



CHICKENSHED
THEATRE CHANGING LIVES



Programme Handbook

BA (Top-Up) Inclusive Performance 2025-26

Arts & Creative Industries

Validated by Middlesex University

Programme Leader: Joelyn Morrall
Institutional Link Tutor: Paul Morrall
Middlesex Link Tutor: Stefanie Sachsenmaier

Name: _____

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Introduction

Your Programme Handbook

The purpose of this Handbook is to introduce you to your programme of study and to direct you to other general information about studying at *Chickenshed* and Middlesex University. The material in this document is as accurate as possible at the date of production; however, you will be informed of any major changes in a timely manner.

Your comments on any improvements to this handbook are welcome. Please put them in writing (an email will suffice) with the name of the Programme Handbook to **Joelyn Morrall** at Jojom@chickenshed.org.uk or **02082162774**

Information in Alternative Formats

This handbook can be found online at:
<https://chickenshed.moodle.school/login/index.php>

If you have a disability which makes navigating the website difficult and you would like to receive information in an alternative format, please contact Jojo Morrall – 0208 216 2774 or JojoM@Chickenshed.org.uk

We can supply sections from this publication as:

- a Word document with enlarged type — sent by email or supplied on a CD or memory stick
- printed copy with enlarged type
- printed copy on non-white paper
- as Braille

Other formats may be possible. We will do our best to respond promptly. To help us, please be as specific as you can about the information you require and include details of your disability.

The University Regulations

As a student of Middlesex University you agree to abide by the University Regulations when you enrol and therefore you should read this handbook in conjunction with the Regulations which are available online at:
<https://www.mdx.ac.uk/about-us/policies> (scroll to university regulations)

Welcome to the BA Inclusive Performance (Top-up) Degree!

Introduction to Chickenshed

Chickenshed is an inclusive theatre company which has been developing and performing different genres of inclusive theatre since 1974 and which has also been operating accredited education courses since 1995 and accredited Higher Education courses since the year 2000.

The organisation works with over 220 students and Alumni, 650 members of our Young Company Children's and Youth Theatre and over 250 Volunteers and members of intergenerational groups - all beneficiaries of a unique inclusive creative process that values every single individual whether their education and community lived experience be mainstream or special or whether that experience has disadvantage and/or any forms of social inclusion/education/performing arts barriers.

Chickenshed also work with 15,000+ individuals on its Outreach programmes every year - mainly in areas or situations of identified disadvantage and underrepresentation and with our students in all cohorts helping with projects and performances outside the theatre.

Chickenshed has been proud to receive many awards for its innovation work in performing arts and education including Teaching Excellence Framework Gold Award, many Off West End Theatre Awards and nominations, a Stage Newspaper Award and nomination, outstanding Quality Assurance Agency commendations and finally two MBEs and Honorary Doctorates from Middlesex University - for our Founders Mary Ward and Jo Collins for services to the Arts and Music. Chickenshed has also been assessed externally as a Centre of Excellence for Inclusive Education by the Inclusion Quality Mark organisation.

With over 50 years of achievement and empowering, visionary theatre, education and community arts behind us we look forward to our students being a part of an equally inspiring future.

Programme Leader's welcome



Joelyn Morrall
JojoM@chickenshed.org.uk

Can I welcome all students to the Chickenshed/Middlesex University Foundation Degree in Inclusive Performance. The Programme is based at the Chickenshed Theatre in Southgate. You, the student, as an important part of a vibrant, dynamic theatre company whose work and reputation is expanding year on year, will study, take part in workshops, rehearse, develop and support inclusive performance as your Programme aspirations and potential are developed and realised.

Inclusive Performance study is concerned with ground breaking ideas translated into real practice for all performing arts disciplines – acting, dance/movement, music, musical theatre. Related theatre contexts such as inclusive non-performance work, inclusive theatre in education and inclusive community theatre are all vital elements of the wider inclusive performance picture and as such these areas of formal and practical research will, we are confident, illuminate your experience as your knowledge, skills and attitudes progress.

As under-graduates you should feel as proactive as possible in contributing to the inclusive performance debate – practically and formally researching and uncovering developments, analysing and evaluating a wide-range of ideas and practice so that you can make conclusions grounded on real evidence and informed argument.

At Chickenshed we very much believe that inclusion and inclusive theatre relate to the development of the individual within the development of the group – with the two concepts being inextricably linked. It is Chickenshed's unique application of inclusive performance techniques and ideas within a context of performance excellence which has led to the rapid expansion of the Company's work – and you will have a crucial part to play in this work. You will acquire a range of transferable skills and knowledge which employers in the performing arts and related industries will find useful and practical and the Foundation Degree is designed to give you practical access to as many aspects of Chickenshed's much admired work as possible within an overall Inclusive Theatre context. Your development will be based on an active participation in the practical acquisition of ideas – with your approach being one of increasingly proactive independence in accessing opportunities, managing your own work and being part of various working teams and casts achieving their collective inclusive performance goals.

Support in managing study will always be available as your work progresses with Chickenshed's inclusive approach to teaching and learning helping you to find the best, most appropriate strategies to further your own individual Programme progression.

You will develop skills in both inclusive performance and the delivery and organisation of inclusive performance with an optional pathway available in year Two to explore one of the performance disciplines in more depth – dependent upon your post Programme progression aims.

We at Chickenshed are confident that students on the Programme will develop inclusive performance perspectives which will enhance their own individual progression, inspire the work of the Company and contribute in no small way to the inclusive performance debate which is at the cutting edge of the wider performing arts picture.

We hope you will share our enthusiasm in this work and very much look forward to your involvement, your energy, your ideas and your commitment to Programme aims and projects.

Welcome from Link Tutor

Dear student

As Middlesex University Link Tutor for Chickenshed, I am delighted to welcome you to your studies. Chickenshed's exciting and innovative programme of work towards its FdA and BA (Hons.) degrees is validated by Middlesex University, and we are very proud to have a partner institution that produces work that is both unique and important. I am Chickenshed's link to the University, and will be working with your tutors to ensure that Chickenshed continues to maintain its high level of academic excellence. I am sure you will find your studies stimulating, enlightening and enjoyable, and that the hard work that you put in over the coming years will be well rewarded.

Stefanie Sachsenmaier
Middlesex Link Tutor

Introduction to Middlesex University

Middlesex University works in collaboration with Chickenshed to ensure your programme of study is of an academic standard and quality which meets the requirements of the national Office for Students registration and regulation and has therefore been validated as a formal qualification of Middlesex University. The University works in partnership with a wide range of institutions globally. More information can be found on the University web pages: <http://www.mdx.ac.uk/>

As a student on a Middlesex University validated programme, you are studying for a qualification that is designed, taught and assessed by your College/Institution (our 'Partner' Institution) but which is validated as a Middlesex University qualification. This collaboration is formalised in a Memorandum of Co-operation which sets out all of the programme's academic and administrative arrangements and which is held on record.

Although you will enrol at and attend Chickenshed, your programme of study is validated by Middlesex University and therefore you are a student of both institutions. Within Middlesex University, the Foundation Degree Inclusive Performance is part of the Faculty of Arts and Creative Industries.

Being a Middlesex student means, in brief, the following:

- If you successfully complete the Programme you will receive the Middlesex qualification Foundation Degree Inclusive Performance
- You may attend the appropriate Middlesex graduation ceremony.
- Foundation Degree Inclusive Performance abides by Middlesex University Regulations which are available online: <https://www.mdx.ac.uk/about-us/policies/>
- You do not receive a Middlesex ID card, but will receive an Chickenshed ID noting the programme is validated by Middlesex University
- You are not a member of the Middlesex University Students' Union

This list is not exhaustive and therefore please see Chickenshed's Virtual Learning Environment for the full entitlement sheet, or contact a Chickenshed member of staff if you have any questions about your entitlements as a Middlesex student.

Middlesex University Regulations

Although it is not necessary to read the regulations in their entirety, you should know where you can find them and also be aware of the following key details:

The University Link Tutor will visit your institution during the year, either in person or virtually, usually the visit is aligned to the Boards of Study (or equivalent) to which students are invited to discuss the running of the programme.

In the following pages you will find useful information outlining the range of entitlements open to you as a student on a collaborative programme with Middlesex University.

The Memorandum of Cooperation (MoC)

This is the formal agreement between Middlesex University and Chickenshed on the delivery of the Programme. The Memorandum, among other things, sets out the responsibilities of both Chickenshed and Middlesex University. In brief, some of these include: the attendance of Link Tutors at Boards of Study, access to facilities at Middlesex, academic quality responsibilities and arrangements for appeals and complaints.

If you wish to view this document then please contact the Institutional Link Tutor Paul Morrall Paulm@chickenshed.org.uk

Quality Assurance Agency for Higher Education (QAA) UK Quality Code

The Office for Students (OfS) is the statutory regulator of higher education in England, working in the interests of students and prospective students from all backgrounds. The QAA produce the [UK Quality Code](#) which outlines the key expectations placed on all UK Higher Education providers. There is specific guidance on how institutions should manage partnership arrangements, such as the programme you are now enrolled on. [Quality Assurance Agency for Higher Education \(QAA\) UK Quality Code, Advice and Guidance: Partnerships.](#)

To ensure the high standards and quality of Middlesex University provision, all programmes are subject to the University's academic quality assurance procedures (which include procedures related to programme approval, monitoring and review). A key feature of these processes is the input from external subject experts (external examiners) who ensure that Middlesex awards are comparable to those of other UK higher education institutions, and that the programme curriculum, teaching, assessment and resources are appropriate. You also have a very important role in enhancing our programmes by feeding back on a regular basis via student surveys, Programme Voice Groups and other formal and informal mechanisms. Your feedback plays a major role in programme monitoring and review.

You can also learn more about Quality Assurance at: <http://www.qaa.ac.uk/quality-code>

You can learn about what the OfS does for students at: <https://www.officeforstudents.org.uk/for-students/what-the-ofs-does-for-students/>

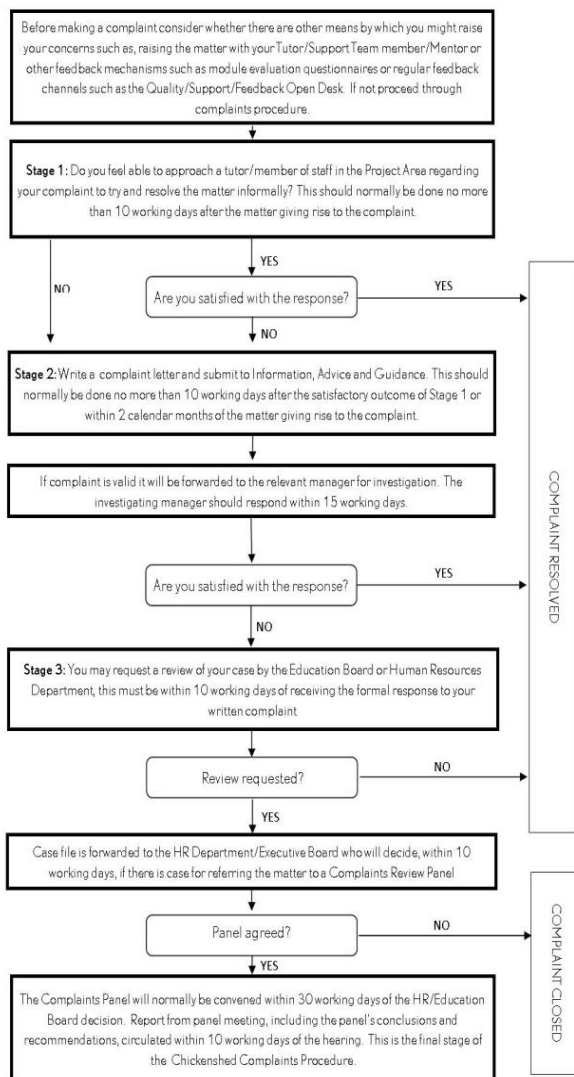
The Student Protection Plan

The Student Protection Plan covers an assessment of the range of risks to the continuation of study for our students, and the measures put in place to mitigate those risks, arrangements for refund and compensation. Full details of the Student Protection Plan are available [here](#)

Complaints Advice

Chickenshed understand that issues can occur with students where processes go wrong or do not feel satisfied with their Programme. We always want to work with students to improve and get things right. This is the Chickenshed Complaints Procedure for students. The Policy and procedure, in full, can be found on Chickenshed's Education Website and a copy provided on request.

Summary of Chickenshed Complaints Procedure



Academic Calendar

This is your calendar for the 2025-26 academic year.

Autumn Term	<i>Term 1 - 08 Sep 2025 to 10 Jan 2026</i>
Spring Term	<i>Term 2 - 19 Jan 2026 to 28 March 2026</i>
Summer Term	<i>Term 3 - 13 Apr 2026 to 25 Jun 2026</i>

Students who do not, for any reason, complete work on time may need to return for reassessment projects as specified in the assessment schedule. You would be informed of this, with as much notice as possible, during the summer term.

These dates may, if opportunities linked to the performance work of the company become available at late notice, be amended. Students will be given as much notice as possible of these amendments.

Qualification final grades are sent to students as soon as these have been confirmed at the Finalists' Board (mid-July) and Chickenshed receive notification from Middlesex University that these are agreed. This is usually at the beginning of August.

Student surveys – Chickenshed students participate in the NSS, information about this will be sent to students through their Chickenshed email accounts.

Field trips – Chickenshed organise visits both as part of a student's accredited learning and as additional experience opportunities. These are paid, for the most part, through the students' additional Programme fees (paid at the beginning of the programme of study).

Deadlines – will be notified at the beginning of each assessed project.

Graduation – Chickenshed hold an informal 'Celebration event' at the theatre and this will be scheduled in for students, with as much notice as possible. The formal Graduation, held at Middlesex, is not administered by Chickenshed, the University will send you full details

Part One: Programme Details

Your Programme Team

Programme staff list and contact details

The following members of staff are those who have a major input into your programme.

Programme Leader

Joelyn Morrall
Education Office
Chicken Shed Theatre Company
Chase Side
Southgate
London
N14 4PE

Telephone: 0208 351 6161
JojoM@Chickenshed.org.uk

Middlesex University Link Tutor

Stefanie Sachsenmaier
Director of Theatre Arts Programmes

Stefanie Sachsenmaier
The Burroughs
Hendon
London
NW4 4BT

Telephone: 0208 411 5000
Email: s.sachsenmaier@mdx.ac.uk

Chickenshed Institution Link Tutor

Paul Morrall
Education Office
Chicken Shed Theatre Company
Chase Side
Southgate
London
N14 4PE

Telephone: 0208 351 6161
PaulM@Chickenshed.org.uk

Chickenshed Executive

Louise Perry – Managing Director
Paul Morrall – Executive Director of
Education & Training



Paul Morrall
Director of Education, Training & Outreach



Joelyn Morrall
Head of Education, Programmes and Projects
Inclusive Mentor/Support Team Co-ordinator

JojoM@chickenshed.org.uk



Michael Bossisse
Creative Producer, Tutor & Outreach
MichaelB@chickenshed.org.uk



Gemilla Shamruk
Tutor/Inclusive Mentor Support Team
GemillaS@chickenshed.org.uk



Ashley Driver
Tutor/Inclusive Mentor Support Team
AshleyD@chickenshed.org.uk



Lauren Cambridge
Tutor/Inclusive Mentor Support Team
LaurenC@chickenshed.org.uk



William Laurence
Tutor/Inclusive Mentor Support Team
WilliamL@chickenshed.org.uk



Sarah Jones
Tutor/Inclusive Mentor Support Team
SarahJ@chickenshed.org.uk



Bethany Hamlin
Tutor/Inclusive Mentor Support Team
BethanyH@chickenshed.org.uk



Dave Carey
Senior Creative Producer—Music (Tutor) & Outreach
DaveC@chickenshed.org.uk



Cara McNanny
Tutor/Inclusive Mentor Support Team
CaraM@chickenshed.org.uk



Sebastian Gonzalez
Tutor, Education Support/Technical & VLE
SebastianG@chickenshed.org.uk



Jonathan Morton

Senior Creative Producer—Acting
(Tutor)
JonnyM@chickenshed.org.uk



Louise Perry

Managing Director
LouiseP@chickenshed.org.uk



Fiona Carey

Associate Director—Music (Tutor)
FionaC@chickenshed.org.uk



Matthew Lyons

Head of Young Company & Membership
(Tutor)
MatthewL@chickenshed.org.uk



Demar Lambert

Tutor/Inclusive Mentor Support Team
DemarL@chickenshed.org.uk



Courtney Dayes

Tutor/Inclusive Mentor Support Team
CourtneyD@chickenshed.org.uk



Sebastian Ross

Tutor/Inclusive Mentor Support Team
SebastianR@chickenshed.org.uk



Jimmy Adamou

Tutor/Inclusive Mentor Support Team
DemetriA@Chickenshed.org.uk



Shiloh Maersk

Tutor/Inclusive Mentor Support Team
ShilohM@chickenshed.org.uk

Education Administrative Staff

Antonia Jater-Ezel



Education Coordinator
Telephone: 02082162741
AntoniaJ@chickenshed.org.uk
Office hours: 9am-5pm Monday to Friday

LaChe Fleming



Assistant Education Administrator
Telephone: 02082162762
lachef@chickenshed.org.uk
Office hours: 9am-5pm Monday to Friday

CHICKENSHEDED

THEATRE CHANGING LIVES

Chickenshed has a designated Safeguarding/Prevent Team of ten managers who cover all areas of the organisation's activity.

Safeguarding Officers

Our Safeguarding Officers lead on ensuring the safety and wellbeing of our learners. If you are experiencing abuse, violence, bullying or neglect – or if you know of someone who is – talk to us.



Paul Morrall— Safeguarding Lead & PREVENT Officer
Director of Education, Training & Outreach/Mentor Support Team



Jojo Morrall— Deputy Safeguarding Lead & PREVENT Officer
Head of Education & Mentor Support Team



Matthew Lyons—Head of Young Company



Charlotte Bull—Borough Link Manager



Michael Bossisse—Creative Producer/BTEC 1 Tutor/
lead Mentor/Support Mentor Team



Fiona Carey—Creative Producer/BTEC 2 Tutor/
Support Mentor Team

Safeguarding Officers Continued



Lauren Cambridge—BTEC 1 Tutor/Support Mentor Team/Artistic Staff



Ashley Driver—BTEC 2 Tutor/Support Mentor Team/Artistic Staff



Elle Morton—Children's Theatre Director



Georgie Jacobs—Children's Theatre and CKC Creative Producer



Gemilla Shamruk—BA Tutor/Support Mentor Team/Artistic Staff



Sarah Jones—Support Mentor Team/Artistic Staff

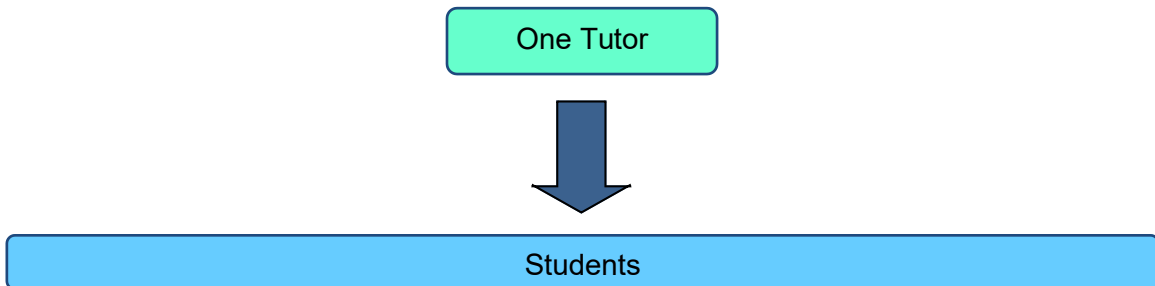
Chickenshed Tutor Framework

At Chickenshed we are committed to delivering a bespoke educational experience for each individual student. It is important when working within a Higher Education establishment that we recognise how difficult it can be for some students to complete their Higher Education Programme– for a range of different barriers that can occur in an individual’s life, for example socio-economic barriers, lack of support at home, medical conditions, mental health conditions, learning difficulties and many other potential barriers– alongside the routine barriers which affect being a HE student in current society..

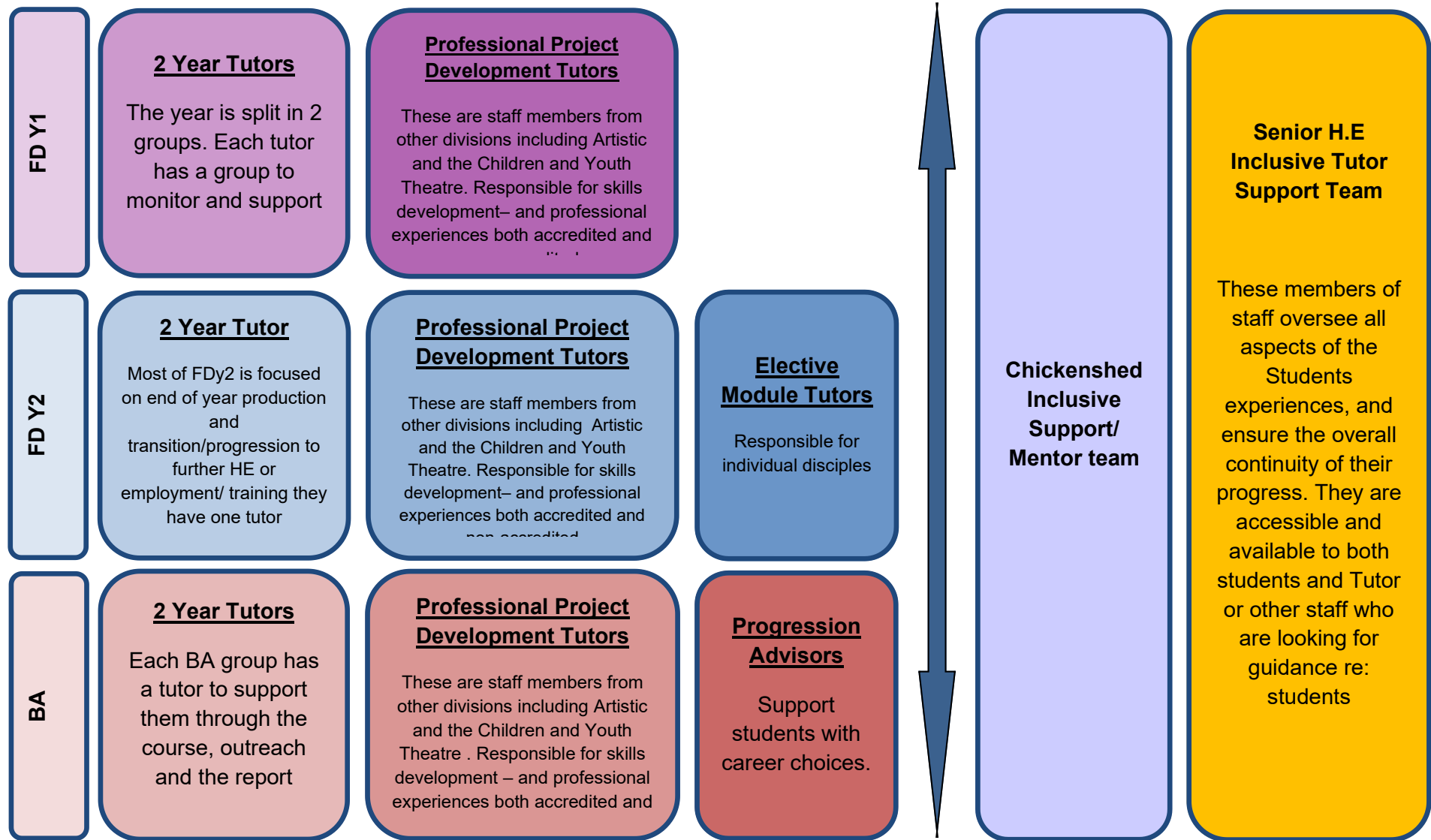
Chickenshed can rarely completely eradicate these barriers to Education. A method to minimize and support students to be able to manage these issues, and still succeed within education is to provide a multi-layered Tutor Framework, which ensures every student has access to a tutor of their different experiences at Chickenshed, to support them, push them and more importantly monitor their education achievement and need and notice whether there is a change in progress, then to identify why. This massively helps with retention within our Programme.

In addition a Support Mentor/ Team of 10 members of staff work with Students as an extra level of inclusive “support referral and communication” to both Tutors and ultimately the Senior HE Inclusive Tutor Support staff team.

Conventional HE Tutor Framework



Chickenshed Higher Education Personal/Year group Tutor Structure



Student Virtual Learning Environment - Moodle

Chickenshed is developing an area with information for students: Full details and log in information will be given to students personally. Your on-going feedback on the site would be very much appreciated. <https://chickenshed.moodle.school/login/index.php>

E-mail

Most tutors, and all administrators, correspond with students by email or via Moodle. Students are expected to check their emails at least once a day.

Your contact and personal details

Students should ensure that Chickenshed are kept up to date of their contact details to ensure that all important communication is received. ***It is your responsibility to ensure that Administrators of your programme are informed immediately of any changes to your email address, term time or home address, telephone contact details or any health/personal details that are pertinent to your progress on the programme of study.***

Link Tutor role description

As stated on the front of this handbook the Link Tutor at Chickenshed for this programme is Joelyn Morrall JojoM@Chickenshed.org.uk and the Link Tutor at Middlesex is Stefanie Sachsenmaier S.Sachsenmaier@mdx.ac.uk

Both tutors are jointly responsible for ensuring the programme is delivered according to the arrangements agreed when it was approved. Both link tutors attend the Programme Voice Group meetings where they hear the views of students on the programme, however you can contact either if you have a query or suggestion.

Your Programme

Programme Structure Diagram

Module CSY301 (60 credits)

Devising for Target Group Performance

Module CSY302 (30 credits)

Inclusive Theatre Project Research and Delivery

Module CSY303 (30 credits)

Professional Employability & Placement

Your modules

Details of the structure of your programme of study can be found on the previous page. Details of each Module of study are in the second section of this Handbook.

Your timetable

You are allocated to timetabled lectures, practical sessions, seminars, workshops and performances based upon your modules of study. Your timetable will be sent to you by email. Please be advised that it is sometimes necessary to make amendments to schedules at relatively short notice, as opportunities for participation become available to students. As you were advised at interview, your personal timetable changes approximately every six weeks.

If you believe your timetable is incomplete or if you have any queries about your timetable please contact Antonia Jater-Ezel.

Any changes to your timetable will be notified to you by email or other methods, where possible, by the Module Tutor at the earliest possible opportunity.

Assessment

Chickenshed is dedicated to an inclusive team teaching/tutoring model of delivery and as such is also dedicated to a team approach to monitoring and moderated assessment managed by Module Leaders and internally verified by a BA Leadership team. The team approach is to ensure that throughout the module learning processes involving, for example, workshop, seminar and group discussion/planning sessions, a student's achievements against learning outcomes are fully monitored and available for assessment purposes.

Attendance requirements

You should attend all scheduled classes and prescribed activities to be eligible for formal assessment. **Where your attendance fails to meet the minimum required of 75% to meet the learning outcomes of the module (as published) you may not be able to participate in Assessment Projects and be graded X in the module.** The definition of the X grade is "Fail – incomplete without good reason: may not be reassessed". It is your responsibility to ensure that your attendance fulfils the published attendance requirements.

The X grade is applied if you fail to participate in the learning processes of a module for which you are registered. It is not a 'punishment' for poor attendance but recognition that you have not been able to prepare yourself for assessment in the content of the module. It is also given when you drop a module without formally removing it from your registered programme of study.

If you receive an X grade you may have the opportunity of taking the whole module again with permission from the Programme Leader, without grade penalty.

You will need to demonstrate that you will be able to attend any Reassessment projects that are offered to you. Reassessment Projects will occur outside of term time, in July/August or April. In certain circumstances a Reassessment Project will be an 'extra' project for the student concerned during term time. Reassessment projects may, in certain circumstances, delay a student's progression into a new HE year group or Programme.

Academic Levels and Module Level Descriptors

Each module that you take will have one of the academic levels below assigned to it:

Description	Middlesex University/ FHEQ* levels
Foundation level	3
Certificate level	4
Intermediate level	5
Honours level	6
Masters level	7
Doctoral level	8

*Framework for Higher Education Qualifications

Academic levels reflect how complex and demanding the learning will be as well as the depth of study and autonomy you are expected to demonstrate as a learner. The University module level descriptors describe the characteristics of each level at Middlesex and can be found online at; <http://www.mdx.ac.uk/regulations/moduleleveldescriptors.aspx>

It is suggested that you read these to get an idea of how each academic level is different and to some extent what will be expected of you.

Grading Scale

The programme uses the Middlesex University 1-20 grading scale shown below, **with grade 1 being the highest grade.**

Grade	Classification
1 - 4	DISTINCTION
5 - 8	MERIT
9-12	PASS
13-16	PASS
17	FAIL – MARGINAL Compensation allowed
18	FAIL Compensation allowed
19	FAIL Compensation not allowed
20	FAIL- Incorporating failure to participate in assessment necessary to achieve all learning outcomes. Compensation not allowed

Further administrative grades are also used to indicate deferred assessment or assessment offences. The full scale can be found in the Middlesex Regulations available on line at; <http://www.mdx.ac.uk/regulations/>

Grade criteria

When assigning grades to assessment the 20 point grading scale is used in relation to, and in conjunction with, the University grade criteria guide as well as module level descriptors. Grade criteria describe what standards and competencies you must achieve to get each grade and is available online at Moodle

Module level descriptors are used to determine the academic level of a module and therefore also influence what standards you need to achieve to get a certain grade. These are also available on line at Moodle

Further information about modules grades and what happens if you do not pass can be found by contacting the Module Tutor or a member of the Programme Administration Team.

Attendance requirements

You should attend all scheduled classes and prescribed activities to be eligible for formal assessment. **Where your attendance fails to meet the minimum required to meet the learning outcomes of the module (as published) you may be excluded from the assessment and be graded X in the module.** The definition of the X grade is “Fail – incomplete without good reason: may not be reassessed”. It is your responsibility to ensure that your attendance fulfils the published attendance requirements.

The X grade is applied if you fail to participate in the learning processes of a module for which you are registered. It is not a “punishment” for poor attendance but recognition that you have not been able to prepare yourself for assessment in the content of the module. It is also given when you drop a module without formally removing it from your registered programme of study.

If you receive an X grade you may have the opportunity of taking the whole module again with permission from the Programme Leader, without grade penalty, though you will have to pay the module registration fee. You may only do this at Summer School (if available) or at the end of your programme.

Assessment Calendar and Programme planning

Inclusive Project Development		Assessment Deadline	Reassessment Deadline
<p>Module 1</p> <p>Devising for Target Group Performance</p>	<p>Tutor team assessment of the practical contribution of students to the devising, rehearsing presentation and performance of an Inclusive Group Issue Based Performance Product created for an identified target group. This will also incorporate an assessment of their practical ongoing skills development and training work on Chickenshed projects arranged for their skills and knowledge development. This will be a formative assessment task. Students will be given development and improvement feedback by Tutor Teams throughout Module experience and after Milestones.</p> <p>Individual Student 'patch' report of their contribution to the Issue Based Performance Project Process.</p> <p>This report will outline the students own individual roles in the delivery of the Performance Project to the target group. This will include information on the impact of the performance to target groups and self-assessment of the student as an inclusive performing arts practitioner. This will be a summative task</p>	15 June 2026	30 July 2026

Inclusive Performance Development		Assessment Deadline	Reassessment Deadline
<p>Module 2</p> <p>Inclusive Theatre Project Research and Delivery</p>	<p>Tutor team assessment of an individual student's practical contribution to the planning, research delivery and evaluation of a target group's inclusive theatre workshop project. This task is assessed through a continuous assessment process.</p> <p>This will be a formative assessment task.</p> <p>An individual portfolio of 'patches' task process comprising plans for an inclusive theatre project with an identified target group including performance and workshops. Individual students will also report on their individual contributions to the related project devising and delivery process.</p> <p>This will be a summative assessment task</p>	25 June 2026	30 July 2026
<p>Module 3</p> <p>Employability and Professional Placement</p>	<p>Tutor team assessment of a student's individual contribution to the research and practical exploration of their employability in relation to a placement in an inclusive performing arts/ education setting. This task will be assessed through a continuous assessment process. This will be a formative assessment task.</p> <p>Tutor team assessment of a student's individual delivery of placement outcomes drawing on reports from both tutors and staff in the identified setting. Placement length up to two weeks dependent on organisation requirements and availability. This placement task will be assessed through summative assessment.</p>	20 June 2026	30 July 2026

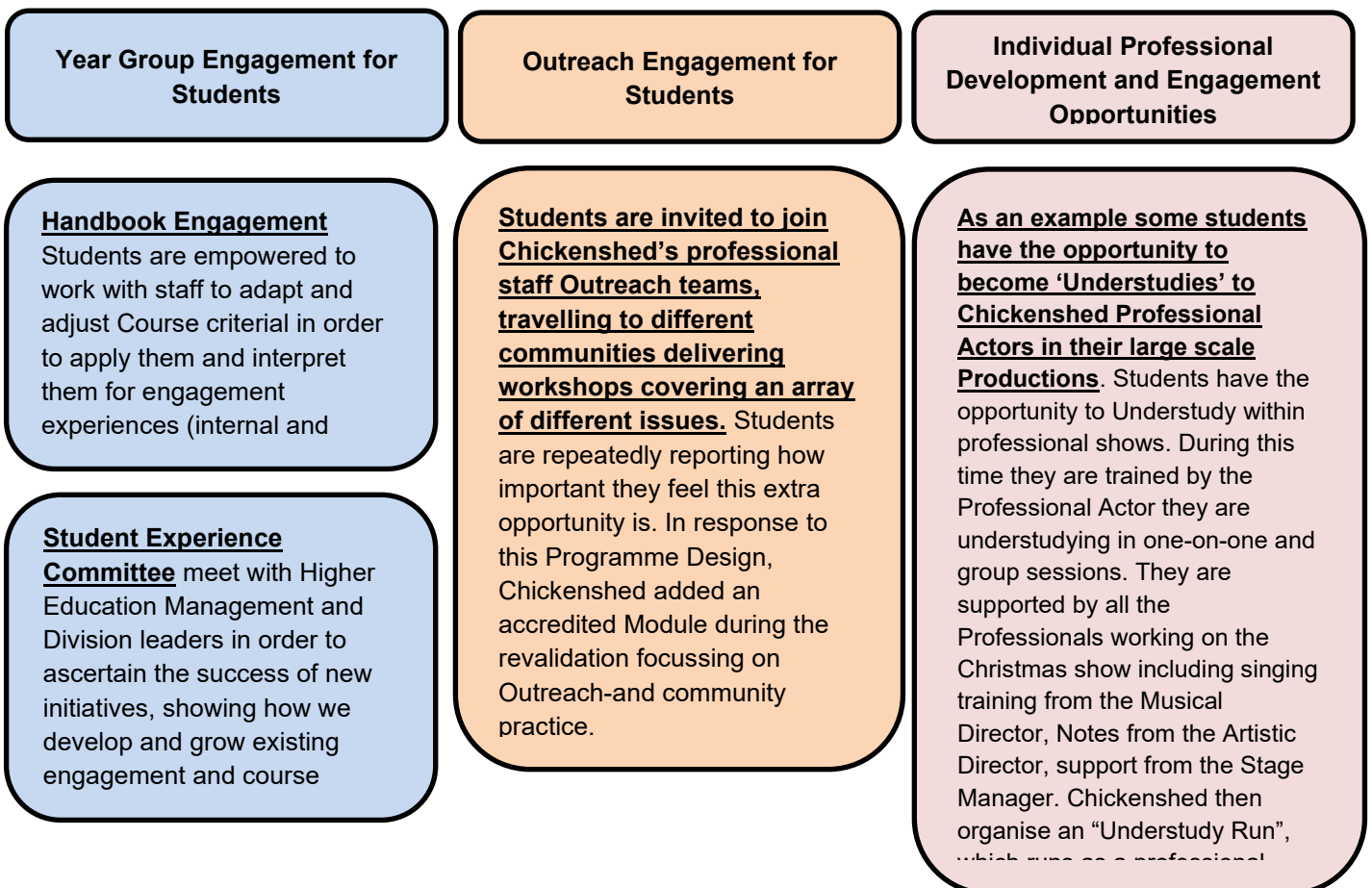
Student Engagement

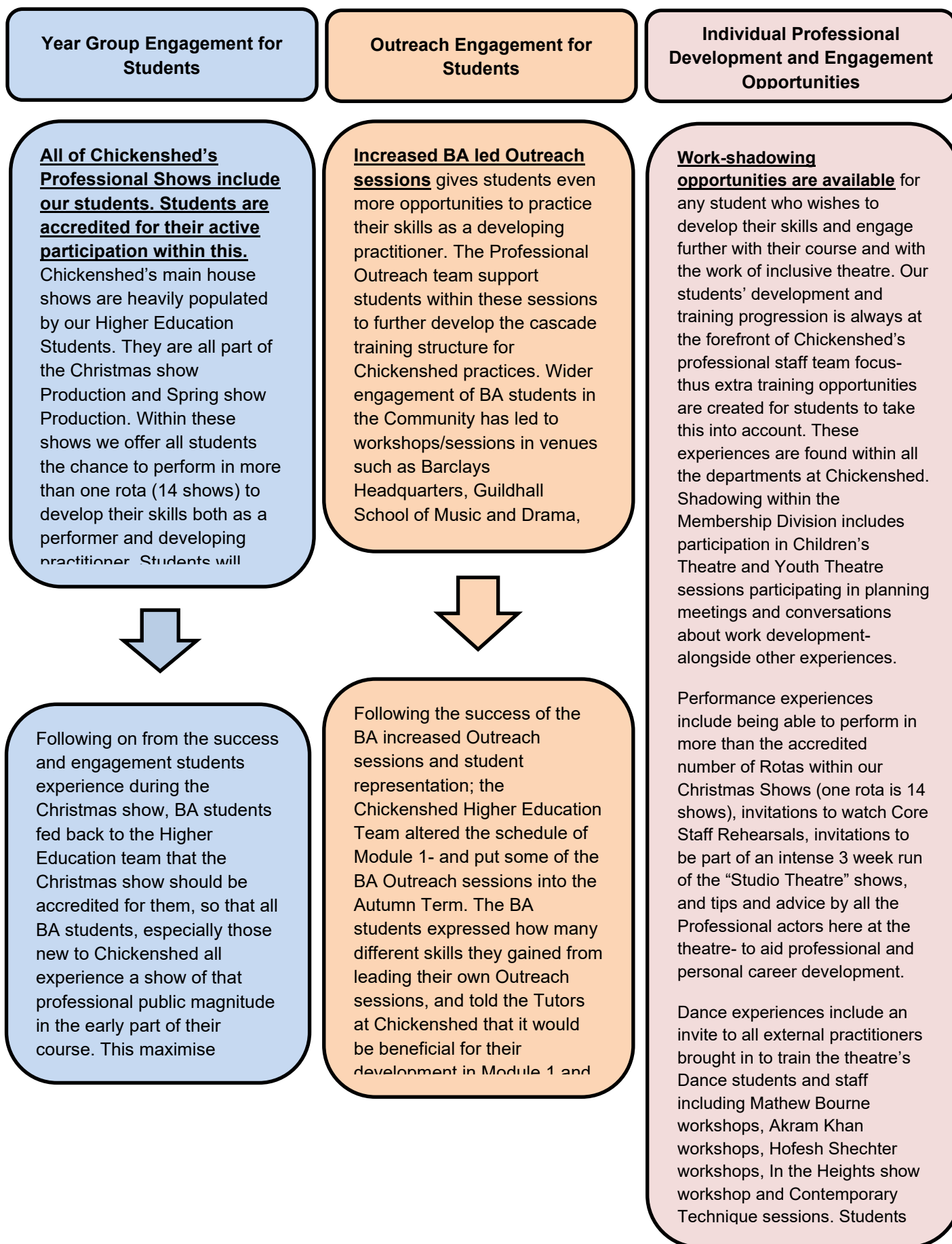
Student Engagement is always at the forefront of Chickenshed's planning and execution of not only specific Programme modules but Chickenshed's overall Professional programme of work. Chickenshed aims to improve student motivation with regard to Inclusive Performing Arts in order for each individual student to engage with their learning and to inspire and equip skills for independent learning and development- creating their own engagement pathway through Chickenshed experience.

To continually improve our dedication to the quality assurance process Chickenshed's Higher Education team work in close contact with our Higher Education Students to design and then re-design their Programme to maximise engagement and participation within Inclusive Performance thus resulting in the improvement and enhancement of their educational experience. So student engagement leads to enhancement.

“HE Providers take deliberate steps to engage all students, individually and collectively, as partners in the assurance and enhancement of their educational experience.”(QAA Quality Code)

Below are descriptions of various engagement and potential enhancement initiatives demonstrating recent deliberate steps we have taken to improve student experience in consultation with our Student Representation Group. They are divided into engagement experiences with their year group, External and outreach engagement experiences accessed individually or in groups and engagement experiences attuned to individual personal and professional development.





Year Group Engagement for Students

Following Chickenshed’s commitment to react to student initiatives to increase engagement Chickenshed has implemented a cross-year group session policy, whereby two year cohorts are in the same session together, can work together, share ideas and mentor each other through the relevant module or course experience. This adds to the overall engagement of all of our courses as students can clearly see their progression paths modelled, whilst at the same time modelling good practice to year groups at earlier course stages. New HE students can engage in this

Students identified that creating Pre-Induction sessions would be a positive initiative to maximise engagement prior to the first term of HE course. This would be for those students less familiar to Chickenshed method/ethos, and also to improve integration of a new cohort of students as they have a prior knowledge of each other before the September start date. Students tell us this experience of ‘being new’ or ‘not knowing’ is the most

Outreach Engagement for Students

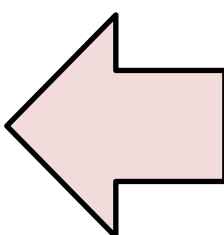
Students are asked to be Ambassadors for Chickenshed at Fundraising events gaining essential engagement experience in professional fundraising and publicity marketing division activity both in terms of training in how to use Performing Arts to raise money and also experience of how to run professional events.

Students then utilise their experience in practical projects such as setting up their own

Individual Professional Development and Engagement Opportunities

Alumni invited back to Chickenshed to deliver sessions to existing students. This scheme is beneficial for the Alumni as it gives them work experience, but more importantly with regard to student engagement, it inspires students as to what they could potentially do after they graduate. Within these sessions “peer mentoring” is in play as Alumni advise students about how to overcome possible barriers, improve experience and how to improve engagement. Chickenshed have a range of schemes to enable Alumni to

Running pre-induction sessions by existing students was suggested by the Student Experience Committee, and so Chickenshed’s Higher Education team alongside a selection of Alumni, and Students planned and delivered these sessions to students who were starting either the Foundation Degree of BA course in September. This was especially useful for those students who have not progressed from a Chickenshed led course (for example from the Btec National Extended Diploma) to the Foundation Degree, or from the Foundation Degree to the BA Hons. The objective of these sessions was to give students an insight to the background of Chickenshed’s inclusive ethos,



**Individual Professional
Development and Engagement
Opportunities**

The HE Progression Programme valued and requested by students to be part of a formal accredited module. A further suggestion was to not only have these sessions for BA students, but also for older year groups to give advice to younger year groups, to further develop and enhance Chickenshed peer to peer teaching experiences. Students also suggested a formal placement scheme, whereby they can further practice their skills as a developing Inclusive Practitioner, and carry out “Practice as Research” in situ- in a different professional working environment. This is a change Chickenshed made at the re-validation. Chickenshed has developed a ‘Chickenshed Professional Partnership

Students and Enhancement

Enhancement is a specific Higher Education term for students being able to take up additional opportunities which are designed to make deliberate improvements to their Programme experience. The improvements can benefit both academic/practice as research experience and wider Programme experience and students at Chickenshed are encouraged to feel empowered to work with staff to both suggest and organise enhancement experiences.

Enhancement can make a real impact on the student experience and can be organised to enhance, develop and improve both internal areas of Programme experience and also, where possible, external experience.

Students as individuals or groups can discuss potential enhancement opportunities and possibilities with Year Tutors, Specific Module and /or Subject Discipline Tutors and also with Inclusive Support Mentor Team members who can represent student ideas. Enhancement can also take place and be suggested in areas of professional development experience which might take place in the wider Chickenshed Theatre environment and professional artistic and community arts programmes of activity.

Health and Safety requirements

All students should make themselves aware of the Fire Evacuation Procedures of the Theatre – which will be covered with each cohort during their induction period. All students and staff have a responsibility for their own safety as well as that of others.

Chickenshed has a strong Health & Safety Policy and SafeGuarding/Prevent and Risk Assessment Policy. Copies of these documents can be requested at the Education Office and are available on Moodle.

If any students has a SafeGuarding/Prevent concern – either for themselves or anyone else – they should report it to a member of the Staff Safeguarding Team (Paul Morrall, Matthew Lyons, Charlotte Bull, Joelyn Morrall, Michael Bossisse, Fiona Carey, Lauren Cambridge, Ashley Driver, Ellie Morton, Georgie Jacobs, Gemilla Shamruk, Sarah Jones) – information, including their photographs, is on noticeboards around the building. Students should be aware that any concern is always treated seriously and in the utmost confidence.

How to help enhance your programme

How you can feed back to us

As well as talking to your module leaders or programme leaders about any issues, there are also other ways you can feed back and help enhance the quality of your programme.

Programme Voice Groups

This is a forum informed by the student experience committee where student representatives and staff meet to discuss the Foundation Degree in Inclusive Performance programme. This includes any issue but also talking about future developments and things that are going well. The Board also looks at student survey results and the reports from External Examiners. Summaries or Minutes are made of the discussions and decisions and you can read these online by contacting a member of the Administration team or on Moodle

The membership of a Programme Voice Group includes:

- Student representatives (for more information about being a member of the Student Experience Committee see below)
- Head of Department
- Middlesex University Link Tutor
- Chickenshed Link Tutor
- Programme co-ordinator and other academic staff involved in the delivery of the programme and/or modules
- Support services representatives

Student Experience Committee

The Student Experience Committee members represent the programme or year group and are responsible for notifying Programme Voice Group or direct to the HE Management Team of issues which have been brought to them by you. You should be aware of the function of the Programme Voice Group and should ensure that you inform your representative of any matters of concern or suggestions for improvement in good time. As well as attending Programme Voice Group meetings and meetings with the External Examiner, the Student Experience Committee are often asked to give their feedback on other issues relevant to students through focus groups or other committee meetings which are organised on a more ad-hoc basis.

If you wish to become more involved in Student Representation, this will give you the chance to make a real contribution to your programme and help create change at all levels which will benefit the experience you and your fellow students have in Chickenshed HE and the wider Chickenshed experience.

If you are interested in becoming more involved in Student Representation please contact Jojo Bossisse – contact details at the beginning of this Handbook.

Meeting dates

Students will be advised of the dates of Programme Voice Groups once set by Chickenshed and Middlesex University.

Learning, Teaching and Assessment

The learning, teaching and assessment approaches used throughout your programme will encourage you to be actively involved in your learning and to co-operate with other students. We aim to give your prompt feedback on your learning as well as opportunities to reflect upon and learn from that feedback. Feedback will be verbal to individuals and groups and written feedback and advice will also be provided and posted on Moodle – Chickenshed's Virtual Learning Environment.

Learning and teaching methods

You will be actively involved in a range of learning, teaching and assessment approaches as part of the Foundation Degree in Inclusive Performance. Such active approaches aim to put you at the center of your learning so you are involved and engaged in all aspects of your assessment and learning. Your programme will require your active participation in learning activities and engagement with your fellow students both individually and collaboratively,

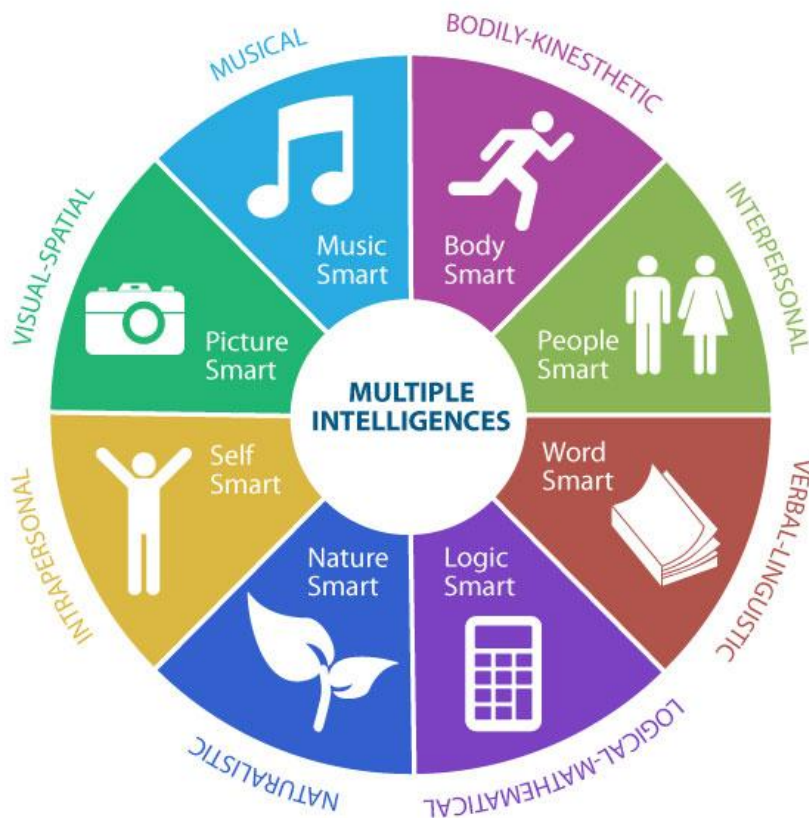
working and learning with other students as part of a small group. Learning activities may also occur both within and outside the classroom.

Your learning will also be supported by technology. Increasingly your tutors will be using existing and emerging learning technologies to engage you in e-learning activities. Your programme will be facilitated using a variety of media and online tools which will allow you flexible access to a diverse range of online resources, quizzes and learning materials as well as collaborative tools with which you can engage and learn with your peers. Not confined by the time and space associated with traditional teaching methods you may take part in online discussions and learning activities from wherever you are studying.

By engaging with e-learning you will also be developing skills which are essential for your learning and are also highly valued by employers. These include but are not limited to: working flexibly, communication, understanding of IT, team working and creating shared understandings based on quality resources and access to global expertise.

Chickenshed Learning and Teaching Contexts and use of Constructs to evaluate 'Practice as Research'

At Chickenshed your practical work in workshops and devising sessions is RESEARCH! You propose ideas and you test them, evaluate them and then adapt them or discard them. We always ask for examples – what learning intelligences will be included by a workshop activity or a scene. There are often as much intelligence as there are people. Howard Gardner gives this useful structure to help define our 'Practice as Research'.



Chickenshed uses a learning and teaching approach which is complemented by Howard Gardner's theory of Multiple Intelligences (1983). Students are encouraged and supported early on in the academic year to identify which Learning Intelligence they find best suits them and why. And so discussions are had (bespoke to each year group) about how teaching can be tailored to best suit their educational needs. This active approach to teaching empowers students to take an active approach to learning, and so take control of the way they learn. It also promotes an understanding of how their peers learn. This is essential to not only group work, but any professional route they will take in the immediate or distant future.

Chickenshed uses and shares the theory behind this approach discussed and published by F.Marton & R.Saljo (1976) with their theories on "Learning Approaches" e.g. The difference between a Surface Approach, and a Deep approach to learning. We strive for all our students to adopt a "Deep" approach to learning- and to understand how a "Deep" approach to Teaching can inspire a "Deep" approach to learning.

Assessment methods

Assessment is an integral part of learning and you may hear it referred to as **formative** or **summative**.

Formative assessment is designed to give you feedback on your performance and how it can be improved. As a result you will get detailed feedback on formative assessment but not a grade. Formative assessment is an important part of the learning process and has been shown to help students improve both their grades and develop their learning style.

Summative assessment is designed to measure the extent to which you have achieved the learning outcomes of a module and therefore the grade you will be awarded. Learning outcomes are the specific skills and knowledge that you are expected to demonstrate as a result of taking a module. Summative assessment should assess achievement of all learning outcomes in a secure, fair and accurate manner.

Assessment may also involve self, peer or group approaches. For example, you may be asked to self-assess your own work, indicating where you feel you have clearly demonstrated your understanding and also identifying areas where you can see you have room to improve. Assessment may also be a peer process where students, individually or as groups, offer feedback on one another's work. Group assessment may also be part of your programme where part of the assessment requires you to demonstrate your ability to work as part of a group.

Please see the module narratives at the end of this handbook or your module handbooks for more information about the specific learning arrangements for your modules.

At the end of each module there is a breakdown of:

1. The different stages of a module project
2. The different weighting and grading for each project stage AND the approximate time given to each stage in usual circumstances.

Submission, receipt, marking and return of assessment

Submission and receipt of assessment

Your module handbooks have full details of how to submit any necessary Programmework. This will be acknowledged and form part of ongoing feedback. Please do not submit Programme work or work for inclusion in portfolio in electronic format alone. All work should be submitted in both a hard copy format and an electronic format (to the Programme Administrator) before 12noon on the Assignment deadline day.

Marking, second marking and marking moderation

All work submissions are subject to internal moderation and a representative proportion of work is also subject to moderation by the Programme External Examiner in line with Middlesex Regulations described below:

'In line with the university regulations section M Code of Assessment Practice minimum requirements all Programmes shall, at the very least, operate a system of moderation for assessed work. And HE project team will assess and moderate student work on projects. This will be second marked. All modules for that Programme shall adopt and implement the same policy. A minimum of 10% of all Programmework should be moderated. All Programmework and project assessments which are failed work will be second marked.

Return of Programmework

You are expected to keep a copy of all your Programmework. As the marked copy is not normally returned to you, it is important you keep a copy of your Programmework so that you can understand the feedback properly.

External Examiners

External Examiners are one way we assure the academic quality of your programme. They are subject experts who help assure that your Middlesex award is comparable to that at other UK universities by reviewing the programme curriculum, the assessment and the learning resources. Among other things they approve all exam papers before they are taken, attend the assessment board and write a report at the end of the year. You can obtain a copy of this report by contacting Antonia Jater-Ezel or it is available on Moodle .

The External Examiner for the BA (Top-Up) Inclusive Performance programme is: Dr SELINA BUSBY

IMPORTANT: It is inappropriate for you or any other student to make direct contact with an External Examiner. The appeal and complaints systems exist to allow you to express any concerns you have, including the marks you have been given for your performance.

You can read more about the role of External Examiners and quality assurance on the QAA website: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/what-is-quality/pages/default.aspx>

Assessment Feedback

Feedback on your assessment (both formative and summative) provides the opportunity for you to reflect on it and to use this feedback as the basis for learning and to improve your work

Feedback can take many forms and may be informal. For example it may be given and discussed in the classroom or it may be more formal and delivered in written or audio form from peers or academic staff. Understanding your feedback is very important and to achieve this you are encouraged to discuss feedback with your peers and academic staff.

Receiving feedback on your work is an essential and important part of learning and therefore all programmes provide regular opportunities for **formative assessment**, the purpose of which is to get detailed feedback on your performance so you get a regular update on how you are developing and to prepare you for any summative assessment.

Feedback on **summative assessment** will be offered in a variety of forms and all your work will be marked and moderated in line with the Code of Assessment Practice which can be found in section M of the University Regulations: mdx.ac.uk/regulations

You will normally be provided with some feedback within 15 days of the date of a formal assessment.

Feedback on your assessment (both formative and summative) provides the opportunity for you to reflect on your work and to use this feedback as the basis for learning and improvement.

Further information about modules grades and what happens if you do not pass can be found by contacting the Module Tutor or a member of the Programme Administration Team.

Your results

At the end of the academic year, your results will be considered and confirmed by an Assessment Board. Once the Assessment Board has met you will be sent your results and progression status as soon as these are confirmed by Middlesex and returned to Chickenshed for publication.

The date for the release of results and progression decisions is usually the end of July each academic year.

Certificates

When you graduate your final qualification certificate will be issued by Middlesex University and will have the details of your qualification. It will include the words “in collaboration with Chickenshed”.

Full details of the information which will appear on your certificate are set out in the Middlesex Regulations, section E13.5: <http://www.mdx.ac.uk/regulations>

Diploma supplement

All students are issued with a diploma supplement verified by Middlesex University which will state Chickenshed as the institution where you studied. Your diploma supplement will include the modules you have taken, grades achieved and state your qualification with the classification and title but additionally it will also contain information on the nature, level, context, content and status of your studies undertaken and successfully completed. Diploma supplements are intended to help external parties such as employers or other higher education providers understand more about your programme in addition to your grades.

Deferral of assessment

If there are exceptional circumstances which, through no fault of your own, are preventing you from completing all or part of your assessment (e.g. submitting Programmework or taking an exam) you may seek permission to defer all or part of the assessment in a module to the next available opportunity.

Deferral requests should be submitted to Jojo Morrall at Chickenshed and be accompanied by supporting documentation, e.g. medical certificates. **The final deadline for deferral applications is 2 weeks after the end of the final assessment period.**

Extenuating Circumstances

If you do not wish to defer your assessment, but are concerned that exceptional personal circumstances (e.g. ill health) might affect your performance in assessment, you can submit a claim for extenuating circumstances. Your circumstances will be kept confidential but will be summarised by the HE Management Team and brought to the attention of the appropriate Assessment Board.

It is important to note that extenuating circumstances are only considered when determining the progression or final classification of borderline students. **They cannot be used to change the grade of a module.**

To submit a claim of extenuating circumstances you need to complete the relevant form, attach supporting documentary evidence and submit both to Jojo Morrall at Chickenshed. The final deadline for submission of extenuating circumstances forms with supporting documentation is the last date of the assessment period.

If you have any questions about extenuating circumstances please contact Jojo Morrall at Chickenshed.

Re-assessment

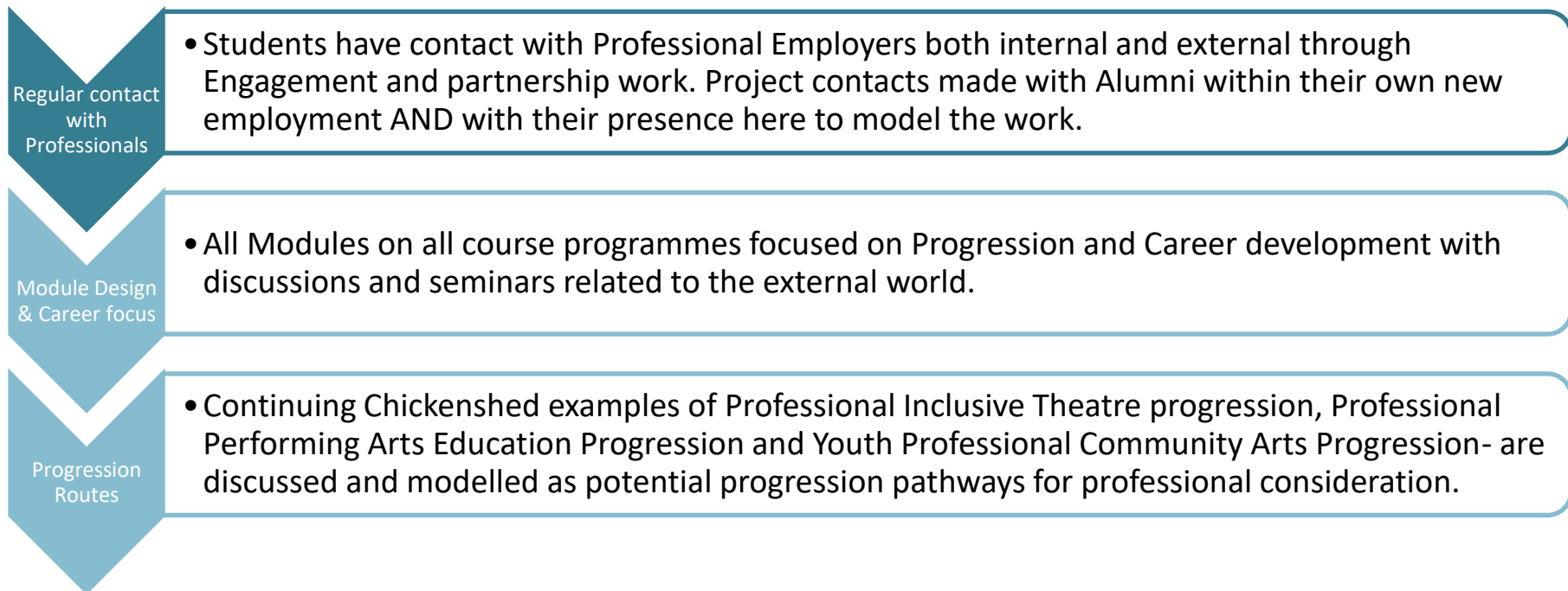
Although no one anticipates failing a module, it is important that you are aware of what happens if you do. Normally you would be entitled to one re-assessment opportunity if you don't pass and there is no financial cost associated with this second attempt. You should contact Jojo Morrall if you have any questions about re-assessment

Progression Personal Development Guide for Students

The content of this Guide is to steer students through their progression on your HE journey at Chickenshed. It will outline what you should expect from Chickenshed HE Progression and Career pathways, allowing space for you to inform your HE establishment on how best you would like to be supported through your Programme in terms of personal progression development towards career aspirations and goals.

This Guide will take you through a time-line of your progression experiences.

ALL students ...



Foundation Degree Year One

Chickenshed Inclusive Admissions Process

- Chickenshed Interviews every potential student, to make for a fair admissions and inclusive process right from the on-set. The interviews are conducted with two members of staff present in order for a holistic view of the Applicant to be made. Questions asked are devised to give applicants the chance to talk about past learning experiences, as well as thinking about progression aims and clear career ambitions if known, so that in turn the course itself is discussed as being the right course to meet these ambitions.

Pre-Induction Sessions

- These sessions are held for students who have accepted the place on one of Chickenshed's Higher education courses. In these sessions students will meet other people in their year group, alongside their tutors. Students lead aspects of this workshop and participants get to watch performance at Chickenshed. This is to give students the information needed to fully engage with their course in September and actively demonstrate course and potential career outcomes. The focus of their sessions are to find out about each student's past experiences and future aims- and to value these personal progression outlines.

Regular and Individual Feedback

- Feedback is given frequently throughout the course, either in your working group, or individually. These feedback sessions are focused not only on Personal and Professional/career goals (so exploring with a tutor if your progression aims have altered/changed) but also discussing where yourself as the developing Professional Practitioner would fit in the external world. What type of career would you like and would best suit you etc?

Feedback and Elective Module choice

- At the end of your first year a longer individual feedback session is held to discuss your progression throughout the year, set targets for your following year and to choose a discipline to study more intensively, choosing Dance, Music, Acting or Delivery. Tutors also give you a working range using the 20 point scale- to clearly show what level you are currently working at. Feedback will align Elective Module choice and targets with potential professional goals and career/training aims where these are becoming clear.

Foundation Degree Year Two

Professional Engagement Opportunities

- These Engagement Opportunities are available in your first year. However in your second year at Chickenshed these intensify. These experiences are offered internally as well as externally, and range across all areas of Performing Arts including Education, Community Arts and Social Inclusion. These engagement opportunities are to allow students to measure their development and change their personal and professional career pathways if they wish, with positive advice, support and modelling- including Work Shadowing and Professional Team Inclusion.

Accredited Programmes model Professional Practice

- Year 2 programme design is tailored to model what Professional and Career Practice involves. Your engagement with Module 209, which is devising, writing, staging and choreographing all aspects of your Final Production, gives students an insight to the workings of creating and running a Professional production, as well as giving student's experiences which may change progression choices. Students growing Independence and autonomy are key, with feedback focusing on fulfilling individual or group roles, progressing to autonomy, accessing support needed (as is done in professional situations) and deciding on readiness for future Higher Education, Training, employment or a mixture of all these.

Progression Discussion and options after "FD"

- As the end of this year marks the official end of your Foundation Degree, discussions are held with Tutors about what your progression aims next year might be. The BA course at Chickenshed offers is discussed as well as other 3rd year programmes. Conversations are had about where you see yourself as a developing practitioner. And how Chickenshed can support you as Alumni, or a BA student.

BA

Identifying immediately your Delivery and Practitioner style

- One of the first tasks which is given to every BA students is to compile a profile reflecting upon their teaching delivery and practitioner style. Students identify areas they would like to develop on the BA and areas they feel they are highly skilled in. Tutors read these documents, give each student feedback- and give every individual a focus on their BA always thinking of progression after the course and who they are as a developing practitioner. Students take on roles related to the professional task of researching, devising, rehearsing, directing, presenting in Milestone form and finally evaluating, performing and touring issue based material.

Meeting Professionals from a range of work environments

- Internal Chickenshed Professionals from wider range of roles eg External Education, Performance contacts and External Higher Education Contacts- liaise with BA students and comment on the professionalism of their creative and delivery processes.

CV and Profession routes discussed

- Students actively given course structures and guidance on working out their Learning Style and Delivery Style and working patterns to enable them to compile CVs and Continuous Professional Development profiles.

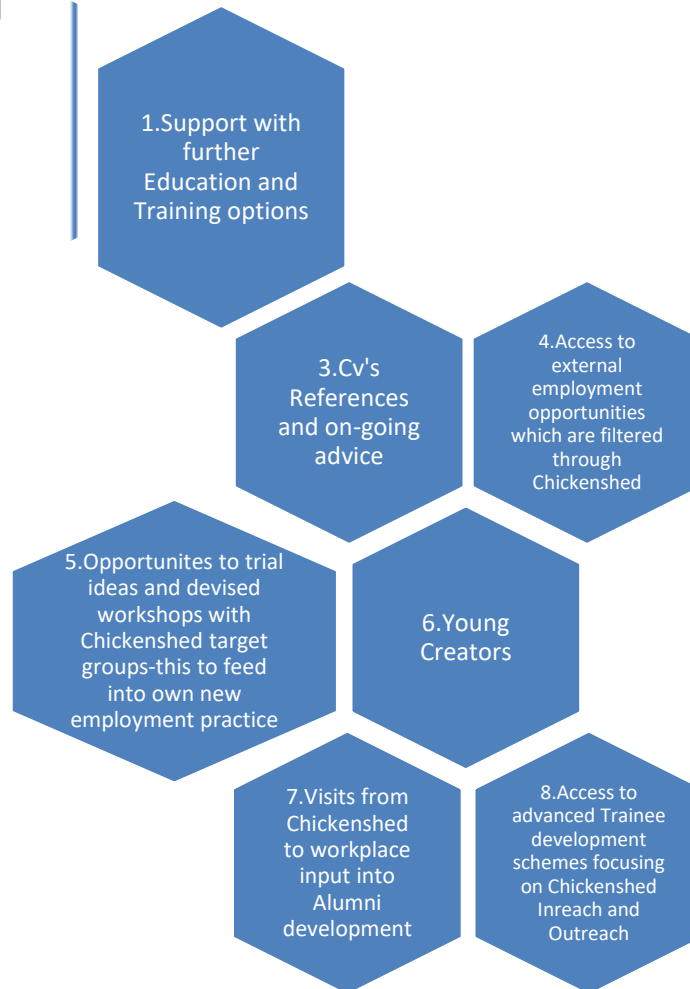
Support when actively taking the next steps

- Students given C.V and Professional development toolkit including budget planners, Health and Safety planners, Comprehensive inventory of skills and techniques development on the HE experience, particularly BA.

Note: Bridge Programme To promote employability and progression Chickenshed funds a 'Bridge Programme' where Chickenshed students are provided on graduation with up to £500 of work related employment with in external partner organisations – or at Chickenshed. This enables students to have a first paid employment role for CV profiles and as a Spring Board for other employment

Post Programme personal and progression development experience

**Graduating and
Alumni
Experience**



BA Hons Inclusive Performance

Programme Specification



1. Programme title	BA (Hons) Inclusive Performance
2. Awarding institution	Middlesex University
3a Teaching institution	Chickenshed Theatre Trust English
3b Language of study	
4a Valid intake dates	Sept
4b Mode of study	FT
4c Delivery method	<input checked="" type="checkbox"/> On-campus/Blended <input type="checkbox"/> Distance Education
5. Professional/Statutory/Regulatory body	N/A
6. Apprenticeship Standard	N/A
7. Final qualification(s) available	BA (Hons) Inclusive Performance BA Inclusive Performance
8. Academic year effective from	2025/26

9. Criteria for admission to the programme

Successful completion of a Foundation Degree qualification, of equivalent, in a performing arts related subject or equivalent in terms of experience. Cases will be judged on an individual basis using Middlesex University's RPL procedures.

While Chickenshed does not currently have registered authority to recruit non-EU students. Students whose first language is not English are able to access the IELTS programme through Middlesex University to achieve the required standard for entry (Level 6). In all such cases Chickenshed follow Middlesex University guidelines on entry procedures and criteria.

240 Credit Level 5 - Chickenshed will consider a student's Record of Prior Learning (RPL) profile, and where necessary, take Awarding Body advice and guidance.

10. Aims of the programme

The programme aims to:

1. Enable students to expand their vision and critically analyse and apply their knowledge and understanding current and future of inclusive theatre/performing arts issue based theory and practice.
2. Encourage students to develop and enhance their advanced performance and professional skills through further intensive training.
3. Provide a visionary, flexible and changing curriculum that promotes in students a capacity and desire to debate, challenge and effect change within current issues related to inclusive theatre and inclusion in general.
4. Enable students to develop aspirational attitudes through higher level questioning, debate and argument skills in relation to inclusive theatre and performance issues and impact on target groups.

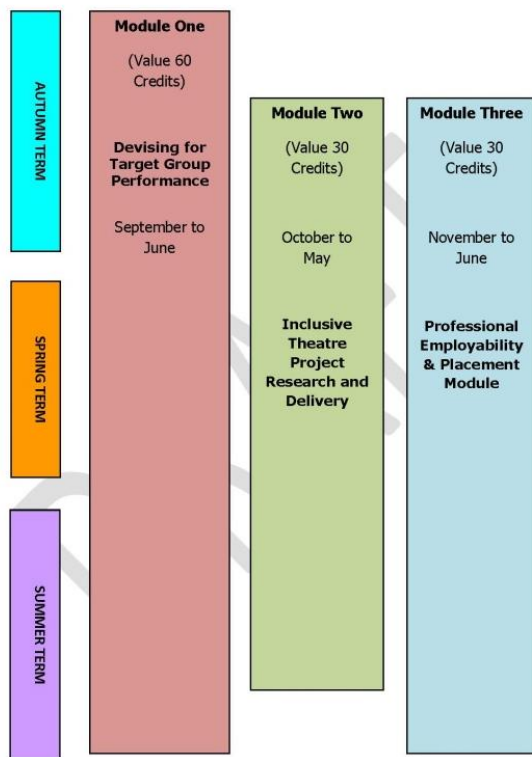
11. Programme outcomes*	
<p>A. Knowledge and understanding</p> <p>On completion of this programme the successful student will have knowledge and understanding of :</p> <ol style="list-style-type: none"> 1 Current Inclusive Theatre theory and practice in relation to community and social impact and change. 2 How to critically apply knowledge of the current wider theory and practice contexts of inclusive theatre to new professional social and community contexts. 3 The processes of inclusive theatre performance, particularly issue based theatre performance and impact. 4 A range of critical analysis positions on the role inclusive theatre performing, teaching, directing, learning and delivery practices plays in identifying and meeting the individual and group target group need. 	<p>Teaching/learning methods</p> <p>Students gain knowledge and understanding through</p> <ul style="list-style-type: none"> • Observational and practical research into inclusive theatre practice – individual, group and with staff. • Practical participation <u>in</u> and evaluation <u>of</u> inclusive theatre workshops, rehearsals and performances across the broad range of theatre disciplines • Work shadowing of staff involved in all aspects of inclusive theatre including creating, planning and devising project and performances – together with evaluation of experience to use in a student’s own devising of material • Lectures and seminars both delivered by staff and later on in the programme delivered by students to represent learning and achievement • Video, audio and web research and recording to present achievement • Individual, group and whole cast case study <p>Assessment methods</p>

	<p>Students' knowledge and understanding is assessed by:</p> <p>Project reports, essays, individual and group presentations, learning diaries and logs, reflective journals, reviews, group evaluation of achievement, group scripts, workshop and rehearsal plans and project plans</p>
<p>B. Skills</p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Identify, reflect and critically analyse potential connections and inconsistencies between inclusive theatre theory its professional policy and practice and its social and community impact. 2 Critically reflect and evaluate own performance and project development learning in relation to wider professional inclusive theatre practice perspectives – and in relation to the needs of others in cast. 3 Present ideas and project management and critical analysis convincingly in a variety of performance formats, at different creative stages across a range of performing arts disciplines to meet needs of identified target groups. 4 Use IT Resources effectively and proactively for ongoing research and monitoring of the following; performance material stimuli, professional artistic project management delivery and community target group need. 5 Manage a realistic, analytical approach to Personal and Career development with growing proactivity, independence and professionalism – work-shadowing professional delivery teams and applying skills acquired to new and inclusively challenging situations. 	<p>Teaching/learning methods</p> <p>Students learn skills through:</p> <p>Participatory seminars and workshops,; groups discussion, assignments and given tasks, investigative fieldwork and placement projects. Students are encouraged to observe practice, monitor practice and will also have their own practice monitored, evaluated with feedback given to promote new development.</p> <p>Students acquire graduate skills through an introductory module; thereafter, skills are nurtured and developed throughout the programme culminating in units where students manage, create and deliver inclusive theatre material with increasing independence.</p> <p>Assessment methods</p> <p>Students' skills are assessed by:</p> <p>Practical tasks, written tasks, case studies, project logs, group assignments, group presentations of research and achievement, video recording of achievement, essays, workshop and project planning files.</p> <p>Practical workshops, paired and group work and presentations, journals containing reflective entries, short and medium target statements and strategic statements about realising personally set targets.</p>

12. Programme structure (levels, modules, credits and progression requirements)

12.1 Structure of the programme

BA YOUR PROGRAMME STRUCTURE



Students will research past issue based performances to research theory and practice in devising and performance creation processes. Students will also test their material on audiences internal to Chickenshed before embarking on a small scale ‘tour’ of their performance to community and education organisations.

The students will research target groups exploring the benefits, potential and real development their project can bring in terms of impact on the target group itself. Projects will be made up of workshops, presentations and performances involving the target group as participants and audience with the project having enough time allocated for potential outcomes to be captured, evaluated and measured.

Module One concerns itself with the research and devising of performance material which can be delivered to the identified target group again to meet need and create awareness of the target group’s issues in relation to community and social inclusion.

Module Two enables students to plan, deliver and evaluate a workshop project to an identified target group – with the intention being to critically analyse project impact on the meeting of identified target group needs in relation to community/social inclusion.

In both Module One and Module Two student research will involve critical analysis through reading, practitioner research and practical experience – of the theory and practice of Inclusive Community Theatre Project and Performance design and delivery. This research and experience will form the foundation of new project and performance creation.

Module Three is a placement module - Placements would be one to two weeks in length.

The Professional Employability and Placement Module would be worth 30 credits and would incorporate employability content where students would research and analyse a range of potential employment pathways where inclusive practice is a key driver of the employment option. This research would range across performing arts, education and community/social inclusion pathways with students using the research to prepare for their bespoke placement.

12.2 Levels and modules

Level 6

Compulsory	Optional	Progression requirements
Students must take all of the following: Module 1 Devising for Target Group Performance Module 2 Inclusive Theatre Project Research and Delivery Module 3 Employability and Professional Placement	N/A	<i>To achieve Honours, failed credit will need to be repeated.</i>

12.3 All Modules are Non-compensatable modules

Module level	Module code
6	1
6	2
6	3

13. Information about assessment regulations

This programme will run in line with general University Regulations:

The programme uses the Middlesex University regulations for assessment; these are detailed in the University's Guide and Regulations (see <http://www.mdx.ac.uk/regulations/>).

14. Placement opportunities, requirements and support (if applicable)

Chickenshed's professional theatre (at the Southgate site and at satellite 'Sheds' around the UK) is the main employer offering placement opportunities to students on the Foundation Degree initially. This will be supplemented by experiences in different outreach venues including schools and community venues. As the practice of Inclusive Theatre develops nationally it is expected that placement opportunities with other companies will become available.

Chickenshed is an inclusive theatre company which has been developing and performing different genres of inclusive theatre since 1974 and which has also been operating accredited education courses since 1995 and accredited Higher Education courses since the year 2000.

The organisation works with over 220 students and Alumni, 650 members of our Young Company Children's and Youth Theatre and over 250 Volunteers and members of intergenerational groups - all beneficiaries of a unique inclusive creative process that values every single individual whether their education and community lived experience be mainstream or special or whether that experience has disadvantage and/or any forms of social inclusion/education/performing arts barriers.

Chickenshed also work with 15,000+ individuals on its Outreach programmes every year - mainly in areas or situations of identified disadvantage and underrepresentation and with our students in all cohorts helping with projects and performances outside the theatre.

Chickenshed has been proud to receive many awards for its innovation work in performing arts and education including Teaching Excellence Framework Gold Award, many Off West End Theatre Awards and nominations, a Stage Newspaper Award and nomination, outstanding Quality Assurance Agency commendations and finally two MBEs and Honorary Doctorates from Middlesex University - for our Founders Mary Ward and Jo Collins for services to the Arts and Music. Chickenshed has also been assessed externally as a Centre of Excellence for Inclusive Education by the Inclusion Quality Mark organisation.

With over 50 years of achievement and empowering, visionary theatre, education and community arts behind us we look forward to our students being a part of an equally inspiring future.

15. Future careers / progression

Graduates of this programme are highly employable as performers, project managers, workshop leaders, education facilitators, arts administrators, theatre practitioners and social services inclusion co-ordinators; After a further period of study graduates of this course may also find employment as teachers, arts therapists, and in settings beyond performance itself as leaders in developing inclusive practice in educational and employment settings.

The BA Inclusive Performance Top-Up Year also prepares students for future academic study at MA level, especially in areas involving community arts, theatre in

education/inclusive education and theatre in social inclusion. Students who graduate will be in strong positions to take on leadership roles - initially in smaller self-contained theatre or theatre in education delivery organisations - taking a lead in inclusion issues and planning.

16. Particular support for learning

Chickenshed has well-equipped studio and theatre space which accommodates the majority of the taught and workshop practice elements of the Top Up Year.

In a genuinely inclusive environment, as exists at the Chickenshed, the need to promote a wide range of teaching strategies to meet a wide and diverse range of learning strategies is imperative as is a very 'hands on/evaluate one step/plan the next' approach to feedback.

With evaluation a key component of each step and a combined reflection on own performance and the performance of others, students have the opportunity to progress to a very high level of autonomy in learning in unique and very different inclusive settings. Flexible approaches to learning and assessment are a positive feature of the BA (Hons Inclusive Performance programme, with students encouraged to engage with experience and materials in new and different ways. There are opportunities for self-directed research with a range of recording methods for assessment tasks actively encouraged.

17. HECos code 100071

18. Relevant QAA subject benchmark Dance, Drama and Performance Subject Benchmark 2024

19. Reference points

QAA Quality Code
Dance, Drama and Performance Subject Benchmark (2024)

20. Other information

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

21. Curriculum map for BA Hons

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Programme learning outcomes

Knowledge and understanding	
A1	Current Inclusive Theatre theory and practice in relation to community and social impact and change in relation to issue based theatre and target groups.
A2	How to critically apply knowledge of the wider contexts of inclusive theatre to new professional social and community contexts.
A3	The processes of inclusive theatre performance, particularly issue based theatre performance
A4	A range of critical analysis positions on the role inclusive theatre performing, teaching, directing, learning and delivery practices plays in identifying and meeting the individual and group target group need.
Skills	
B1	Identify, reflect and critically analyse potential connections and inconsistencies between inclusive theatre theory its professional policy and practice and its social and community impact.
B2	Critically reflect and evaluate own performance and project development learning in relation to wider professional inclusive theatre practice perspectives – and in relation to the needs of others in cast.
B3	Present ideas and project management and critical analysis convincingly in a variety of performance formats, at different creative stages across a range of performing arts disciplines to meet needs of identified target groups.
B4	Use IT Resources effectively and proactively for ongoing research and monitoring of the following; performance material stimuli, professional artistic project management delivery and community target group need.
B5	Manage a realistic, analytical approach to Personal and Career development with growing proactivity, independence and professionalism – work-shadowing professional delivery teams and applying skills acquired to new and inclusively challenging situations.

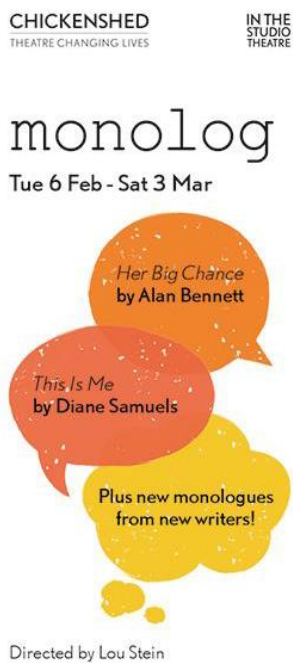
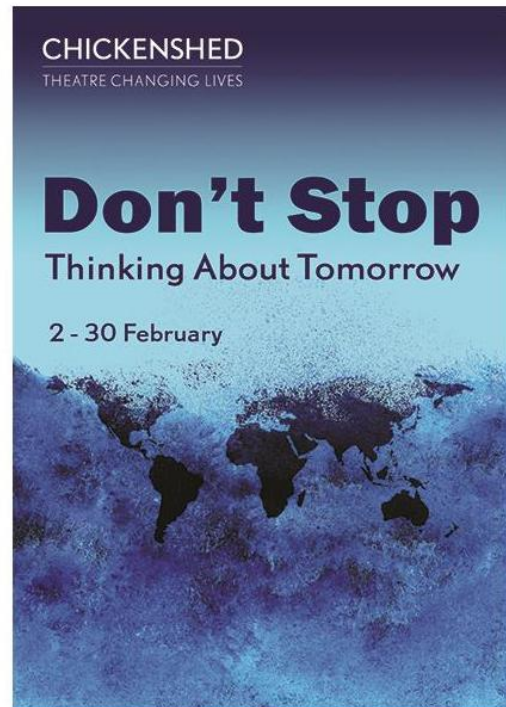
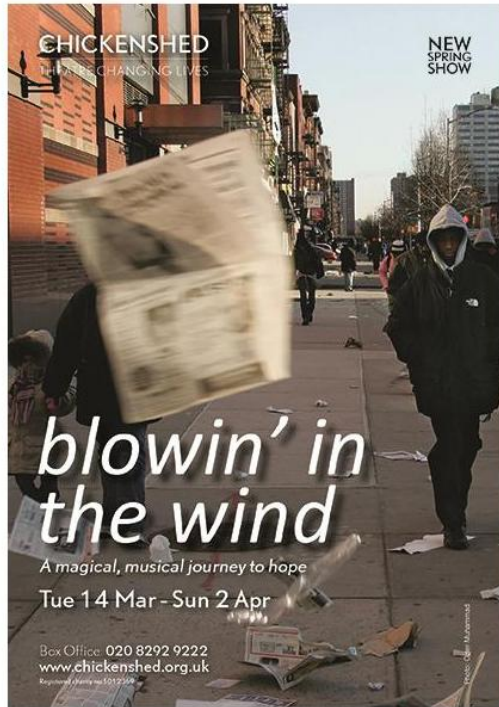
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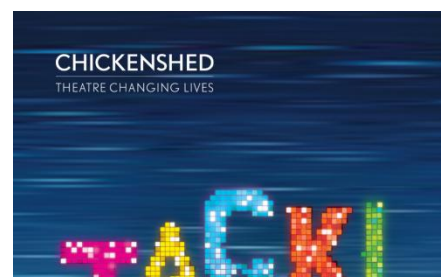
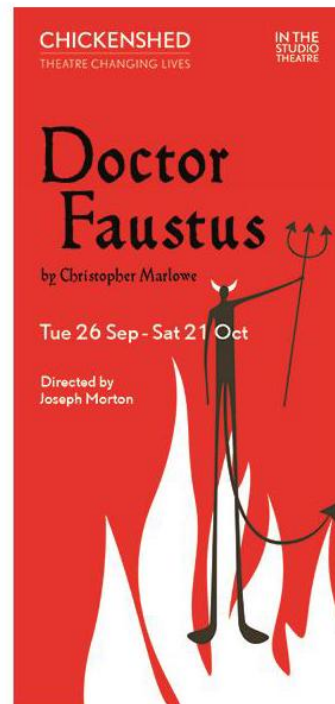
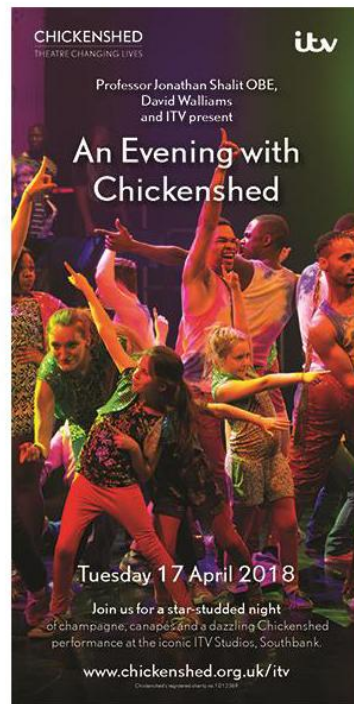
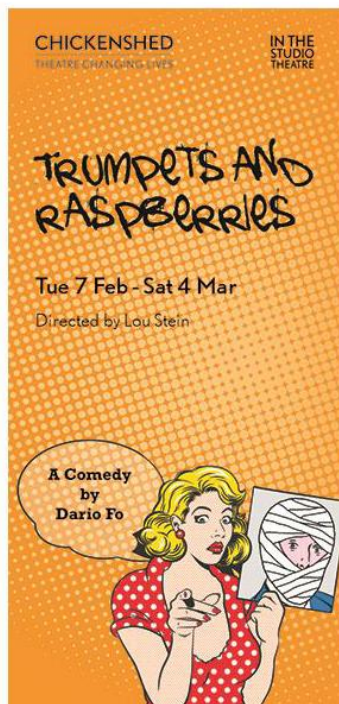
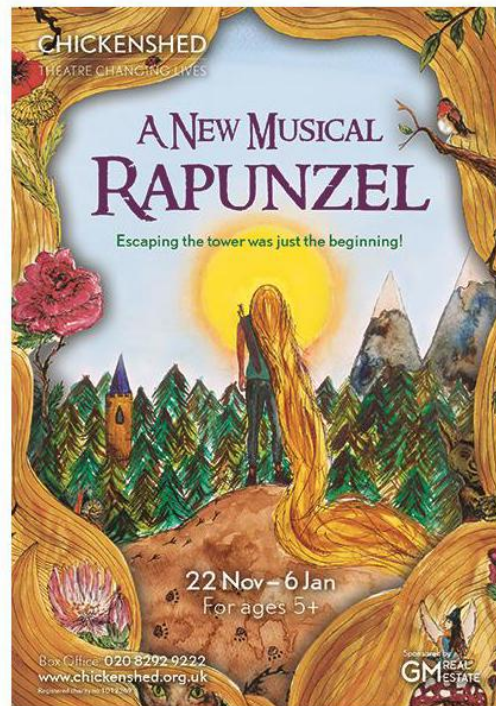
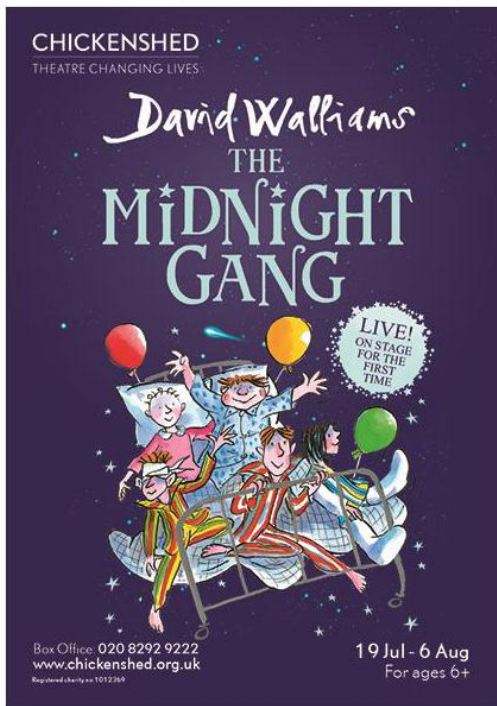
Programme outcomes									
A1	A2	A3	A4		B1	B2	B3	B4	B5
Highest level achieved by all graduates									
6	6	6	6		6	6	6	6	6

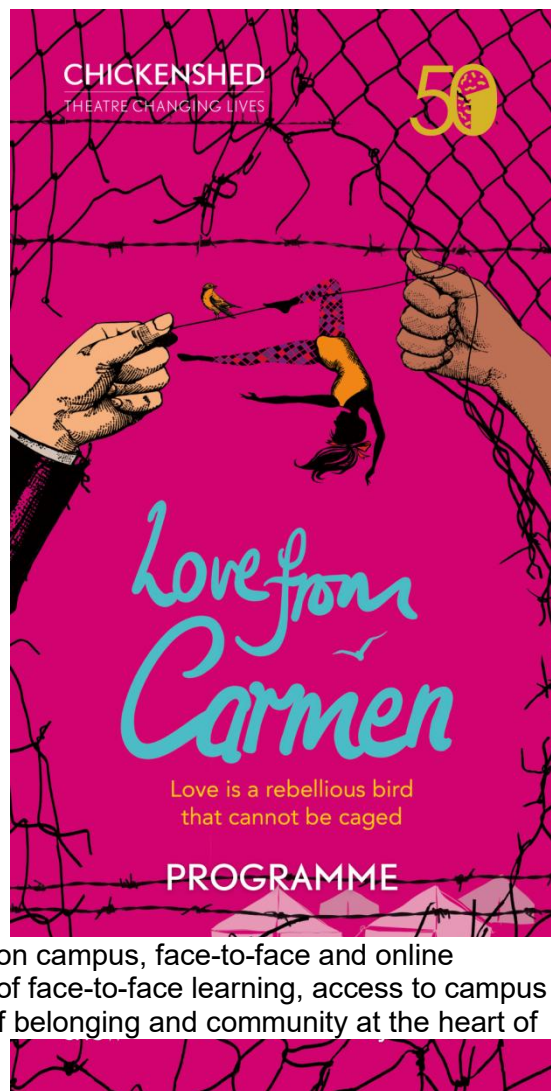
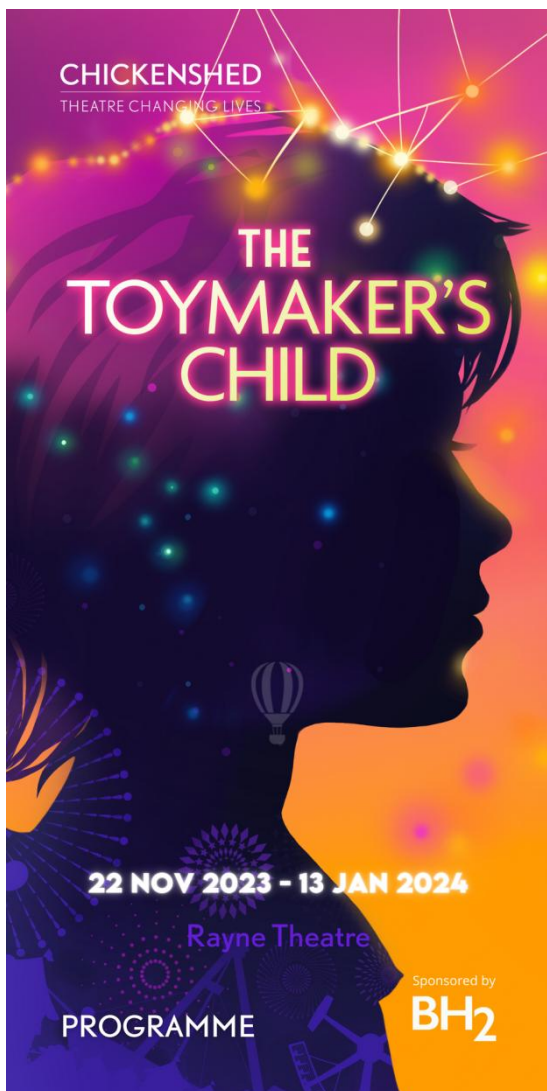
Module Title	Module Code by Level	A1	A2	A3	A4	B1	B2	B3	B4	B5
		Module 2 - Inclusive Theatre Project Research and Delivery	CSY302	/	/		/	/	/	/
Module 1 - Devising for Target Group Performance	CSY301	/	/	/	/	/	/	/	/	/
Module 3 - Employability and Professional Placement	CSY303		/	/	/				/	/

Performance engagement opportunities for professional staff to work with HE students.

Recent examples:







involve on campus, face-to-face and online
most out of face-to-face learning, access to campus
sense of belonging and community at the heart of

learning. Online learning will only be encouraged where it clearly helps to strengthen on-campus, in person teaching and encourages you to develop skills as an independent learner. The teaching and learning arrangements for your programme are provided in Moodle

Your Feedback Opportunities

Student surveys

Chickenshed participate in the National Student Survey (NSS) During your time at Chickenshed you will be asked at to give your feedback on your module, programme or a specific experience by completing a survey. These are important as they help your programme team and Chickenshed to determine what could be improved (as well as what is going well) and therefore please take the time to complete these. We do sometimes do these surveys manually.

Programme feedback forms are distributed towards the end of the academic year and are completely anonymous. The aim of this feedback process is to give you the opportunity to give your views on the quality of your programme of study. A summary will be produced of any issues that have been identified through Student Survey. The Report would also describe the actions Chickenshed will take in response to feedback. All summaries will be an item for discussion during Programme Voice Groups and will, where necessary, be reported upon during the quality/annual monitoring process and Student Experience meetings. The whole feedback process will also be reviewed on a regular basis, to ensure that that it is effective in helping provide a good quality experience for students.

Other surveys

From time to time Chickenshed will promote surveys to give you the opportunity to give your views on the quality of the services and facilities offered by Chickenshed and your experience of areas other than your programme of study. These surveys will be completely anonymous and will inform Study Experience meetings and Boards of Study

How we consider your feedback

The feedback you give through the Student Experience Committee, through surveys and at Boards of Study meetings plays an important part in reviewing the BA (Hons) Top-Up Inclusive Performance programme during and at the end of the academic year. Some of the changes we have made to the programme have been a result of student feedback. For example recently students asked whether it was possible to have their complex Autumn Term timetables, received from various disciplines, amalgamated into one document. Education Department staff has worked with other staff within the Company to put together a system that produces complete, personalised schedules for each student. Also, students who are opting for extra professional experience activities were experiencing clashes with scheduled activity and asked for priority to be clarified. Chickenshed agreed to consult schedules and make clear accredited priority and wherever possible rearrange to avoid clashes with eg Production and Platform timetables. The important aspects of this professional enrichment were acknowledged on all sides as positive and to be maintained and made even more accessible where possible.

There are many other examples of changes to Programme programmes, new modules and a range of other developments in programme delivery and design that Chickenshed is proud to attribute to its students (please see descriptions at the end of this section).

Employability

Employability and your programme

The development of employability skills – for example, team work, self-management, business and customer awareness, communication, literacy and numeracy – are all integral parts of the BA(Hons) Inclusive Performance.

Personal Development Planning (PDP)

PDP will provide you with an opportunity to assess the value of the skills and knowledge you are developing and identify your future learning and development needs. It offers a structured way to reflect on what you are good at and what you need to develop further. You will learn to review your own skill levels and what you have learned from different situations and environments, including your studies, part time work, voluntary work and other activities. You will record your reflections and use them to help you think about and plan your future development.

This is an important part of your personal development and reflects the working environment where employers encourage new graduates to assess their own continuous professional development (CPD) using a portfolio. You can also use your record of PDP as a valuable aid for marketing your skills to employers in recruitment and selection processes.

Students have an electronic Professional Development Profile that is added to each time the student reports a professional experience they have had while on the Programme. Every submission gets written tutor feedback. Students also produce Personal Development Plans based on skills and knowledge targets. Students have professional development opportunities within modules.

Career advice

Chickenshed professional staffs are always on hand to advise students on professional and career development.

Part Two - Resources and Support Available

Resources

Your Learning Resources

Introduction

Chickenshed's Theatre at Southgate, North London is purpose built for the provision of inclusive theatre and inclusive performing arts education and training. Completed in 1994 ready for the first inclusive BTEC National Performing Arts intake in 1995 and further extended in 1997/8 to encompass a Studio Theatre, Outdoor Amphitheatre, Study facilities and fully accessible specialist technical production facilities – the theatre's resources have been awarded 'outstanding' for inclusive performing arts specialist provision in past inspections. Chickenshed Higher Education delivery began in 2005.



IT Facilities

- Portable/laptop IT facilities for students for small group and individual inclusive support and independent work while on site.
- Braille printer
- Video/film editing suite
- Video and digital camera technical resources
- IT group to monitor/adapt resources.

Specialist facilities

1 Inclusive Performance/Education

Rayne Theatre



- Purpose-built for inclusive performing arts activity.
- All levels accessible for inclusive casts of performers, inclusive student group training and inclusive audiences.
- Direct inclusive access to dock and production facilities.
- Lifts on either side of auditorium ensuring full access for students, performers and audience.
- Flat purpose-built adaptable stage area.
- Full inclusive access to technical level, sound desk and all production facilities.
- Direct access to all study/dressing room areas.
- Full lighting/sound/production resources for all levels of performance. Students involved in all levels of performance.
- Fully adaptable staging for inclusive performance.

2 Inclusive Performance/Education

Studio Theatre



- Purpose-built, accessible flat, open, adaptable stage area.
- Accessible to students, casts and audience via lift, stairs and through auditorium.
- Fully accessible specialist production facilities.
- Flexible, raked seating – easily installed.

3 Inclusive Education/Training

Dance Studio



- Purpose-built fully accessible via lift – and through auditorium.
- Mirrors to aid student and tutor monitoring of movement.
- Audio facilities accessible.
- Mats for floor work/occupational therapy.
- Dance/Movement textual/audio resources.

4 Inclusive Education

Resource Base/Library Resources

Three-in-One Room



- Purpose-built adaptable from one large space to three smaller spaces for whole class, small group or individual tutorial work.
- Accessible via lift – ease of access to Studio Theatre/Auditorium.
- Library – Textual and video resources.

Library

Students at Chickenshed cannot access the library facilities of Middlesex University. Chickenshed has an on-site textual resource which students have free access to, as well as a small video/DVD resource which students can access while on site.

5 Inclusive Performance/workshop, Education

Cafe Area



- Purpose-built Open Plan – accessible to entrance – incorporating full access to auditorium and lifts to other spaces.
- Spacious – allowing for student leisure and group discussion/workshop activity preparation/rehearsal.
- Easily adapts from leisure/study space to performance space.
- Audio and video facilities accessible.

6 Inclusive Performance/Education

Outdoor Amphitheatre



- Purpose-built fully accessible from entrance and bar.
- Seating and stage area accessible at all levels.
- Audio facilities easily installed.
- Large space with different areas and seating for small/large group workshop, activity, preparation/study.

7 Inclusive Performance/Education

Outside Resource and Project Planning Base (Small Shed)



- Seminar and formal/informal project planning/discussion space

8 Inclusive Performance/Education

Outside Resource and Project Planning Base (Large Shed)



The Annex



- Seminar and formal/informal project planning/discussion space

9 Inclusive Education/Performance

Music Studio



- Accessible via its own purpose-built lift.
- Wide range of sound/music production and recording facilities for professional level production – has produced material for release.
- Digital recording equipment
- Music can be piped throughout theatre
- Music Library
- Music Administration facilities
- Space for small inclusive group music/technical training

10 Inclusive Education/Performance

Band Room (Kobler Room)



- Houses Chickenshed's Inclusive Youth Band.
 - Extensive instrument provision
 - Recording facilities – direct link to Music Studio and Auditorium
 - Music Department administration facilities
 - Houses inclusive vocal group for performances.
- 11 Inclusive Production Suite
- Fully accessible backstage production area – with direct access to auditorium.
 - Fully accessible dock area – used for inclusive performance – entrance/exits – and scenery production.
 - Fully accessible workshop and production store/technical store – backing large scale public performances involving inclusive groups of students and smaller scale studio performances involving inclusive groups of students.
 - Stage/scenery/properties design for inclusive casts.
- 12 Dressing Rooms and Wardrobe
- Accessible from bar and auditorium
 - Doubles as extra rehearsal/study spaces during day.
 - Costume design, production and advice for inclusive casts.
- 13 Inclusive Education/training/theatre Administration/co-ordination Offices
- Inclusive Education and Training administration/co-ordination office.
 - Inclusive student/theatre artistic development and training administration office.
 - Inclusive Theatre administration office.
 - Used for extra 1:1 inclusive support sessions, progression support.
- 14 Car Park/Reception/Box Office
- Fully accessible offering direct, flat access to theatre entrance and stage door for inclusive casts and audiences.
 - Disabled parking bays.
 - Box Office/Reception/Bar area for Front of House training for inclusive student group.

15 Inclusive Performance/Education

Outside Resource and Project Planning Base (Annex)

- Seminar and formal/informal project planning/discussion space
- Undertaking needs assessments for students applying for support through the Disabled Student's Allowance (DSA).

Confidentiality will be respected and relevant details will only be disclosed with your permission.

For information or advice about any of the above please contact Antonia Jater (in the Education Office) in the first instance.

Student Support

To help you in progressing towards greater independence there is a great deal of inclusive support available.

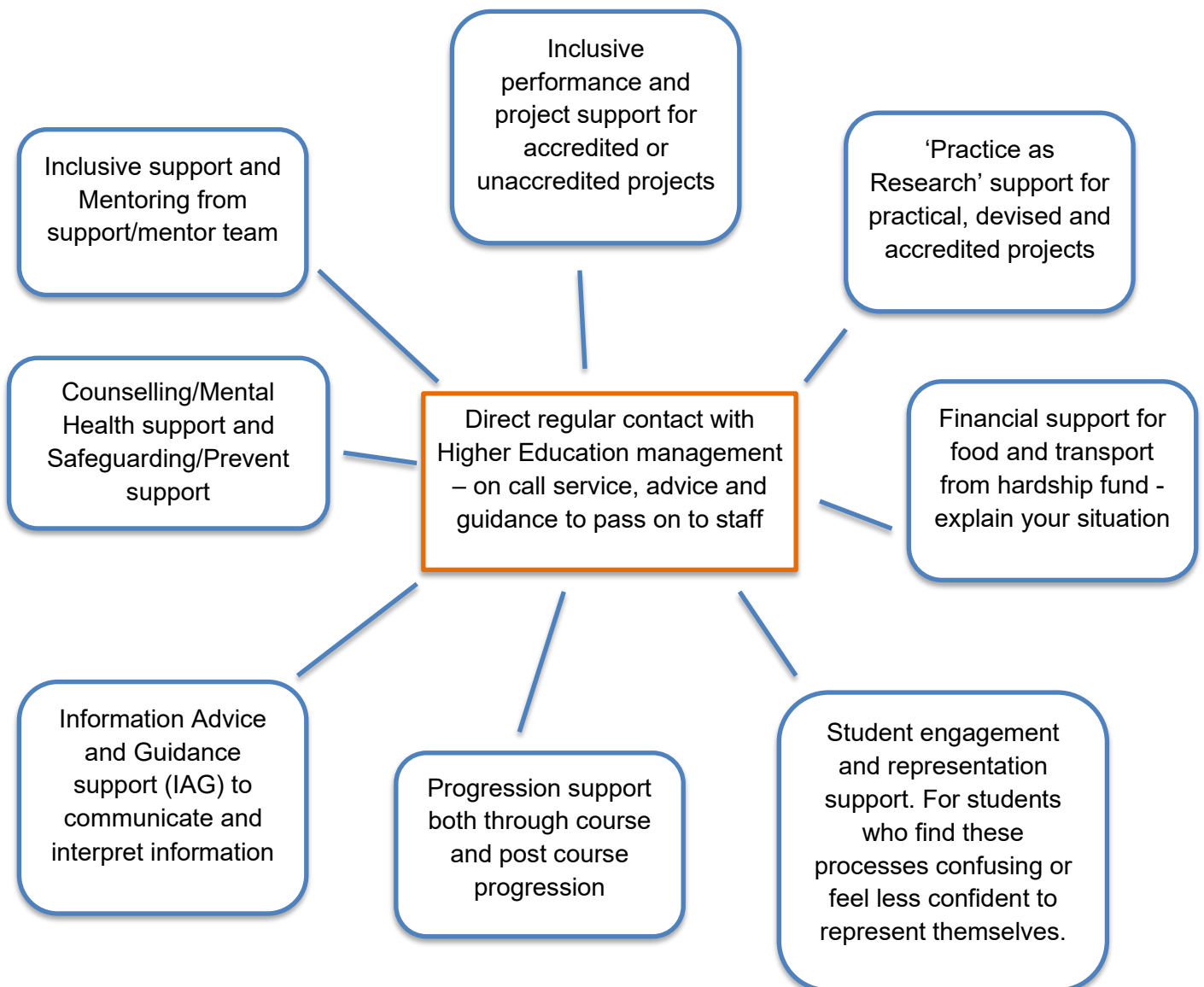
Chickenshed Higher Education has been regularly commended for its inclusive support to ALL students. Chickenshed are dedicated to supporting you as a student, both in the ways outlined here and in new ways that you identify in our student engagement and representation processes.

Don't feel alone as a student at any time.

What can we do for you? Tell us, we will listen.



Existing inclusive support services and provision.



Academic staff

Your tutors will direct your studies and ensure that you know what work you need to cover in any given module. Seek advice from academic staff either during their office hours or by email or telephone please see 'Contacts and Communication' section for details.

Link Tutors

As stated on the front of this handbook the link tutor at Chickenshed for this programme is Paul Morrall and the link tutor at Middlesex is Stefanie Sachsenmaier. Both tutors are jointly responsible for ensuring the programme is delivered according to the arrangements agreed when it was approved. Both link tutors attend the Board of Study meetings where they hear the views of students on the programme, however you can contact either if you have a query or suggestion.



Support services at Chickenshed

Student Support Team

Do not hesitate to approach Tutors or the Inclusive Student Support and Mentor Team in the first instance if you have a query or need advice on any of the following:

- Programme regulations advice
- Revising or recording module registrations
- Submission of Programmework
- Assessment deferral requests
- Recording extenuating circumstances
- Recording reasons for unavoidably being absent
- Advice on where to make a suggestion or a complaint

Tutors and Information, Advice and Guidance Teams will then liaise on formalising queries or requests where needed.

Contact details

For information on who to contact for various student advice please contact Antonia Jater at Chickenshed in the first instance.

BA Inclusive Performance Tutor Team support

In addition to the support available to you via Information, Advice and Guidance staff, the FdA Inclusive Performance Tutor Team is your first point of contact for support and you can contact them for Year 1 - William Laurence and Courtney Dayes at Chickenshed and Year 2 – Cara McNanny and Demar Lambert, for queries regarding your programme. They will either help you to deal with those issues directly or will refer you to who you need to see.

You can also get valuable guidance from the FdA Inclusive Performance Tutor Team on time management, planning your studies, preparing for assessment and tips on revision. Additionally Jojo Morrall at Chickenshed can help you with the extenuating circumstances and deferral process (including advising on evidence).

Counselling and Medical Support

During the Programme of your studies if you encounter problems concerning your work or personal or emotional difficulties Chickenshed will arrange for you to consult with a professional counsellor. If you are already seeing a Counsellor you would be given time to obtain any additional counselling support needed outside Chickenshed.

Counselling involves one or more meetings with your counsellor in a safe and confidential setting. You will have the time and space to discuss difficulties in your life which may be interfering with your ability to study and enjoy your time as a student. Students come to counselling for all sorts of reasons but generally it is a good idea to seek help before things start to feel unmanageable. Counselling can give you the opportunity to talk and think things through with someone from outside your social circle. This can feel both supportive and also offer the possibility of developing a fresh perspective on your difficulties.

If for any reason you experience medical issues which may affect your study, Chickenshed asks you contact our Medical Support Officer who will work with tutors and support/mentor staff to help you.

For more information including how to make an appointment please contact LaChe Fleming via email or in the Education office.

Chickenshed is proud to offer extensive Professional Counselling services backed up by Inclusive Support Team Mentoring – in recognition of its commitment to support the Mental Health needs of students. Please see Chickenshed Mental Health Guidance included at the end of this Handbook.

Inclusive Disability Support Service

If you have a long term medical condition, physical difficulty, sensory impairment, mental health problems or a specific learning difficulty (e.g. dyslexia) that you feel could impact on your studies, and would like information about support provision that can be made available, please contact Chickenshed's Inclusive Support and Mentor Team who, with help from Chickenshed' IAG (Information, Advice and Guidance) team – will discuss how the Programme you are on can further meet your needs.

You are encouraged to make your situation known at the earliest opportunity to ensure due provision is made. Support can include, but is not restricted to:

- Advice on Programme related study needs,
- Arranging support such as note takers and personal assistants,
- Liaison with tutors and funding authorities
- Undertaking needs assessments for students applying for support through the Disabled Student's Allowance (DSA).

Confidentiality will be respected and relevant details will only be disclosed with your permission.

For information or advice about any of the above please contact Antonia Jater (in the Education Office) in the first instance.

Chickenshed Inclusive Support Background – An Overview for Students

Chickenshed is an inclusive theatre company whose philosophy of being 'open to all', including all, excluding no-one has been translated into theatre, performing arts and education practice over the Programme of more than forty years of hard work and achievement – forerunning legislation and reactive policy making. As a principle inclusive, open working is imbued in everything the Company does.

Chickenshed emphasises the need for a proactive attitude to ensuring its inclusive philosophy is put into practice for all individuals who are employed, trained, educated or simply entertained by its work irrespective of perceived 'disability', 'special educational need' or 'special need'.

The following measures – which have been put in place over nearly 30 years of Education work since the opening of the theatre and 50 years since the beginning of the Company's existence – enable Chickenshed to meet its responsibilities under the Disability Discrimination Act (DDA).

- 1 An inclusive intake for all its employment, Education, Children's, Youth Theatre, Performing, Outreach and Training programmes with participants and groups coming from special and mainstream schools and working and achieving together rather than separately.
- 2 A purpose built theatre designed for inclusive work – fully accessible at all levels for all individuals.
- 3 A suite of practical policies which promote the Company's central driving philosophy that inclusion makes the artistic and educational work better. These policies are constantly reviewed and adapted to respond to new initiatives and legislation - and crucially to ensure more individuals have greater access to participation in the work of the Company.
- 4 Creative work which is inclusive in its intake, inclusive in its process and inclusive in its subject matter.
- 5 An inclusive staff and trainee staff resource trained over many years in the delivery of inclusive theatre and education.
- 6 An Outreach training programme that seeks to provide a model of inclusive working to new theatre organisations set up by Chicken Shed – and also to existing theatre organisations in communities around the country.
- 7 Access groups in every aspect of the Company's education, theatre and management work which constantly plan and implement the 'reasonable adjustments' that may need to be made for any new or existing participants whose needs may warrant this or whose needs may change. The Company's commitment is to make these adjustments wherever possible in advance of

specific identified need – with the over-riding principle that every individual's needs should be included and catered for – so preparation for the widest possible range of individuals is always necessary.

By inclusive access Chickenshed means access to all individuals or groups who comprise a community including those who are being or have been educated in 'special' or 'mainstream' schools or colleges. Inclusive communication means for Chickenshed, publicising all programmes, Programmes and opportunities to the widest possible range of individuals wherever they live, work or are educated in a community to ensure that activities are communicated to in the individuals and groups who may want to participate. An inclusive 'open door' policy is not enough. Chickenshed constantly takes steps to communicate its openness and inclusivity; actively recruiting to back up its communication because it is the wide range of individuals and groups who make our work what it is.

Financial issues

For information on who to contact for various student advice please contact Antonia Jater at Chickenshed in the first instance.



Student Union membership

As you are not attending a Middlesex University campus you are, unfortunately, not a member of Middlesex University Students' Union (MdxSU). You are however still entitled to the TOTUM Pro Card and ISIC cards.

ISIC cards – full time students only

As a full time student you can apply for an International Student Identification Card which will give you discounts on travel, shopping and experiences world-wide. You can apply for an ISIC card with your NUS Extra Card for an additional charge -

<https://www.nus.org.uk/en/nus-extra/discounts/?q=NUS+Extra+Card>

TOTUM Pro Card

This is a student discount card which can be used at a very large number of retailers, please see the TOTUM Pro website for further details, if you are interested please contact Antonia Jater-Ezel and she can give you the Voucher Code and Link.

<https://www.totum.com/se/student-discount/cat/totum-pro>

Part Three - University Policies You Should Know

Programme Regulations

As a student of Middlesex University there are regulations and policies that you should make yourself aware of before you commence with your studies. These regulations detail the rules around assessment, how grades are awarded, and how assessment is conducted. This includes details on unforeseen circumstances (Force Majeure), academic integrity and misconduct and what you should do if circumstances mean you cannot complete an assessment. Full details of the regulations for all learners at Middlesex can be found at:

- <https://www.mdx.ac.uk/about-us/policies> (scroll to university regulations)
- **Academic Appeals**
An Academic Appeal is a formal request that a decision made by an Assessment Board or Programme Progression Board is reconsidered because of special circumstances. You should follow the Appeal Regulations and Procedures (Section G) if you submit an appeal: <https://www.mdx.ac.uk/about-us/policies> (scroll to university regulations)
- **Academic Integrity and Misconduct**
You should be familiar with the Infringement of Assessment Regulations/Academic Integrity and Misconduct regulations (section F) as Chickenshed and you have to act in accordance with these procedures in the case of any alleged academic misconduct: <https://www.mdx.ac.uk/about-us/policies> (scroll to university regulations)
- **Academic Integrity and Misconduct**
Please note that Chickenshed uses its own regulations for handling academic misconduct and therefore this section of the Middlesex University Regulations (section F) does not apply to you. More information about the appeal process is available
- **Complaints**
The complaints procedures of Chickenshed must be followed and have been fully exhausted before you can follow the Middlesex University Student Complaints and Grievance Procedures (Appendix A for students of collaborative partners) which can be found in the Middlesex University regulations: <https://www.mdx.ac.uk/about-us/policies> (scroll to university regulations)

Research Ethics

Chickenshed ensures that all participants leading or participating in any of their programs are not only familiar with ethical considerations but are also confident in how to enact these considerations. To mitigate potential harm at all times, participants must reflect, conduct risk assessments, and adjust their planning to adhere to key ethical principles.

These principles include:

- **Honesty**- Being truthful in all communications and actions.
- **Objectivity**: Avoiding bias in all aspects of the work.

- **Integrity**:- Upholding strong moral principles and professional standards.
- **Carefulness**:- Ensuring accuracy and avoiding errors through meticulous attention to detail.
- **Openness**:- Being open to new ideas, criticism, and change.
- **Transparency**:- Being clear and open about methodologies and procedures.
- **Accountability**:- Taking responsibility for one's actions and their impacts.
- **Intellectual Property**:- Respecting the intellectual contributions and ownership rights of others.
- **Confidentiality**:- Protecting sensitive information and respecting privacy.
- **Responsible Publication**:- Sharing results honestly and without fabrication or distortion.
- **Responsible Mentoring**:- Providing guidance that is ethical and supportive.
- **Respect for Colleagues**:- Valuing and respecting the contributions of others.
- **Social Responsibility**:- Considering the social implications of one's work and acting to benefit society.
- **Non-Discrimination**:- Ensuring equality and fairness regardless of personal characteristics.
- **Competence**:- Maintaining and improving professional skills and knowledge.
- **Legality**:- Complying with laws and regulations.

Chickenshed staff are present at all workshops and the devising stages to support students in striving for projects that maintain high ethical standards. This ongoing support helps ensure that ethical considerations are not only understood but also effectively implemented in all areas of their work.

Students are taught how to conduct research and how to create effective questionnaires to gather maximum valid data but aiming to mitigate any harm.

Staff are part of each stage of research, overseeing the implementation of ethical considerations.

Staff are part of devising research techniques, editing questions where needed, supporting the sharing of questionnaires prior to issuing to appropriate target groups and then how to evaluate results.

Staff are the final voice in the ethical content of the survey before dissemination.

Anonymous Marking Assessment Policy

Anonymous marking ensures that your identity (your name, student number and other personal/identifiable information) is not made available to academics when they are marking your work. This means that you can have confidence that your assessments will be marked fairly and consistently. However, there are some forms of assessment for which anonymity cannot be guaranteed and these are recognised in the policy. We believe that it is important to provide you with the support and guidance needed to help you develop and prepare for your final assessments (those which count towards your final grades i.e. summative assessments). Therefore, anonymous marking will not apply to learning activities and assessments that do not contribute to your final grades (i.e. formative assessments). If you require further information and support to understand how anonymous marking works in your programme modules please contact the Module Leader for more information.

The Anonymous Marking Assessment Policy is available at:

https://www.mdx.ac.uk/_data/assets/pdf_file/0037/563599/anonymous-marking-assessment-policy.pdf

Appendix 1: Module Narratives

Module Narratives

In this section you will find details of all the modules associated with your programme so that you can see what is involved in your programme and make any choices over option modules (if applicable).

The narratives were correct at the time this handbook went to print but details change over time and therefore you should always refer to the latest version available at

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Module 1 Devising for Target Group Performance

Module 2 Inclusive Theatre Project Research and Delivery

Module 3 Professional Employability & Placement

In this section you will find details of all the modules associated with your programme so that you can see what is involved in your programme and make any choices over option modules

1.	Module code:	CSY301
2.	Title:	Devising for Target Group Performance
3.	Credit points:	60
4.	FHEQ level:	6
5.	Start term:	September
6.	Module leader:	P.Morrall
7.	Accredited by:	
8.	Module restrictions:	
	(a) Pre-requisite	
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	
9.	Aims:	<ul style="list-style-type: none"> • To enable students to proactively formulate, in groups, an issue based performance product that will meet the identified needs of a target group. • To appraise and evaluate identified benefits to that target group based on research of needs carried out by the student group prior to, and during the creation of, the piece. • To plan, monitor, adapt and validate the development of their own inclusive theatre performance stage by stage – critically analysing each stage to inform future devising and direction through practice as research. • To present and develop their inclusive theatre products to a range of audiences and reframe into structured deliverable performance events which can be taken to venues and organisations outside Chickenshed.
10.	Learning outcomes:	<p>Knowledge On successful completion of this module, the student will be able to:</p> <ol style="list-style-type: none"> 1. Debate a range of practical and inclusive devising improvisation techniques and approaches in complex contexts. 2. Critically explore a range of professionally delivered inclusive theatre artistic processes to adapt for target groups. 3. Hypothesise and debate the potential impact of performances on a range of target groups. <p>Skills On successful completion of this module, the student will be able to:</p> <ol style="list-style-type: none"> 4. Experiment in depth with the design and development of an inclusive theatre performance product to a target group. 5. Critically examine and assess the potential experience of the identified target group in order to meet their needs in relation to the issues in the performance. 6. Model ways of measuring performance impact on the inclusive needs of the

	<p>group using a range of complex sources, methods and contexts.</p>
<p>11.</p>	<p>Indicative Syllabus:</p> <ol style="list-style-type: none"> 1. Issue-based inclusive theatre project reports where projects have been developed to approach issues create awareness and meet needs. 2. Reports on community theatre project delivery with target groups in and outside UK. 3. Research into practitioners and authors who have created works to tackle specific issues including Brecht, Osborne, Tricycle Theatre, Capek Brothers, Stoppard, and David Hare. 4. Barriers and opportunities for authors and directors when creating issue-based theatre products or products for specific target groups. 5. Devising, improvising and performance approaches – Cardboard Citizens, Tricycle Theatre. 6. Performance and workshop/project delivery process and on-going evaluation and replanning approaches. 7. Planning, research, delivery and evaluation technology requirements. 8. Roles and responsibilities within a professional project delivery and management team. 9. Knowledge of subject matter and potential on-going project and performance adaptation techniques and approaches. 10. Direction, delivery, choreography and composition skills and strategies. 11. Production skills and strategies. 12. Inclusive performance and workshop support strategies. 13. Confidentiality, health and safety and safeguarding practice and consultation with professionals working with target groups.
<p>12.</p>	<p>Learning and teaching strategy:</p> <p>The Programme of Study for Module 301 will involve initially the development of a student's independent devising, directing and performance skills through class, workshop, observation and practical group artistic debate amongst other experiences. This process will underpin the focusing of the student's skills on the creation, performance and small scale touring of a product designed to increase community awareness of the issues and needs of a specific identified target group.</p> <p>Students will critically analyse and evaluate previously performed issue based target-group performance products with increasing proactivity, self-direction and independence. Student work in this process will provide key indicators of high quality engagement with the professional demands of the programme.</p> <p>Students will trial their growing body of material at different stages with a range of internal (to Chickenshed) theatre and education audiences to interrogate the artistic and issue/target group impact of their work before exploring its potential impact with external audiences.</p> <p>Interview, work shadowing, tutor and student led seminar evaluation will provide opportunities to analyse and adapt their performance product.</p> <p>Students will then liaise with professional inclusive theatre practitioners to identify organisations and audiences for the small-scale tour of their performance</p>

	product.																								
	Delivery method: <input checked="" type="checkbox"/> On-campus/Blended <input type="checkbox"/> Distance Education																								
13.	Assessment scheme: (a) Formative assessment scheme Formative assessment will focus on the on-going monitoring and critical evaluation of the devising and creation process.																								
	(b) Summative assessment scheme <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="5">Task: Issue based Group Production</td> </tr> <tr> <th style="width: 15%;">Weighting</th> <th style="width: 25%;">Specification e.g. word count / duration / no. of pages</th> <th style="width: 15%;">LO mapped to</th> <th style="width: 15%;">Anonymously marked</th> <th style="width: 30%;">Ethics approval required</th> </tr> <tr> <td>100%</td> <td>45-60 minutes</td> <td>All</td> <td> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes </td> <td> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module </td> </tr> </table> <p>In order to pass the module, the student will be required to achieve either:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> an overall aggregate of grade 16; <input type="checkbox"/> an overall aggregate of grade 16 with a minimum of grade 16 in each assessment component <input type="checkbox"/> an overall aggregate of grade 16 with a minimum of grade 17 in each assessment component <input type="checkbox"/> an overall aggregate of grade 16 with a minimum of grade of 18 in each assessment component <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%;">Seen examination</td> <td>.....%</td> </tr> <tr> <td>Unseen examination</td> <td>.....%</td> </tr> <tr> <td>Coursework (no examination)</td> <td>100%</td> </tr> </table>				Task: Issue based Group Production					Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	100%	45-60 minutes	All	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module	Seen examination%	Unseen examination%	Coursework (no examination)	100%
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14.	Timetabled examination required	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>																							
15.	Length of examhours																							
16.	Learning materials	<ul style="list-style-type: none"> • ‘Exercises for Rebel Artists’ by Guillermo Gomaz-Pena & Roberto Sifuentes. Published by Routledge 2011. ISBN 978 0 415 54923 3 (pbk) • Crime of the Century – Pack and Project Plan Overview – Chickenshed 2018 • Catch the Fire: An Art-full Guide to Unleashing the Creative Power of Youth, Adults and Communities. • Peggy Taylor and Charlie Murphy, New Society Publishers, 2014. • Introduction to Rights-based Direct Practice 																							

		<p>with Children Murli Desai, 2018.</p> <ul style="list-style-type: none">• How Change Happens Duncan Green, 2016• Jackson, A; 2013; <i>Learning Through Theatre</i>; Third Edn; Routledge• Schrowange, C; 2015; <i>Art and Conscientization</i>; ibidem-Verlag, Jessica Haunschild u Christian Schon• Lazarus, J; 2013; Revised Edn; <i>Signs of Change New Directions in Theatre Education</i>; University of Chicago Press• Graham, S & Hoggett, S; 2014; <i>The Frantic Assembly Book of Devising Theatre</i>; Second Edn; Routledge
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1.	Module code:	CSY302
2.	Title:	Inclusive Theatre Project Research and Delivery
3.	Credit points:	30
4.	FHEQ level:	6
5.	Start term:	September
6.	Module leader:	J.Morrall
7.	Accredited by:	
8.	Module restrictions:	
	(e) Pre-requisite	
	(f) Programme restrictions	
	(g) Level restrictions	
	(h) Other restrictions or requirements	
9.	Aims:	<ul style="list-style-type: none"> • To enable students to interpret through independent critical analysis and research the range of needs and experiences that make up a target group who can benefit from inclusive theatre workshop projects. • To enable students to deliver an inclusive, issue based workshop project to an identified target group experimenting and testing theoretical and practical stand points relevant to the students themselves and to the target group. • To enable students to both critically evaluate project approaches and also appraise, adapt and debate each stage of the Project process to create maximum target group impact.
10.	Learning outcomes:	<p>Knowledge On successful completion of this module, the student will be able to:</p> <ul style="list-style-type: none"> 7. Apply in-depth research based knowledge and understanding of issue- based inclusive theatre project approaches with a range of identified target groups. 8. Evaluate theoretical creative material with a range of target groups. 9. Incorporate health and safety, confidentiality, safeguarding and ethical issues in relation to target group delivery. <p>Skills On successful completion of this module, the student will be able to:</p> <ul style="list-style-type: none"> 10. Test and transfer skills and knowledge from a range of sources to different complex project situations. 11. Formulate stimulating and appropriate workshop project products to enhance performance and workshop skills development. 12. Critically research and analyse potential target groups and their needs, barriers and opportunities.

<p>11.</p>	<p>Indicative Syllabus:</p> <ol style="list-style-type: none"> 14. Definitions and history of target groups in communities and descriptions of need. 15. Records of past projects and approaches which have been designed to meet target group need. 16. Developments in practice with specific target groups and descriptions of community barriers which face the target group. 17. Case studies of individuals and groups from target groups and agencies working with those individuals and groups. 18. Barriers and opportunities for target groups related to accessing inclusion and theatre/performing arts experiences. 19. Techniques of observation, evaluation and monitoring within inclusive theatre projects with target group including ethical considerations, confidentiality and health and safety and safeguarding. Performance and workshop/project delivery process and on-going evaluation and re-planning approaches. 20. Planning, research, delivery and evaluation technology requirements. 21. Roles and responsibilities within a professional project delivery and management team. 22. Knowledge of subject matter and potential on-going project and performance adaptation techniques and approaches will also form part of the syllabus. 23. Direction, delivery, choreography and composition skills and strategies. 24. Inclusive performance and workshop support strategies. 25. On-going developments in target group including reports, interviews and case studies. 26. Confidentiality, health and safety and safeguarding practice and consultation with professionals working with target groups.
<p>12.</p>	<p>Learning and teaching strategy:</p> <p>This Module combines critical research and analysis into a Target Group identified by the Students, as being able to benefit from an Inclusive Theatre Project in order to become more fully integrated into, accepted by and engaged with their Communities.</p> <p>Students will explore the ‘identified need’ for and ‘benefitting from’ inclusive theatre concepts in theoretical terms initially through self-directed research experiences, underpinned by seminar, debate and interview with Tutor Practitioners and target group representatives (where appropriate).</p> <p>Students will engage in Work Shadowing and Proactive participation with Professionals engaged with the delivery of issue based projects to identified target groups with students being encouraged at all times, as Final Year Degree students, to independently seek and explore other similar related experiences with target groups wherever appropriate and possible.</p> <p>Students will research and critically reflect on past and current issue based community project types and structures. An important focus will be on advanced reading and individual or group evaluation skills in order to prepare students to devise and plan the delivery of their own Inclusive Theatre Target Group Project.</p> <p>Students will prepare introductory plans for projects with at least 2 target groups.</p>

	<p>They will use group presentation, debate and evaluation of the projects as simulated proposals to interrogate and evaluate research and planning. The final project and target group for delivery will be selected by the students making open to tutors the criteria theory which has driven project selection.</p> <p>Students will then use project observation, practitioner, target group interview and survey experiences and finally group and evaluation seminars to underpin final project planning. Delivery and evaluation seminars will be both self-directed and tutor led.</p>																														
	<p>Delivery method: <input checked="" type="checkbox"/> On-campus/Blended <input type="checkbox"/> Distance Education</p>																														
13.	<p>Assessment scheme: (c) Formative assessment scheme</p> <p>Formative assessment will be through Tutor assessment the individual and group processes which lead to Project Presentation and selection and the planning of the project.</p>																														
	<p>(d) Summative assessment scheme</p> <table border="1" data-bbox="272 1061 1417 1668"> <tr> <td colspan="5" data-bbox="272 1061 1417 1140">Task: Group Workshop</td> </tr> <tr> <th data-bbox="272 1140 435 1240">Weighting</th> <th data-bbox="435 1140 718 1240">Specification e.g. word count / duration / no. of pages</th> <th data-bbox="718 1140 887 1240">LO mapped to</th> <th data-bbox="887 1140 1075 1240">Anonymously marked</th> <th data-bbox="1075 1140 1417 1240">Ethics approval required</th> </tr> <tr> <td data-bbox="272 1240 435 1368">70%</td> <td data-bbox="435 1240 718 1368">45 – 60 minutes</td> <td data-bbox="718 1240 887 1368">1, 2, 4 & 5</td> <td data-bbox="887 1240 1075 1368"> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes </td> <td data-bbox="1075 1240 1417 1368"> <input type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input checked="" type="checkbox"/> Yes – whole module </td> </tr> <tr> <td colspan="5" data-bbox="272 1368 1417 1440">Task: Portfolio</td> </tr> <tr> <th data-bbox="272 1440 435 1541">Weighting</th> <th data-bbox="435 1440 718 1541">Specification e.g. word count / duration / no. of pages</th> <th data-bbox="718 1440 887 1541">LO mapped to</th> <th data-bbox="887 1440 1075 1541">Anonymously marked</th> <th data-bbox="1075 1440 1417 1541">Ethics approval required</th> </tr> <tr> <td data-bbox="272 1541 435 1668">30%</td> <td data-bbox="435 1541 718 1668">Approximately 2,000 words</td> <td data-bbox="718 1541 887 1668">3 & 6</td> <td data-bbox="887 1541 1075 1668"> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes </td> <td data-bbox="1075 1541 1417 1668"> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module </td> </tr> </table> <p>In order to pass the module, the student will be required to achieve either:</p> <ul style="list-style-type: none"> <input type="checkbox"/> an overall aggregate of grade 16; <input checked="" type="checkbox"/> an overall aggregate of grade 16 with a minimum of grade 16 in each assessment component <input type="checkbox"/> an overall aggregate of grade 16 with a minimum of grade 17 in each assessment component <input type="checkbox"/> an overall aggregate of grade 16 with a minimum of grade of 18 in each assessment component 	Task: Group Workshop					Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	70%	45 – 60 minutes	1, 2, 4 & 5	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input checked="" type="checkbox"/> Yes – whole module	Task: Portfolio					Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	30%	Approximately 2,000 words	3 & 6	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module
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	Seen examination%
	Unseen examination%
	Coursework (no examination)	100%
14.	Timetabled examination required	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
15.	Length of examhours
16.	Learning materials	<ul style="list-style-type: none"> • Exercises for Rebel Artists' by Guillermo Gomaz-Pena & Roberto Sifuentes. Published by Routledge 2011. ISBN 978 0 415 54923 3 (pbk) Crime of the Century – Pack and Project Plan Overview – Chickenshed 2018 • Catch the Fire: An Art-full Guide to Unleashing the Creative Power of Youth, Adults and Communities. • Peggy Taylor and Charlie Murphy, New Society Publishers, 2014. • Introduction to Rights-based Direct Practice with Children • Murli Desai, 2018. How Change Happens Duncan Green, 2016 • Jackson, A; 2013; Learning Through Theatre; Third Edn; Routledge • Schrowange, C; 2015; Art and Conscientization; ibidem-Verlag, Jessica Haunschild u Christian Schon • Lazarus, J; 2013; Revised Edn; Signs of Change New Directions in Theatre Education; University of Chicago Press • Graham, S & Hoggett, S; 2014; The Frantic Assembly Book of Devising Theatre; Second Edn; Routledge

1.	Module code:	CSY303
2.	Title:	Employability and Professional Development
3.	Credit points:	30
4.	FHEQ level:	6
5.	Start term:	September
6.	Module leader:	P.Morrall
7.	Accredited by:	
8.	Module restrictions:	
	(i) Pre-requisite	
	(j) Programme restrictions	
	(k) Level restrictions	
	(l) Other restrictions or requirements	
9.	Aims:	<ul style="list-style-type: none"> • To enable students to propose and research targeted individual employability backgrounds and possibilities in performing arts, education and community circles to benefit their professional progression and employability aims. • To maximise in students the module skills and knowledge in order to assess their individual aspirations and match these with (a) potential employment goals and (b) stages of experience to support the achievement of those goals. • To reframe both employability research skills and knowledge AND their general BA experience to undertake a supervised placement in a professional performing arts, education, community or other related work environment developing confidence in work related abilities skills and knowledge.
10.	Learning outcomes:	<p>Knowledge On successful completion of this module, the student will be able to:</p> <ul style="list-style-type: none"> 13. Contextualise prior inclusive performing arts knowledge and experience for future employment and employability progression. 14. Compare and contrast theoretical and practical understanding of the opportunities and demands of professional employment pathways. 15. Analyse and justify knowledge of professional placement experience in relation to future career formulation and appraisal. <p>Skills On successful completion of this module, the student will be able to:</p> <ul style="list-style-type: none"> 16. Test and debate the target skills related to practically researching and exploring individual professional placement. 17. Self-evaluate and prioritise current inclusive performing arts skills and knowledge levels relevant to chosen areas of placement and potential employment focus.

	<p>18. Execute a professional inclusive performing arts placement, communicating with and taking advice and guidance from relevant professionals.</p>
<p>11.</p>	<p>Indicative Syllabus:</p> <p>As each placement will be student centered with different areas of focus the specific breakdown of the syllabus will be planned and developed on a case by case basis through discussion between the student, the Module Leader and the provider.</p> <p>However an indicative outline of the Module syllabus would include the following;</p> <ul style="list-style-type: none"> • Work placement roles, policies and professional practice context information. • Identified placement target skills and descriptors • Personal inclusive practice CV development and self-evaluation information. • Research material related to different professional models of inclusive performing arts, education and community practice. • Research material related to the impact of inclusive practice and performing arts on organisations working in education, community and arts fields.
<p>12.</p>	<p>Learning and teaching strategy:</p> <p>Learning, teaching and assessment strategies will deliver the syllabus through an “Experience- Work shadow-Identify-Placement Delivery” process. This process will chart a student’s active and proactive participation in the identification, planning and execution of a placement with a Professional partner organisation either from Chickenshed’s existing Higher Education Professional Partnership Network or from another source identified by the student for a bespoke placement experience.</p> <p>Learning, teaching and assessment strategies will include;</p> <ul style="list-style-type: none"> • Work shadowing Chickenshed professional inclusive theatre project delivery teams to identify appropriate skills and strategies for professional placement and future employment roles in the Inclusive Theatre, Education and Community Arts industry. • Co-Delivery and team teaching project opportunities with target groups identified both at the theatre and in Outreach programmes. • Monitoring, observation and feedback from Chickenshed course tutors and other professionals from a wider range of project models on the individual development of a student within the placement planning and preparation process on projects. • Communication, discussion with potential placement partners • Practical analysis and self-evaluation of Placement relevant skills including the following; <ul style="list-style-type: none"> - Delivery Skills - Inclusive Support Skills - Team Teaching Skills - Individual Teaching Styles and Approaches - Exploration of Placement partner requirements and placement goals.
	<p>Delivery method:</p> <p><input checked="" type="checkbox"/> On-campus/Blended</p> <p><input type="checkbox"/> Distance Education</p>

13.	Assessment scheme:				
	(e) Formative assessment scheme				
	Ongoing tutor and peer feedback.				
	(f) Summative assessment scheme				
	Task: Portfolio				
	Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
	100%	Including collection of artefacts and critical reflection of placement.	All	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module
	In order to pass the module, the student will be required to achieve either:				
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	Seen examination%			
	Unseen examination%			
	Coursework (no examination)	100%			
14.	Timetabled examination required	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>			
15.	Length of examhours			
16.	Learning materials	<p>Learning materials will depend on the type of placements researched and selected and will include the following:</p> <ul style="list-style-type: none"> - Target Group exploration materials - Placement setting description, prospectus reports and e-profile - Placement curriculum or activity schedule materials - Placement related role descriptions <p>Other materials will be tailored to individual bespoke placement.</p>			

Mental Health Awareness Understanding & Support Policy & Practice Guidance

Mental Health Awareness Understanding and Support Policy and Practice Guidance

1. Training and Development

Chickenshed Staff Mentors and Trainee Mentors have regular training and development sessions related to both specific Mentees and Mental Health issues in general. The lived experiences of Mentees and the barriers to accessing opportunities and support discussed with advice given from Designated Safeguarding Team members and Designated Safeguarding Lead (DSL) feature in the training. Chickenshed also develops staff and beneficiaries through both accredited and unaccredited Mental Health First Aid Training with supervision from External and In-house Counsellor Professionals.

2. Individual Mentee Voice and Agency

Chickenshed Staff and Mentors work with Executive Director of Education Training and Outreach and the Head of Education Programmes and Projects to develop agency and advocacy support interventions for Mentees in relation to Mental Health issues enabling the voice of the Mentee and the contributions they can make through their lived experience - to be heard and acted on in their education and development programmes. All students consider themselves as Mentees in terms of accessing support for their mental health.

3. Embedding Mental Health Understanding in Everyday Delivery

Mental Health issues and Mentor and Mentee communication and support are embedded as learning goals in education curricula and Outreach programme delivery plans to enable beneficiaries to be able both to receive advice, support and guidance and to be able to understand and value mentoring processes so that they can see potential routes through to being peer mentors and Mentors themselves impacting on Mental Health Issues and individuals. Where these types of development are embedded sensitively in the regular curriculum and/or Outreach delivery programmes the less chance there is for mental health awareness to be seen as a separate entity only activated when problems occur.

4. Creative Projects Exploring Mental Health and Mentee and Mentor Issues

Inclusive Support Mentors, Trainee Mentors and Peer Mentors are encouraged, enabled and supported to develop creative projects and products both involving AND exploring inclusive Mental Health concepts, communication and support issues. These projects and products are given status as support interventions, engagement and enhancement opportunities and where appropriate as contributing to accreditation at whichever level is appropriate.

5. Safeguarding Awareness and Training

Staff, Mentors and Trainee Mentors access regular Safeguarding of Children and Vulnerable Adults/ Adults at Risk training and consultation with direct involvement from Designated Safeguarding Team and Leads. Training is both accessed and cascaded from Support Staff to Mentor to Trainee Mentor with Mentees also developing their own Safeguarding knowledge and skills through training, education and development channels

– impacting on links between mental health and Safeguarding and enabling and encouraging communication.

6. Safeguarding External Oversight and Reporting

Safeguarding monitoring and oversight is constantly both sought and given with Chickenshed commissioning National organisations such as the Safeguarding Network and the Matrix Standard to evaluate and help improve mental health/safeguarding practice and maintain understanding and currency of processes and systems. Chickenshed support/mentoring processes are also overseen and monitored through its Further and Higher Education partners by Ofsted, Office for Students (OFS) , Independent Higher Education (IHE) Capital City College Group and Middlesex University. Chickenshed reports formally to these organisations annually – including information on Mental Health Support developments.

7. Mental Health and Wellbeing within Safeguarding

Chickenshed is extremely aware of the complexity and emotional/ mental health challenge of mentoring need both for Mentors and Mentees. As well as Mentees having regular daily and weekly access to mentors and support staff mentors also have the same access to Senior Education and Outreach staff in order to support and provide guidance for immediate issues and Mentee problems both ongoing and new. Chickenshed provide regular access to professional in house counselling for Mental Health support for Mentees and Mentors - exemplary for an education organisation with this provision enabling no individual needing to wait longer than 1 - 2 weeks for counselling support with immediate access in serious situations and events.

8. Positive Next Step Mentoring and Mental Health Support Structures

Chickenshed Management and Staff have developed a number of positive next steps in Mental Health support both to inspire and motivate Mentees but also to support Mentors in sensitively providing positive pathways to development. Sometimes Mental Health Support, however well intentioned, can take a "sticking plaster" approach to helping support and solve immediate issues and problems without being able to enable and practically empower individuals and Mentees to progress to next steps in their development. Chickenshed enable Mentees through their Mentor support to;

A. Access performing arts training towards positive developmental outcomes creating beneficiary voice projects and platforms with Mental Health awareness, understanding and support at the forefront of projects.

B. Progress to access to accredited outcomes at Chickenshed with accreditation being inclusive and wide ranging at Further and Higher Education levels.

C. Empower mentees to enable continuation and achievement on accredited pathways-when being supported for Mental Health issues.

D. Enable mentees to develop and practice peer mentoring and younger child mentoring skills and attitudes.

9. Mental Health Lived Experience and Mentor Representation

Chickenshed works with Mentors who directly reflect the many and varied mental health lived experiences of its Mentees both in terms of barriers approached and negotiated and in terms of opportunities explored and accessed. Equality, diversity and inclusivity approaches to mental health support are always at the heart of Chickenshed's Mentoring provision.

10. External Agencies and Organisations

Chickenshed always use every external agency and contact appropriate to use to enable continuity of mental health mentoring, care and education development provision for individuals. Often this will include Education Health Care Plans and/or Social Services Care contacts together with Medical/Mental Health agency contact where available and needed. Smooth transition between past external agency support and current Chickenshed mentoring support is a must for Chickenshed provision.

11. Beneficiary/Mental Health Voice Platforms

Chickenshed Mentees are constantly empowered to project and amplify their beneficiary voice in a variety of different internal and external platforms where both their lived experience of mental health underrepresentation and social exclusion are represented AND their agency in helping develop mentoring support strategies, interventions and approaches are formulated and acted on.

12. Executive and Chickenshed Management Involvement and "buy in" to Mental Health priorities.

Chickenshed's Mental Health Mentor Support Services and Safeguarding Services are represented by leaders both on the Executive Board level and the Management Board level demonstrating the commitment of Chickenshed as a whole to the leadership support necessary needed to embed, review and reenergise Mentoring Support as a vital element of organisation practice.

13. Mental Health and Mentoring Practice Review

Chickenshed regularly review and revise Mental Health and Inclusive Support Mentoring Policy and Practice guidance and advice as part of its regular commitment to Support and Mentoring Policy, Safeguarding of Children, Young People and Adults at Risk/Vulnerable Adults processes and policies. This is alongside other policies and statements of practice particularly those related to equality group and protected characteristic needs and issues.

Senior members of Executive and Management Board both lead this Policy and Policy Statement drive AND lead the process by which these processes are disseminated and communicated to the wide range of stakeholders of Chickenshed's Mentoring work. They also lead by example the process by which Mentors and Mentees have voice and agency in the decisions affecting practice and policy review – particularly related to mental health.

14. Recruitment for Cascade Mentoring of Mental Health Developments

Chickenshed recruit Support Mentors with a deliberate and longstanding emphasis on making sure that the mental health lived experience of potential and actual mentees is represented particularly when it comes to equality/underrepresented individuals and

groups and groups with protected characteristics. The Recruitment policy also seeks to build a cascade network of mentors and trainee mentors at different levels of experience knowing that this supports the vital process of matching mentor to mentee and also enables mentees to see their own potential mental health journey through mentoring practice should they wish to develop in mentoring support themselves.

15. Understanding Mental Health Priority Areas for Recruitment

Chickenshed always make it a priority to recruit the majority of both Mentors and Mentees from target groups, areas, situations and external partners and organisations who are in communities of identified disadvantage and underrepresentation/ multiple underrepresentation including mental health. In this way Chickenshed is able to meet the essential need of ensuring the mental health lived experience of mentors can match the lived experience of mentees with that reassurance being a vital bridge to participating in the opportunities for development offered to mentees.

Chickenshed uses the Nationally recognised and respected Index of Multiple Deprivation (IMD mainly Quintile 1 and 2, Decile 1, 2, 3 and 4) as one of the key indicators to inform recruitment of both mentors and mentees - targeting education (mainstream and special), community and social inclusion organisations for Outreach, Inreach and other programme work to reach individuals and groups. Chickenshed also uses Education, Health Care Plans together with referrals from external agencies to identify and recruit inclusive support mentors, trainee peer mentors and mentees to the positive inclusive mentor support activity provided - adapting programmes to meet the development needs of individuals and groups.

Enhanced DBS checks and references from external organisations are always sourced for Mentors and Trainee/Peer Mentors.

16. Programme Design and Outcomes / Holistic Approach to Mental Health Lived Experience

Chickenshed always endeavours to enable Mentors and Trainee/Peer mentors to have the skills and ongoing training and guidance to engage and proactively involve Mentees in the development of inclusive Mental Health programmes and projects. Alongside this development comes the dissemination and recognition of the widest possible Holistic outcomes for those activities which needs to be passed on to Mentee individuals and groups through the cascading of advice and training from Mentors and Trainee/Peer mentors. As a vital part of this training, development and guidance process is the recognition and proactive acknowledgement that positive mental health support and mentoring has to cater for personal, emotional and social growth and development. This is as well as supporting and enabling proactive agency in terms of improving the health, Safeguarding and welfare of mentees whilst also being proactive in catering for those mental health needs for self.

Chickenshed staff support Mentors to support trainee peer mentors to in turn support Mentees to consider and develop both the softer and harder next step mentoring skills, knowledge and approaches to understanding the mental health outcomes that positive mental health mentoring can achieve.

Chickenshed inclusive support Mentors and Trainee/Peer Mentors are actively supported to explore and learn about in depth inclusive mentoring support in all its many contexts for individuals and groups utilising that learning in projects and programmes that promote Holistic outcomes. At all times Chickenshed celebrates the embedding in inclusive mentor support of the understanding that the lived experience of individuals and groups together with the ways they have had to approach both barriers and opportunities in that experience - are assets to those individuals. Chickenshed's holistic inclusive mentor support processes have the priority responsibility to bring out that understanding and enable mentees to grow within it.

17. Awareness, Interview and Induction/ Matching Mentor and Mentee

Chickenshed raises awareness of its approach and commitment to mental health and inclusive mentor support in all of its outreach and Inreach activity celebrating and promoting the idea that whatever the mental health lived experience background of the individual or group - Chickenshed can provide a pathway to development and achievement for them. Prospective Mentors and Mentees are interviewed about their own aspirations, skills, interests always encouraged and enabled to value their mental health lived experience and the strategies they have used and wish to use and develop in relation to barriers experienced and where appropriate their underrepresentation. Confidentiality and privacy are always respected

Mentors and Mentees experience an inclusive Induction programme which includes an understanding of both their own role and Chickenshed's role in their development and futures. Safeguarding, Health and Safety, Equality Diversity and Inclusivity and support for all these areas are part of the Induction process. Induction is also seen as both an immediate and a longer ongoing process so that neither Mentors or Mentees feel judged or over assessed or involved in a tick - box exercise rather than a positive ongoing process to share understanding of how Chickenshed can meet and support mental health needs.

An important aspect of the Inclusive mental health Mentor Support process which Chickenshed commits to implementing is that of understanding the skills, attitudes, aspirations and mental health lived experience of both Mentors/Trainee Peer Mentors and Mentees - in order to best match Mentors with Mentees. This matching process also relates to the planned mentor support activities they will be supported to engage with - matching the activity where the most holistic development can take place - to the individual Mentor/Mentee.

18. Mental Health Safeguarding of Children, Young People and Adults at Risk/ Vulnerable Adults

Chickenshed actively seeks opportunities to develop and promote Safeguarding policy and practice and links to mental health taking regular advice and guidance from Nationally recognised organisations such as the Safeguarding Network, Matrix Information, Advice and Guidance, NSPCC, Ofsted and Office for Students - together with regular oversight from Education partners in all sectors including statutory, Further and Higher Education partners with formal oversight links.

Chickenshed's Safeguarding Policies for children, young people and Adults at Risk/Vulnerable Adults are reviewed and revised at least annually but often two or three

times per year when responding to new developments – particularly in terms of mental health and potential barriers and risks to mental health.

Safeguarding issues are reported on - with agenda items included for - every Management Board meeting (Chickenshed Division Leaders) and Trustee Meeting / Education/Training Trustee Committee meeting and every Staff Meeting. Inclusive Mentor Support is valued highly enough at Chickenshed to be comprehensively represented both on the Executive and the Management Board which are the central management structures at Chickenshed.

Safeguarding with particular relevance to mental health and individual support mentoring is also covered weekly with all staff and Mentors who support and develop Mentees. Chickenshed again demonstrates its commitment to mental health Safeguarding support and oversight by having 12 strong Designated Safeguarding Team of staff representing every area of activity where Inclusive Support Mentoring takes place and wherever Mentors, Trainee Peer Mentors interact with Mentees to support mental health in the context of Safeguarding.

19. Code of Conduct

Chickenshed have a Code of Conduct for Inclusive Support Mentors and also for Mentees. These codes cover all aspects of the inclusive conduct spectrum and represent the ways in which positive inclusive personal behaviours and positive inclusive team working behaviours interact for the benefit of individual beneficiaries and target groups. Staff, Mentors and Mentees have opportunities for creative and functional project working to explore and adapt codes of conduct particularly when responding to the constantly changing mental health environment for equality groups and individuals with protected characteristic which link to mental health awareness and understanding.

20. Development for the Future and Self Review / Exit Routes

Chickenshed always seeks to empower mentees to progress however gradually towards more proactive independence from their Mentors. This process will often entail taking a small step by small step approach to understanding and recognising personal and general achievement goals and also understanding and planning the next small steps post – mentoring and past mental health issues. Evaluating progress made and pitching that progress into the future with potential scenario planning is something that Chickenshed also commit to in the ways in which a mentor/mentee relationship comes to an end also involving external agencies in the mentee's mental health experience wherever appropriate.

Chickenshed also commit to post - mentoring communication, advice and guidance wherever viable so that unexpected, immediate mental health lived experience hurdles which arise post mentoring can be discussed and if necessary and possible short post - mentoring projects or training opportunities can be organised to refresh learning and confidence.

21. Core Requirements of Mentor and Trainee/Peer Mentor Role

Chickenshed enable and encourage Mentors and Trainee Peer Mentors to discuss and be proactive in exercising agency in the ways in which they can fulfil mental health role requirements and responsibilities and grow in their respective roles. These core role requirements are discussed and evaluated during the extended induction period with experienced mentor staff supporting the process of applying the role to real experiences of mentees.

23. Mentor Mental Health Training and Development

Staff highly experienced in inclusive practice and mentor support work in teams with both mentors and trainee/peer mentors on projects and programmes to cascade mental health training and development methods and practice. Processes also exist to enable mentees, where they wish and where appropriate, to explore their own skills in supporting and enabling individuals to boost confidence, self-esteem and also future development and possible employability.

Chickenshed also commit to utilising a wide range of mental health training and development strategies for mentors and trainee/peer mentors including the following;

- Work shadowing with experienced mentors
- Creating mental health projects and developing projects in Cascade Mentoring teams
- Group and individual development and evaluation meetings and sessions related to mental health
- Outreach training work with mentors experiencing mentoring processes with external target groups with experienced staff supervision.
- Specific training in Safeguarding, Health and Safety, Equality Diversity and Inclusivity and links to mental health development.