# Induction Summer Work – Level 3 Year 1 2026

This work has been set out in the same way as all the work that you will be doing on the course.

When you start training with us, we will help you to set up an Edublogs website and you will keep most of your coursework on there.

A lot of the work we are asking you to do for your summer work will need to be saved as digital documents so that you can use them as starting points for your first production assignment.

We suggest you use Google Drive or something similar so that you have easy access. When you use cloud storage, such as Google Drive, please make sure that any link you share is changed from ‘restricted’ to ‘accessible to anyone with the link’.

You will need to email your document link to your Course Director Helena Rudd helena.rudd@easterneducationgroup.ac.uk

At the end of each of the sections we have included the University of the Arts London (UAL) grading so you can see the standard of work we will be expecting from you by the end of year 1.

We also give you a Scenario at the start which gives you:

- an outline of what is being expected of you and why
- Deadlines
- Appeals procedure

# Scenario

This section is providing you with information about the assignment you will be working on.

You do not need to add anything more to this page. It is for reference only.

Section 1 is about the units and the deadlines.

Section 2 gives you an overview to the process.

Section 3 is about the WSC assessment appeals procedure.

## Section 1 – units & deadlines

Unit 7: Preparation for Specialist Study (9 credits)

- Guided Learning Hours: 60 hours (over 2 terms)
- Independent Study Hours: 30 (summer work)
- Total Unit Hours: 90

Schedule / Deadlines

Project issued: 29th June 2026

- Duration: 10 weeks (includes summer break)
- Deadline for Tasks 1-3 inclusive no later than 26th August 2026 (Induction)
- Deadline for Task 4 performance / presentation: 26th August 2026 (Induction)
- Deadline for Task 5 evaluation / reflection: 1st September 2026 (First day of term)

## Section 2 – overview of tasks

Throughout your time here at Conservatoire EAST you will be expected to evaluate and reflect on your own skills and abilities and the areas you need to expand, develop and improve.

This summer task is your opportunity to identify the basis you will be starting from, so that you can then keep track of progress you are making whilst on the course.

For each Season production you audition for, and are then cast in, you will be expected to write about your skills starting point and the progress you have made, so this summer work will be very useful for you on the course.

There are 5 tasks in total.

The first 3 tasks will be carried out independently by you over the summer. They are written tasks and need to be emailed, as a single digital document* or shared link, to helena.rudd@easterneducationgroup.ac.uk before 09.00 of the deadline.

The fourth task is the performance / presentation task which will be carried out as part of the Induction process.

The fifth and final task can only be done once you have performed / presented your work. It is a written task and needs to be added to your saved digital document* and then shared with helena.rudd@easterneducationgroup.ac.uk before 09.00 of the deadline.

These 5 tasks form the beginning of your work for this unit; the remainder of this work will be covered in your technique classes and last for most of your first year.

* Digital document

- Create a digital document
- Save it with the file name: your name L3 Induction Summer Work
    - e.g. Joe Bloggs L3 Induction Summer Work
- Make sure you include your full name on every page (in the header or the footer)
- If you use cloud storage such as Google drive or iCloud then please make sure that any link you share is changed from to 'restricted' to 'accessible to anyone with the link'.

## Section 3 - WSC ASSESSMENT APPEALS PROCEDURES 04.04.01 – synopsis

(for more details ask your Personal Support Tutor or your Course Director for Year 1 - Helena Rudd)

All appeals must be received in writing within ten working days of the student being informed of the assessment decision and should be addressed to the: Chair of the Assessment Appeals Board (Vice Principal Curriculum and Quality), West Suffolk College, Out Risbygate, Bury St Edmunds Suffolk IP33 3RL

There are only two sets of circumstances in which the decision of a course team may be changed by a higher authority within the College. These are:

- Material error or irregularity, which may occur in the following circumstances:
    - if there has been an administrative error
    - if the assessment process was not conducted in accordance with the programme or College regulations
- Personal circumstances not known to the assessors or course team.

A student may not contest a grade unless either of the above two conditions have been met.

**ATTENTION**: for these first 3 tasks you will need to create a single digital document
These 3 tasks will be assessed from Wednesday 26th August 2026 so you will need to have emailed your work / link to helena.rudd@easterneducationgroup.ac.uk before 09.00 of this deadline.

# Task 1 – my background and my skills

There are 2 parts to Task 1– make sure you do both parts.

## Task 1a (approx. 500 words)

Explain your background and experience in performing / backstage theatre arts:

- Cover any involvement you have had in performing and backstage theatre arts both in and out of school e.g.
    - classes
    - workshops
    - qualifications
    - exams
    - experiences
    - performances
    - etc.

Explain – why you have chosen to study performing / backstage theatre arts at level 3 (A level equivalent) here at Conservatoire EAST:

- Cover
    - why you want to study performing and production arts
    - what particular pathway you want to follow and why [acting or musical theatre or technical theatre]
    - why you want to study here at Conservatoire EAST

## Task 1b (approx. 500 words)

Based on the particular pathway you have applied for here at Conservatoire EAST [acting or musical theatre or backstage theatre arts] you will need to:

- identify the skills that you are bringing to the course:
    - **technical** e.g.
        - pointe work
        - breath control
        - vocal projection
        - QLab show control software
        - Eos lighting software
    - **performance** e.g.
        - facial expressions
        - emotional range
        - physical confidence

        - musicality
        - follow spot operator
        - sound mixer and operator
        - lighting operator
    - **any related or unusual skills** e.g.
        - circus skills
        - gymnastics
        - playing a musical instrument
        - fencing
        - martial arts
        - parkour / free-running
        - first-aid
        - machine sewing
        - carpentry / joinery
        - etc.
    - **fitness levels** e.g.
        - stamina / endurance
        - strength
        - flexibility
    - **team / independent** e.g.
        - organised
        - problem solving
        - co-operative
        - adaptable
- identify the skills which you may not yet have but which you think we might be expecting (e.g. you may have done prop-making but not lighting, e.g. you may have studied Irish dance but not ballet e.g. you may have performed in contemporary theatre styles but not Shakespeare)
    - techniques
    - performance
    - fitness levels
    - team / independent
- give detailed examples of the skills you have identified so that you can explain and justify
    - where your strengths lie
    - the areas you are hoping to improve on whilst undergoing your training with Conservatoire EAST

# Context

This is the assessment guide we use to decide if you are meeting the required Level 3 standards for your Context work. This is how the final unit will be assessed. Tutors will let you know in their feedback the standard you are currently working at.

**Context** UAL definition: The level of intellectual analysis, critical evaluation and understanding of the self and the broader context within which the extended or collaborative project is situated.

**Fail** Limited understanding of subject context, lacking clarity in aims and purpose.

**Pass** Understanding of subject context used appropriately to make judgements, describe aims and clarify purpose.

**Merit** Good understanding and knowledge of subject context used to make sound judgements, articulate ambitions and clarify purpose.

**Distinction** Comprehensive understanding and knowledge of subject context used to communicate complex concepts, articulate ambitions and clarify purpose

## Task 2 – Organising and Planning my time effectively

Make a copy of the table below and add it to your Word document. You need to fill it out and use it to help you organise / plan your time over the summer effectively. On the next 2 pages is an example of what a completed plan might look like.

| Weeks | Order of doing the tasks and how long I am going to take to do each task.<br>*Plan ahead* | How am I progressing with this task?<br><br>*Check your progress* |
|---|---|---|
| Week 1<br>29.06.26 | | |
| Week 2<br>06.07.26 | | |
| Week 3<br>13.07.26 | | |
| Week 4<br>20.07.26 | | |
| Week 5<br>27.07.26 | | |
| Week 6<br>03.08.26 | | |
| Week 7<br>10.08.26 | | |
| Week 8<br>17.08.6 | | |
| Week 9<br>24.08.26 | ● Task 4 Perform / Present my summer work on 26.08.26<br>● Task 5 Write my evaluation of my performance / presentation | |
| Week10<br>01.09.26 | ● Task 5 Email my evaluation before 09:00 on 01.09.2026 | |

**Example** of a completed plan

| Weeks | Order of doing the tasks and how long I am going to take to do each task.<br>*Plan ahead* | How am I progressing with this task?<br><br>*Check your progress* |
|---|---|---|
| Week 1<br>29.06.26 | **Task 2 of the summer work**<br>● Complete column 2 of Planning table to organise my time<br><br>**Task 1 of the summer work**<br>● Begin writing up Task 1a Background and Experience<br>● Begin writing up Task 1b Skills | Task 2<br>● Complete column 2 of Planning table to organise my time - DONE<br><br>Task 1<br>● Begin writing up Task 1a<br><br>Background and Experience – DONE and completed, will proofread for mistakes before sending<br>● Begin writing up Task 1b Skills – DONE and finished, will proofread for mistakes before sending |
| Week 2<br>06.07.26 | **Task 2 of the summer work**<br>● Update column 3 Planning table<br><br>**Task 1 of the summer work**<br>● Finish writing up Task 1a Background and Experience<br>● Finish writing up Task 1b Skills<br><br>**Task 3 of the summer work**<br>● Read through the Shakespeare monologues<br>● Decide which monologue is the best one for me to perform<br>● Print off a copy to work with<br>● Watch online a production of the Shakespeare play my monologue comes from<br>● Look up the words I don't understand in my monologue<br>● Look online for 'translations' of what the Shakespearean lines mean nowadays | Task 2<br>● Update column 3 Planning table - DONE<br><br>Task 1<br>● Already completed but need to proofread<br><br>Task 3<br>● Read through the Shakespeare monologues - DONE<br>● Decide which monologue is the best one for me to perform - DONE<br>● Print off a copy to work with – NOT DONE - printer isn't working - Dad will get this done next week at his work<br>● Watch online a production of the Shakespeare play my monologue comes from – DONE – also watched an animated version<br>● Look up the words I don't understand in my monologue - DONE<br>● Look online for 'translations' of what the Shakespearean lines mean nowadays - DONE |
| Week 3<br>13.07.26 | **Task 2 of the summer work**<br>● Update column 3 Planning table<br><br>**Task 3 of the summer work**<br>● Read through, develop and finish writing up Task 1a Background and Experience<br>● Read through, develop and finish writing up Task 1b Skills<br>● Email Task 1a and 1b to tutor | Task 2<br>● Update column 3 Planning table - DONE<br><br>Task 3<br>● Read through, develop and finish writing up Task 1a Background and Experience - DONE<br>● Read through, develop and finish writing up Task 1b Skills – DONE |

| | | |
|---|---|---|
| | | • Email Task 1a and 1b to tutor - NOT DONE – want to check it before sending after I come back from holiday |
| Week 4<br>20.07.26 | **Task 2 of the summer work**<br>• Update column 3 Planning table<br><br>**Task 3 of the summer work**<br>• Start learning my lines<br>• Finish learning my lines | Task 2<br>• Update column 3 Planning table- DONE<br><br>Task 3<br>• Start learning my lines – DONE – first 4 lines nailed<br>• Finish learning my lines – ALMOST DONE – some paraphrasing of last lines – need to keep working on this for accuracy |
| Week 5<br>27.07.26 | **Task 2 of the summer work**<br>• Update column 3 Planning table<br><br>**Task 3 of the summer work**<br>• Away on holiday but will run my lines once a day to keep them fresh | Task 2<br>• Update column 3 Planning table - DONE<br><br>Task 3<br>• Away on holiday but will run my lines once a day to keep them fresh – DONE MOST DAYS |
| Week 6<br>03.08.26 | **Task 2 of the summer work**<br>• Update column 3 Planning table<br><br>**Task 3 of the summer work**<br>• Away on holiday but will run my lines once a day to keep them fresh | Task 2<br>• Update column 3 Planning table - DONE<br><br>Task 3<br>• Away on holiday but will run my lines once a day to keep them fresh – DONE MOST DAYS |
| Week 7<br>10.08.26 | **Task 2 of the summer work**<br>• Update column 3 Planning table<br><br>**Task 3 of the summer work**<br>• Make decisions about intention / motivation for saying each line<br>• Think about blocking / delivery of monologue<br>• Annotate script with blocking & motivation | Task 2<br>• Update column 3 Planning table - DONE<br><br>Task 3<br>• Make decisions about intention / motivation for saying each line - DONE<br>• Think about blocking / delivery of monologue – DONE<br>• Annotate script with blocking & motivation – DONE |
| Week 8<br>17.08.6 | **Task 2 of the summer work**<br>• Update column 3 Planning table<br><br>**Task 3 of the summer work**<br>• Practice performing monologue every day this week | Task 2<br>• Update column 3 Planning table - DONE<br><br>Task 3<br>• Practice performing monologue every day this week – DONE – except for 1 day when I visited family |
| Week 9<br>24.08.26 | **Task 2 of the summer work**<br>• Update column 3 Planning table | Task 2 |

| | | |
|---|---|---|
| | **Task 3 of the summer work**<br>● Practice performing monologue in front of my family Monday & Tuesday<br><br>**Task 4 of the summer work**<br>● Perform / Present my summer work on 26.08.26<br><br>**Task 5 of the summer work**<br>● Write my evaluation of my performance / presentation | ● Update column 3 Planning table - DONE<br><br>Task 3<br>● Practice performing monologue in front of my family Monday & Tuesday - DONE<br><br>Task 4<br>● Perform / Present my summer work on 26.08.26 - DONE<br><br>Task 5<br>● Write my evaluation of my performance / presentation - DONE |
| Week10<br>01.09.26 | **Task 2 of the summer work**<br>● Complete updates to column 3 Planning table<br><br>**Task 5 of the summer work**<br>● Email my evaluation before 09:00 on 01.09.2026 | Task 2<br>● Complete updates to column 3 Planning table - DONE<br><br>Task 5<br>● Email my evaluation before 09:00 on 01.09.2026 - DONE |

## Task 3 – Preparing and Rehearsing

- Carry out **ONE** of the following **THREE** practical tasks depending on the pathway you have chosen to study with Conservatoire EAST.
- Perform / present it on the 26th of August 2026 (Induction) in front of the whole group as part of your Induction.
- Provide any paperwork you have been asked for and present it in time for your performance / presentation – for some work you will be able to email it to helena.rudd@easterneducationgroup.ac.uk for other work you will need to bring it in as a hard copy.

### Option 1 – Acting pathway

- Choose one of the Shakespeare monologues from the pack provided making sure you can explain why you think this character and speech are a suitable choice for you.
- In your digital document that you email to Helena, record the following information:
    - The name of the play from which your monologue is taken
    - The date it was believed to be written / first performed
    - The Act and Scene numbers that the monologue occurs in
    - The name of your character
    - An outline of your character's role in the play
    - The significance of your monologue, at this particular point, in the play
    - Who you are speaking to in your monologue (it may be another character or it may be to the audience)

    - Where you are, at this particular point, in the play (e.g. in a court room in front of a judge, e.g. in a palace, e.g. outside in a forest, e.g. outside in somebody's garden)
    - A brief explanation of why you have chosen this character and monologue
- Learn your speech so that you can confidently perform it, from memory, with clear characterisation
- Annotate your script to show your performance:
    - 'blocking' (the movements and gestures you have decided on for particular words, lines or breaks), keep your staging simple
    - intention / motivation for saying each of your lines (what are you trying to do to the person / people you are speaking to e.g. persuade, scare, convince, explain, gain sympathy etc.)
- Bring your annotated script with you on 26th August 2026 (Induction)
- Upload a photo of your annotated script to your Edublogs 'Induction Summer Work' page (once the course has started)

**Option 2 – Musical Theatre pathway**

- Choose a musical theatre song you connect with, which, in performance, will last no longer than 4 minutes. You may change the key of your song but not the melody.
- Print off a copy of the sheet music for your song
- You will also need a copy of your backing track as an MP3 / MP4 / WAV file and email it to tim.westerman@easterneducationgroup.ac.uk in advance of your performance.
- In your digital document that you email to Helena, record the following information:
    - The name of the musical your song is taken from
    - The date it was written / first performed
    - A brief synopsis of the musical
    - The Act and Scene that the song occurs in
    - The name of your character
    - An outline of your character's role in the musical
    - The significance of your song, at this particular point, in the musical
    - Who you are singing to in your song (it may be another character or it may be to the audience)
    - Where you are, at this particular point, in the musical (e.g. in your bedroom, e.g. in a theatre, e.g. outside on a street, e.g. in heaven)
    - A brief explanation of why you have chosen this musical, character and song. You need to be able to justify your choice of song, having considered casting, the character's emotional journey and the age of the character.
- Learn your song so that you can confidently perform it, from memory, with clear characterisation and simple staging
- Be prepared to sing your song to your backing track in Induction but you will need your sheet music for your first solo singing class
- Annotate your sheet music, to show your performance:
    - 'blocking' (the movements and gestures you have decided on for particular words, lines or breaks), keep your staging simple
    - intention / motivation for each of your lines (what are you trying to do to the person / people you are singing to e.g. persuade, scare, convince, explain, gain sympathy etc.)
- Bring your annotated sheet music and backing track with you on 26th August 2026 (Induction)

- Upload a photo of your annotated copy of your sheet music to your Edublogs ‘Induction Summer Work’ page (once the course has started)

**Option 3 – Technical Theatre pathway**

- Choose ONE of the following production options:
    - Trainspotting the Musical
    - My Neighbour Totoro
    - Hamlet
- Design and create a scale model or maquette or prop of ONE of the following options from your chosen show:
    - a character
    - item of furniture
    - set piece (a piece of set)
    - prop
- Prepare a design board (minimum A3 sized) which covers the following information:
    - The name of the character / item of furniture / set piece / prop that you have chosen
    - The name of the stage production it appears in
    - The date it was first written / performed on stage (NOT the TV or animated versions)
    - A brief synopsis of the story
    - A brief explanation of why you have selected this production and this item
    - A brief explanation of what purpose the scale model / maquette / prop serves
    - A brief explanation of what scale your item is in and why
    - Please provide test samples if applicable
- Prepare a short presentation about this project lasting 2 - 2 ½ minutes
- In your digital document that you email to Helena, record the following information:
    - The name of the character / item of furniture / set piece / prop that you have chosen
    - The name of the stage production it appears in
    - The date it was first written / performed on stage (NOT the TV or animated versions)
    - A brief synopsis of the story
    - A brief explanation of why you have selected this production and this item
- Upload a photo of your A3 design board to your Edublogs ‘Induction Summer Work’ page (once the course has started)
- Please include any references from previous work available to you

Tutor assessment of this evidence will be carried out from 09:00 on 26th August 2026 (Induction).

# Research (& Planning)

This is the assessment guide we use to decide if you are meeting the required Level 3 standards for your Research work. This is how the final unit will be assessed. Tutors will let you know in their feedback the standard you are currently working at.

**Research** UAL definition: The ability to select, edit, interpret and respond to relevant material in support of lines of enquiry, and the level of initiative, commitment, personal responsibility and resourcefulness demonstrated in developing and progressing identified goals.

**Fail** Little or no evidence presented or information does not relate sufficiently to task.

**Pass** Sufficient relevant information has been gathered, documented and used in the development of ideas.

**Merit** Thorough and sustained research and investigation of relevant sources, interpretation and synthesis of information used to inform, support and develop ideas.

**Distinction** Independently identified, thorough and sustained research and investigation of a range of relevant sources, insightful interpretation and synthesis of information used to inform, support and develop ideas.

## Task 4 - Performing and Presenting

Perform / present your summer work to your peers and tutors as part of the Induction activities starting 26th August 2026 (Induction).

**Option 1 – Acting pathway**

- Shakespeare monologue chosen from the selection provided, confidently performed, from memory, with clear characterisation and simple staging

**Option 2 – Musical Theatre pathway**

- a musical theatre song of your choice, confidently performed to a backing track, from memory, with clear characterisation and simple staging

**Option 3 – Backstage Theatre Arts pathway**

- 2 - 2 ½ minutes presentation of either a character / item of furniture / set piece / prop from one of the following productions:
    - Trainspotting the Musical
    - My Neighbour Totoro
    - Hamlet
- and an A3 design board
- Your performance / presentation will be video recorded and uploaded to a YouTube playlist. You will be expected to upload the link to your Edublogs ‘Induction Summer Work’ page (once the course has started)

Tutor assessment of this evidence will be carried out from 09:00 on 26th August 2026 (Induction)

# Practical Skills

This is the assessment guide we use to decide if you are meeting the required Level 3 standards for your Practical Skills work. This is how the final unit will be assessed. Tutors will let you know in their feedback the standard you are currently working at.

**Practical skills** UAL definition: the ability to use practical and technical skills and knowledge to explore, adapt and effectively communicate ideas in the realisation of identified goals.

**Fail** Limited range of processes demonstrated; judgement and execution of techniques is poor.

**Pass** Adequate range of processes, skills and knowledge demonstrated. Competent execution and application of techniques used to develop ideas.

**Merit** Consistent and appropriate processes, skills and knowledge applied to extend enquiry and develop creative solutions.

**Distinction** In depth understanding and aesthetic awareness, imaginative and flexible processes, skills and knowledge applied in extensive enquiry to develop creative solutions.

**ATTENTION**: Tutor assessment of this evidence will be carried out from 09:00 on Tuesday 1st September 2026 so you will need to make sure your Task 5 has been added to your digital document for Tasks 1-3 or, if necessary, emailed to helena.rudd@easterneducationgroup.ac.uk . Task 5 has 3 parts – make sure you do all 3.

## Task 5 – Evaluating and Reflecting (approx. 600 words)

Following your performance / presentation of your summer work in Induction; write an evaluation and reflection which critically examines:

Task 5a your level of preparation

Task 5b your performance OR your presentation & scale model / maquette

Task 5c what you need to improve moving forwards

This evaluation needs to be added to your digital document by the deadline so that it can be checked by an assessor.

# Evaluation & Reflection

This is the assessment guide we use to decide if you are meeting the required Level 3 standards for your Evaluation and Reflection work. This is how the final unit will be assessed. Tutors will let you know in their feedback the standard you are currently working at.

**Evaluation and Reflection** UAL definition: the application of intellectual curiosity and rigor in making judgements and establishing meaning and values, and the level of contemplation and deliberation necessary to progress and achieve identified goals.

**Fail** Insufficient evidence of ongoing evaluation, lack of or only basic analysis and little or no justification for ideas.

**Pass** Clearly communicated evidence of valid evaluation and realistic analysis independently used to inform and develop ideas.

**Merit** Effective communication of analysis and interpretation, independent synthesis of information and application of reasoned decision making to inform development of ideas.

**Distinction** Accomplished and professional communication of perceptive analysis and interpretation, demonstrating clarity and sophistication in thinking and maturity in decision making to progress ideas.