers of education, universities, community groups, colleges and theatre providers amongst others.

**G.** Students have supported and led Chickenshed Diversity and Inclusion workshops teaching organisations how to be more inclusive- including workshops at Oxford University- and with other businesses and organisations such as Public Health England, the NHS, BT, the Cabinet Office and others.

**H.** Chickenshed students have a real commitment to moving forward the cause of more inclusion and access to HE for all underrepresented and multiply underrepresented groups. To this end students and alumni have led HE platform presentations and performances for Independent Higher Education (IHE), Kings College and University of London to name a few HE providers – as part of this dissemination of practice agenda.

These experiences are resourced by a mixture of Chickenshed staff Alumni and Students allowing for learning to be had in real life situations. This embeds teaching and allows for constant reflection and improvement. We believe that Higher Education should mimic and include as many experiences which may be encountered in an individual’s working life. This allows for learning content to be transferred. Success is found in these transferable skills. So providing as many “real” opportunities to our students whilst they are with us gives individuals space and time to use,

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improve and create these transferable skills which are going to be so valuable to them as they progress in their lives. The professional theatre is unique- the inclusive practice range is unique and we believe the student experience, which both helps to forge this AND benefit from this, is also unique.

### TEF SECTION 3. Student Outcomes

<u>Target Group</u>	<u>Intake Rate %</u>		<u>Pass Completion Rate %</u>		<u>High Grade Outcomes %</u>	
	BA		BA		BA	
	Chickenshed HE	HE Sector Nationally	Chickenshed HE	HE Sector Nationally	Chickenshed HE	HE Sector Nationally
Whole Cohort			94%	67%-92%	65%-74%	-

<b>Outcomes</b>						
<b>Students from diverse ethnicity/ BAME</b>	<b>58%</b>	<b>28%</b>	<b>94%</b>	<b>78%-98%</b>	<b>61%-77%</b>	<b>58%-76%</b>
<b>Students with externally identified/declared disabilities</b>	<b>79%</b>	<b>15%</b>	<b>96%</b>	<b>86-90%</b>	<b>58%-69%</b>	<b>62%-74%</b>
<b>Students from areas of disadvantage/ Low HE Representation Index Multiple Deprivation</b>	<b>52%</b>	<b>12%-20%</b>	<b>94%</b>	<b>74%-88%</b>	<b>62%-78%</b>	<b>58%-70%</b>
<b>Students with Multiple areas of underrepresentation/ need/ intersections of disadvantage</b>	<b>70%</b>	<b>-</b>	<b>91%</b>	<b>75%-85%</b>	<b>58%-69%</b>	

Note for Chickenshed and sector High Grade Outcomes and for sector Pass/Completion Rate we have listed the range of outcomes for the last three years as opposed to a single aggregated or averaged figure. This reflects the fact that some of these years are Pandemic interrupted/affected years so the range is more relevant. The range shows the lowest and highest outcomes achieved in the 3 years by Chickenshed and similarly reported for the sector.

Chickenshed outcomes for the different stages of the student cycle associated with entry and on course metrics are represented on the graph that opens this section of the TEF. The data shown highlights the range of outcomes from the last 3 years of course delivery which obviously include Covid Years/Lockdown years and also the latest Covid Omicron year.

It is important to link Access stages of the student cycle to the other stages as the extent to which Chickenshed hugely exceeds or exceeds all of the National Benchmark averages for Access (as published on OFS Access and Participation Plan data and HESA Data) is significant. What also needs to be highlighted in terms of student 'Education Gains' is the distance travelled data that supports an understanding of how much of an educational gain access to a place in the HE can be for a young person. So for the cohorts who have gained access to Chickenshed's Higher Education courses over the last 3 years – 60% had Educational Health and Care Plans and did not have the standard GCSE qualifications which are often pre-requisite for Level 3 course study. This posed significant support need for Access itself as an outcome requiring significant intervention by Chickenshed on its Further Education BTEC Level 3 Performing Arts course study achievement of the qualification together with support for external organisation applicants. These intensive Access and Induction interventions were still needed with Education Health Care Plans rightly applying to young people until they are 25 years of age. With this in mind, continuation rates of 94%-96% and completion success rates of 91%-100% over the last three years of HE Outcomes further magnifies the distance travelled narrative and is absolutely vital to understand in terms of educational gains.

Distance travelled narratives which reach back through Level 3 Performing Arts study and reflect the overcoming of barriers to reach and progress through Higher Education are vital to portray, represent and understand with accompanying levels of underrepresentation and multiple underrepresentation also relevant.

So of the 60%+ of students with EHCP's and a GCSE profile that would often exclude them from Level 3 work – 70%-75% in the last 3 years were experiencing multiple levels of underrepresentation with subsequent barriers to their education and lived experience. These barriers existed prior to Covid/Lockdown but were intensified by the pandemic with research from the Office for National Statistics (ONS 2021-22) confirming these barriers to outcomes particularly for individuals with disabilities or multiple disabilities.

Chickenshed works intensively to provide student experiences which promote positive success/achievement outcomes for all students whilst also continually providing evaluating and adapting the interventions and enhancement measures to track and realise educational gains for underrepresented and multiply underrepresented individuals and groups together with ALL students. So students from diverse black and global majority (BGM) backgrounds have achieved 94%-100% completion/achievement rates leading to between 66% and 77% high grade outcomes over the last 2 years.

Similarly students with externally identified and self-declared disabilities including mental health, experience similar levels of completion/achievement of high grade outcomes.

Students from areas of disadvantage (Index of Multiple Deprivation - I.M.D) again experience the same high levels of achievement/completion with 69% average attaining high grade outcomes.

For students with multiple levels of underrepresentation/intersections of disadvantage experienced 91% - 96% completion/achievement and used interventions and Chickenshed support frameworks to attain high grade outcomes ranging from 69%-91% with one lower outlying year of 56% where Covid was clearly a factor particularly for those experiencing medical vulnerability as one of their areas of underrepresentation.

So the combination of enhancement and support interventions has led to highly positive gains in continuation, achievement and high grade outcomes in Success areas of the student cycle. High grade outcomes clearly approximate to National Benchmarks.

Chickenshed highlight the pre-students cycle distance travelled narrative and link it to the completion/achievement student cycle narrative in order to articulate the support needed and provided to overcome the many 'pre-HE' and 'on – HE' barriers which are the individual starting points of many students. These students in turn need and deserve the multiplicity of enhancement measures and tailored support intervention methods which Chickenshed always provides to enable the ongoing eradication of equality gaps for all students who the organisation work with.

In order to develop both an enhancement framework AND a support intervention framework to devise and develop individual approaches to educational gain, Chickenshed enabled the design of curriculum 'practice as research' milestones where lived experience of students was embedded into the academic framework. Lived Experience and its potential contribution both to confidence and wellbeing outcomes but also to curriculum outcomes and educational gain has certainly been a positive factor in increasing, concrete educational achievement/success with extra 'Practice as Research' curriculum projects and performances for accreditation being developed for enhancement.

Another factor where accredited outcomes educational gains (both knowledge and skills) and professional employability factors coincide stems from the inclusive ethos of the course curriculum and the enhancement curriculum. This inclusive ethos which also represents every inclusivity/equality and diversity responsive Chickenshed HE student intake – is written into the course achievement criteria adding a dimension of weight and currency to the profile of students entering the performing arts/theatre/creative arts world. This is also a world where inclusive awareness and practice is top of the agenda for so many organisations. Professional providers are struggling when being held to account for a lack of or a limited understanding of an inclusive dimension to their practice. Developing course curriculum and enhancement criteria where inclusive awareness theory and practice are an integral part of the accreditation process and course outcomes enables significant and tangible educational gains not always represented in HE creative arts courses. Indeed inclusivity criteria often make the difference for grade boundary assessment and employment continued education. An inclusive awareness has often been integral to employed roles and has yielded the highest percentage of employment progression opportunities for Chickenshed students in the past 3 years and also in pre-Covid years.

### Progression

In terms of progression where Chickenshed access continuation/completion and success/high grade achievement are outcomes which are generally at or above National Benchmarks – progression outcomes are improving all the time but have been below National Benchmarks for some of the past 3-4 years. The 'distance travelled' narratives which have already been articulated and the importance of tracking back to pre-Level 3 educational and lived experience – does need to be taken into account, as does the current employment situation for performing arts graduates in general and for performing arts graduates with multiple levels and intersections of disadvantage and underrepresentation in particular. None of this in any way dilutes Chickenshed's commitment and passion to change conditions externally to enable further more sustainable progression pathways. As always though context is important and helps inform the progression interventions Chickenshed has made and is passionate about continuing to make.

Progression post Foundation Degree to Chickenshed BA or other external education or to employment is very high. Regular data shows between 88% and 94% progression to accredited educational pathways – in the vast majority of cases this being successful application to and study in Chickenshed's BA (Top-Up) Year. In a minority of cases progression is to external HE accredited courses – with all being reportable OFS outcomes.

Progression from BA to employment/continued education has been 45% to 52% with most recent data for the academic year competing in July 2022 showing 66% of students and outlining improvement against benchmarks – with always more to do.

Employment which is full time or over 25 hours at Chickenshed had between 21% and 26% of students achieving this as a pathway in the last 3 years whilst part-time less regular employment at Chickenshed veered between 16% and 22%. Progression to accredited postgraduate education has veered between 9% and 12%. Between 75% and 85% of main employment for students either at Chickenshed or external has been in a field related to their BA course accreditation either related to inclusive theatre, performing arts industry or performing arts and inclusive education. Progression statistics are thus still lower than National Benchmarks in the last 3 years with an improving picture but also a series of contexts being important to outline for genuinely inclusive provision.

### **External Context for Progression**

For students with disabilities/multiple levels of disadvantage and underrepresentation UK unemployment has and is a serious, longstanding barrier which seems to operate on a sliding scale of severity of need/social situation (Office for National Statistics ONS 2021-22). This negative situation is further compounded by (a) arts graduates finding 'significant barriers to employment and (b) Performing arts graduates often experiencing 'long term unemployment' and interrupted intermittent employment ([University of Southampton Research Report 2021](#)). This situation was compounded by Covid but to some degree many factors existed before the pandemic.

### **Employability for students with disabilities/multiple need and disadvantage**

Over 50% of individuals with disabilities are unemployed currently in the UK with this rising to up to 82.5% for individuals with severe/specific disability challenges which often include neuro-diversity/autism and/or severe mental health challenges involving intensive/regular professional intervention. Unemployment percentages for individuals with learning disabilities can be as high as 93%. (ONS – Office for National Statistics 2021-2022)

Chickenshed student cohorts encompass many students facing these barriers.

### **Specific Performing Arts Barriers**

In addition to these barriers related to general employment and also to disability - (particularly more severe disability and multiple disadvantage) there are specific significant extra barriers related to Performing Arts employment when looking at the overall situation for Arts employment in general.

For example 86% of Arts graduates found "significant barriers" to employment after Covid with those with Creative Arts degrees being most likely to be unemployed for long periods of time. The situation for Performing Arts is the worst which exists within the wider creative arts.

Less than 30% of Performing Arts graduates received positive offers after employment application during and post Covid as theatres and community organisations contracted as part of the sharpest end of the pre and post Covid barriers. 40% of performing arts graduates are experiencing what they feel IS or is GOING TO BE "long term unemployment" with another 24% saying different types of intermittent part time employment (including in unrelated fields) is all they feel they can realistically aim for. (Association of Graduate Careers Advisory Services AGCAS 2021/22)

However the term 'Covid Scarring' defined by, amongst others the O.E.C.D (Organisation for Economic Cooperation and Development 2021) defines an important factor in outlining and signposting the 'barriers' to educational gains – particularly but not exclusively Progression – that have had to be overcome by an organisation such as Chickenshed, (representing so many underrepresented groups) – and its students over the last 3-4 years.

### **Covid Scarring**

Covid "Scarring" is a term used to define the combination of social and economic barriers current and future caused by the Covid Pandemic which have affected individuals and groups being able to positively identify and pursue social, educational and career aspirations, this situation at the same time can also affect the capacity of Government societal organisations and institutions to respond to the extra social, economic and psychological demands of this "Covid scarring ". Research has identified that those experiencing underrepresentation and significant



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underrepresentation can be most affected by Covid Scarring. (O.E.C.D World Health Organisation, ONS – Office for National Statistics, Ofsted 2021-2022). Even when the economic shock of the Pandemic does eventually dissipate the crisis may result in permanent damage or 'scarring'. 'Scarring' is also a phenomenon that affects individuals whose employment outcomes are impacted by situations outside of their control. Depletion of immediate and longer term career prospects a kin to 'scars' forming in employment experience and identity. (AGCAS/University of Southampton 2021)

### **Chickenshed Approach to the Challenges of Covid Scarring, post-Covid progression and Education Gains**

Chickenshed has been uncompromising and proactive in its approach to overcoming barriers and challenges to the forging of progression pathways for students and alumni over the last three Covid affected years. The organisation has also widened that approach by ensuring that educational gains specific to approaching and attempting to uncover pathways related to the Covid years are explored and developed as curriculum enhancement and support intervention opportunities.

Firstly Chickenshed as an inclusive performing arts/theatre and education employer has taken a lead in the risk taking needed to give students and Alumni paid employment experience to accompany their employability interventions. These are a range of initiatives/measures set up over the last 3 years to provide either a bridge to employment or employment itself. This is a sample of such initiatives.

The range of measures organised over successive years has enabled students in the Progression stage of the Student Cycle to progress to employment destinations at Chickenshed or external and/or onward accredited education destinations. In addition Chickenshed has also put in place training options within Chickenshed to maintain 'Skills for Employability' development for student graduates whose levels of multiple need and underrepresentation (combined with the disruption and uncertainty of the external youth performing arts employment environment) make the next progression step more complex with further barriers, Progression Measures organised over the last 3 years include:

1. Direct Alumni employment within Chickenshed – full time and 25 hours plus.
2. Part time CV/Employability 'booster' employment – project based.
3. Work Shadowing Training for external employment – specific roles
4. Training and Development Programme for Alumni – cross discipline – Cross theatre – Unaccredited formally but CV Certified for CPD.
5. Post-graduation training for specific identified external employment opportunity.

Chickenshed passionately believes together with its students that performing arts/theatre/creative arts and education organisations (including HE) should step up in similar ways to respond to the accelerated decline in progression opportunity as a result of 'Covid Scarring'. This is a decline charted by the Office for National Statistics and the Association of Graduate Careers Advisory Services/University of Southampton (AGCAS). Chickenshed as an employer 'stepped up' and provided 26% of students/Alumni with employment either full time or over 25 hours over the last three years.

A further 16%-22% of student Alumni were provided with part time intermittent CV booster employment – all in related fields which ran in tangent with other education/performing work in

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external situations not related to Chickenshed. The part time intermittent employment at Chickenshed directly supported the search for other employment.

So as a registered charity Chickenshed invested in projects and programmes to make a deliberate enhancement impact on the progression outcomes of its students, to build a CV employment profile and bridge the widening gap between employment opportunity availability and student need. This need was particularly acute for students from underrepresented/disadvantaged backgrounds and multiply underrepresented and disadvantaged backgrounds. This widening of the gap was and has always been intensified for student Alumni doing performing arts i.e. not just at Chickenshed. 90% of student alumni benefitting from Chickenshed targeted intervention were from underrepresented or multiply underrepresented and disadvantaged backgrounds so the interventions made a difference at the extremely complex time which characterised the last three years and still have their aftermath in the current year. Chickenshed is consulting students to further widen the progression employment support interventions post course. This is both in terms of continuing the employment of alumni record within Chickenshed (90% of staff under 30 years of age of between 30-35 years of age are Chickenshed Alumni) and also creating even firmer pathways between part-time employment and training post BA course with external employers. Chickenshed is setting up an Alumni Academy specifically to house a wide range of training employment and employability programmes and projects to further intensify the push to have potential progression pathways realised for student Alumni in general, but also specifically for the 60%-70%+ of student Alumni who encounter the barriers of multiple underrepresentation and disadvantage.

### **Educational Gains and Progression Outcomes**

Chickenshed made a range of further proactive responses to the Pandemic/Cost of Living barriers and challenges of the last 3 years by intensifying the educational gains curriculum and enhancement frameworks for its professional and employability skills and knowledge course delivery. These initiatives were specifically to both accelerate and deepen educational gains at the success stage of the student cycle – but also to add to the ongoing post course progression educational gains palette of knowledge and skills. These initiatives included the following:-

(a) Using the necessity of remote teaching and learning in the last 3 Covid years to build a compendium of enhancement activities and strategies intended to develop online performing arts and theatre devising, workshopping, rehearsing and performing. The strategy was to stress how modern and transferable these extra skills and knowledge processes were to both the future of theatre and performing arts AND the future of performing arts and theatre employability and employment. Extra staff resources were drawn from other departments – particularly ICT staff – to enable this enhancement to take place with outcomes highlighted and praised by External Examiner as exemplary practice.

(b) The further diversification of student professional experience and employability knowledge and skills became an essential area of educational gain – particularly in relation to widening the potential employment reach and applicability ‘position-finding’ for students building and utilising skills and knowledge profiles. So a clear focus of educational gains was the widening of exploration related to using performing arts for teaching and learning occupations – encouraging students to think laterally as to the range of places where those opportunities could lie. Students explored all sectors – including – early years, primary, secondary, further and higher education and special

education related to all stages of development. So students were enabled to practically experience the different range of educational development and inclusive delivery/support options – both in the professional portfolio of children's, youth and further/higher education activities at Chickenshed – but also wider in external settings.

(c) Chickenshed also enabled students both in the post progression Alumni elements of the student cycle – to use the extra barriers and challenges of Covid/Lockdown/Remote and Blended Learning – to gain new skills and knowledge in adapting professional safeguarding and health and safety practice. Students were also enabled to practically support and experience with Chickenshed staff real professional decision making in real professional internal and external practice situations – moving from simulation to actual delivery both online and in person. Embedding safeguarding practice knowledge and skills into artistic and curriculum delivery through the Covid/Lockdown/Blended Learning and interrupted learning filter – enabled a positive impact to be made both now and in the future and was a vital progression relevant aspect of ongoing educational gains.

(d) A further vital aspect of educational gains which positively affected continuation, achievement outcomes and then on to progression outcomes was the use of both Covid/Lockdown context and the rapid onset of Equality, Diversity and Inclusivity contexts to enable students to develop new areas of compare, contrast and research activity and its application to professional contexts. Movements related to Black Lives Matter, Me Too, Everyone's Invited, Grenfell Justice, County Lines Justice, Child Exploitation, Modern Slavery, Prevent amongst others, all came to a head before or during the Covid years 2019-20-2022. Students felt empowered to use their own Lived Experience direct or indirect connections to these issues and movements to analyse and express through practice as research processes – the direct negative impacts of Covid/Lockdown and learning loss on individuals and groups affected by these issues. Students and Alumni then used these educational gains and resulting employability extension, in their employment, training and education progression contexts and situations.

### **Student Outcomes, Student Experience and Educational Gains - A Conclusion**

Chickenshed, as reported earlier in this section, always attempts to meet and where possible exceed National Benchmarks for HE Student Cycle Outcomes. Table 1 on page 13 outlines the progress made in the last 3 - 4 years in relation to these outcomes. However it would also be important for the TEF process to outline the ongoing future measures Chickenshed is taking to continue to improve outcomes against benchmark across the Cycle - many of which are already beginning to be implemented , building on Student representation at each stage of the Student Cycle. Wherever outcomes are being achieved or exceeded or need more development and progress it is a responsibility to continue to improve which Chickenshed is dedicated to take on behalf of its students. This to enable students to feel a proactive part of the Covid/Pandemic scarring recovery process - a feeling they are desperate to realise. So measures in place or planned for this academic year include;

1. Chickenshed are going to develop an Academy for Progression, Employment and Training where all students graduating from HE courses are given temporary formal part-time paid work opportunities across the work of the organisation as a solid bridge to building a CV/ Employability experience record for future employment. This scheme will build on the opportunities already described earlier in this TEF section and will now extend to all graduating students.

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Students will prepare and be trained for this opportunity in the term before graduation so that employability skills and knowledge educational gains can be proactively achieved prior to the practical paid opportunity taking place.

2. In order to develop support interventions for longer term Alumni who have experienced barriers to employment Chickenshed has sought funding and then began implementing a theatre work based training scheme. This scheme offers intensive 'wraparound' development opportunities looking at teaching the widest possible knowledge and skills portfolio coupled with work shadowing. At present twenty former students/ long term Alumni with disabilities experiencing significant employment barriers are benefitting from the scheme.

Another scheme Chickenshed have achieved funding for and have commenced is a scheme involving 20 students and recent Alumni - most with disabilities and multiple need - representing the positive aspects of HE study and employability as advocates for younger pupils from special schools. Advocating inclusion in education as a catalyst for social and community change will be a focus for the training and accompanying outreach that will provide a model for potential employment advocacy.

3. Chickenshed are putting in place further support interventions both pre course and on course to back up the progression interventions described in point 1. In terms of the Access stage of the Student Cycle and also to ensure that students experiencing underrepresentation and multiple underrepresentation/multiple disadvantage enrich ALL stages of the Student Cycle at Chickenshed - Chickenshed are continuing to widen access and participation in HE provision. In addition to actively maintaining the Access targets well above National Benchmarks expressed earlier in this section for disability, identified social disadvantage and black and global majority Chickenshed has been increasing further its HE representation for other underrepresented groups such as Care Experienced students. Chickenshed has between 10% and 13% of students in HE from Care Experienced backgrounds where many universities and HE organisations have less than 1% and indeed often have numbers and percentages too low to report under usual reporting restrictions. Teaching Excellence Framework educational gains can only be valid and relevant if the commitment to considerable and step change widening of access to benefit from those gains and that Framework is clear and unequivocal.

The same positive process accessing HE and Student Cycle progress and achievement is being activated for other severely underrepresented groups such as young carers and migrant groups amongst others.

4. Chickenshed has developed a range of initiatives such as a Rise festival programme and a dedicated proportion of Artistic Plan space where students and recent Alumni are enabled to create mini - artistic - social enterprise groups of performers, directors, writers, choreographers and technical production workers. These groups will be given supported experience in developing, launching and publicising/selling performance products as a means to mastering these skills in order to forge successful future partnerships and processes.

5. Developing Platforms for Inclusivity Change in Education and Professional practice.

Students and recent Alumni from underrepresented or multiply underrepresented groups are developing presentations for social change and delivering these presentations to conferences and social change events. These developments are to enable both a combination of positive outcomes and educational gains related to professional inclusive theory and practice AND paid and training employability and work shadowing experience, knowledge and skills.

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6. Students and recent/longer term Alumni from underrepresented groups experiencing barriers to employment are taking up paid opportunities to co - develop and co - deliver Chickenshed's Diversity and Inclusivity programme to professionals from a wide range of business and social community pathways.

7. Chickenshed are embedding student lived experience programme practice as research and artistic plan links into the regular academic curriculum and also the enhancement curriculum. Having trialled and modelled the programme during Covid interrupted years and following student representation - Chickenshed are making the programme an ongoing feature of its student cycle Success and Progression experience with students and recent Alumni achieving intermittent employment for these contributions.

8. Chickenshed as a professional organisation achieves many external awards with student progress and outcomes embedded in every award with every award a platform for the presentation of their practice, ideas and voice as regards inclusive practice. So Chickenshed has been nominated for 13 awards from the Off West End Theatre (Offies) organisation with 4 Awards won over the last 3-4 years. In October 2022 Chickenshed won an 'Outstanding Contribution to inclusive Theatre' award from the world famous Variety Club, alongside renowned industry professionals such as Judy Kramer the author and producer of the Mama Mia musicals and films, also Beverly Knight and many others. Students were an integral part of these awards as was their vision and practice.

It is hopefully clear from this summary that Chickenshed is both dedicated to using every means at its disposal to develop curriculum support interventions, enhancement measures and lived experience inclusive practice and communication platforms to continue to improve outcomes and educational gains across and beyond the HE Student Cycle with this being relevant to both the ongoing student experience (Section 2 of this TEF) and the outcomes that signpost this experience and its enhancement.

## **4. References**

### **Section 1 – Provider Context**

Reference A. Formal BTEC Level 3 Seal-Assessment Report Extracts 2019-2022 (SAR) Validated by Capital City College Group – Outcomes Data Tables. Appendix 1

Reference B. Chickenshed HE Annual Monitoring Report Extracts 2019-2022. Formally reported and Validated. Outcomes Data Tables. Appendix 2

### **Section 2 – Student Outcomes**

Reference C. (As per Section 1 Reference B) – Chickenshed Annual Monitoring Reports 2020, 2021 & 2022. Appendix 3, 4 & 5

Reference D. HESA Sector Benchmarking Data 2019/20.

Reference E. Office for National Statistics 'The Employment of Disabled People' 2021 – Updated February 2022 – Department of Work and Pensions/ONS.

Reference F. English Indices of Deprivation – Updated 2020 – Department for Levelling Up, Housing Communities and Local Government. (Currently awaiting criteria for further updated from Government)

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Reference G. Association of Graduate Career Advisory Services (AGCAS)/University of Southampton Education School (2021) 'The Impact of Covid 19 on recent Graduate careers, decisions and outcomes.

Reference H. The evolving roles of careers (Guardian 2012 Universities Blog – Tom Davie Director of Association of Careers Advisory Services AGCAS).

Reference I. NSS Surveys for Chickenshed HE for the Academic Years 2021-2022. Appendix 6 & 7

Reference J. External Examiner Reports for Chickenshed HE for the Academic Years 2021-2022. Appendix 8 & 9

Reference K. The Stage article showing Variety Club 'Outstanding Contribution to Diversity and Inclusion Award'.

<https://www.thestage.co.uk/news/judy-craymer-and-beverley-knight-among-variety-club-award-winners>

Reference L. National Newspaper reviews of Public Christmas Production

**The Guardian ★★★★★ review by Anya Ryan**

<https://www.theguardian.com/stage/2022/nov/29/jack-review-chickenshed-theatre-london>

*"has the spirit of Christmas woven right into its foundations"*

*"It would take a heart of stone not to be drawn in by this inclusive marvel of a show"*

*"Jack! is joyously random"*

*"it is a Christmas gift that keeps on giving"*

*"This Jack is giant steps above the rest"*

Reference M. National Newspaper reviews of Public Christmas Production

**The Times ★★★★★ review by Neil Fisher**

<https://www.thetimes.co.uk/article/6255fc28-7005-11ed-a188-d2cb771901d6?shareToken=3dc924fefa42eaae3a13c0b131398042>

*"Jack!— giant Christmas show takes fairytale to another level"*

*"Christmas show from a company that takes the phrase "all singing, all dancing" to another level"*

*"sheer energy and joyousness"*

Link to Appendix 1-9

<https://drive.google.com/drive/folders/1I16MyT6c6Q3Nj1BF8Rs544XzhK7o2r0f?usp=sharing>