

NEW ERA ACADEMY

**603/1153/8 NEA Level 6 Diploma in
Speech and Drama (Teachers)**

Specification

February 2017

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Specification at a Glance

Specification at a Glance				
Qualification Title	Total no of units	Framework Level	GLH	TQT
603/1153/8 NEA Level 6 Diploma in Speech and Drama (Teachers)	1	6	60	100

Assessment	
Form of assessment	All assessment is by external assessment. Candidates should register through their teacher or (qualification discipline) school for assessment which will be carried out by an NEA examiner.
Examination Format	The unit specifications contain the title, learning outcomes (what has to be learnt) and assessment requirements (evidence on which the candidate is assessed). (See Appendix 1)
Bands of Assessment	There is one band of attainment, pass.
Quality Assurance	Quality Assurance ensures that all assessments are carried out to the same standard by external assessment of candidates' work. A team of external examiners is appointed, trained and standardised by NEA and the qualifications conform to the normal quality assurance procedures and processes operated by NEA.

SECTION A: Qualification Summary

Welcome to the specification for NEA Level 6 Diploma in Speech and Drama (Teachers).

This specification is designed to give teachers and candidates practical information on the above qualification run by NEA.

If you have any general queries about these qualifications or any other NEA qualifications, then please do not hesitate to call us on 01903 246790 or email us at exams@neweraacademy.co.uk

A.1 Aims and broad objectives

The NEA Level 6 Diploma in Speech and Drama (Teachers) aims to:

- provide recognition of a progressive training programme for teachers
- provide opportunities for the certification of professional development and specialised training
- provide a standard of competency for teaching that is recognised by wider agencies
- provide a relevant and challenging syllabus that encourages a standard of knowledge, research and performance consistent with Level 6

A.2 Pre-requisites for the qualification

Candidates must have achieved a qualification in teaching which is at level 4 or above. This includes the NEA Level 5 Diploma in Speaking in Public (Teachers or Performers) or the NEA Level 5 Diploma in Speaking of Poetry and Prose (Teachers) or equivalent qualifications from other awarding organisations.

Candidates should be at least 19 years old as it is expected that they will already be established teachers.

To maintain the currency of the qualification, candidates will be required to complete all elements of the qualification no more than two years from first registration.

A.3 Progression

The NEA Level 6 Diploma in Speech and Drama (Teachers) provides recognition of teaching skills, knowledge and understanding at an advanced level. The NEA Level 6 Diploma in Speech and Drama (Teachers) is designed to challenge established teachers by providing them with opportunities to demonstrate high level skills, knowledge and understanding of performance, teaching and areas of specialist interest through practical demonstration and the submission of a dissertation.

From this qualification, candidates can progress to further training and development of their specialist areas of interest and further qualifications at post-graduate level.

A.4 Qualification Structure

A NEA Level 6 Diploma Speech and Drama (Teachers) consists of a range of elements including a practical demonstration of performance skills, knowledge and understanding, the submission of a portfolio of lesson plans, a demonstration of teaching practice and a dissertation which demonstrates skills, knowledge and understanding in a specialist area of teaching.

The qualification has 60 Guided Learning Hours (GLH) and a Total Qualification Time of 100 hours.

SECTION B: Assessment Information

B.1 Assessment Methodology

The underlying philosophy for assessment is that candidates should receive credit for positive achievement, and that all should be encouraged to reach their fullest potential.

All assessment of these qualifications is external and is undertaken by NEA Examiners.

B.2 Expectations of Knowledge, Skills and Understanding

Candidates are expected to have experience of teaching in speech and drama and the expectation is that they will have already gained a formal 'entry' qualification in teaching which is at least level 4 in standard.

Candidates will be expected to demonstrate high level skills, knowledge and understanding of performance, teaching and areas of specialist interest through practical demonstration and the submission of a dissertation. The expectation of skills, knowledge and understanding will be broadly equivalent to honours degree level although it is acknowledged that this qualification focusses on specialist teaching in speech and drama only.

All elements of the qualification will need to be achieved in order for the qualification to be awarded. Candidates are required to achieve the whole qualification no more than 2 years from initial registration.

B.3 Quality Assurance

The NEA Level 6 Diploma in Speech and Drama (Teachers) is assessed by examiners who are trained, standardised and monitored by NEA.

SECTION C: Candidate Access and Registration

The qualifications will:

- be available to everyone who is capable of reaching the required standards
- be free from any barriers that restrict access and progression
- offer equal opportunities for all wishing to access the qualifications

Candidates will be expected to have achieved a qualification in teaching which is at least level 4 prior to registering for this qualification.

Please email exams@neweraacademy.co.uk for details about registering candidates for NEA examinations.

SECTION D: Complaints and Appeals

Please see www.neweraacademy.co.uk for details about how we operate our complaints and appeals procedures.

SECTION E: Equal Opportunities Policy

NEA is committed to a comprehensive policy of equal opportunities in the management of its qualifications in which individuals are selected and treated on the basis of their relevant merits and abilities without regard to race, religion, colour, sex, age, national origin, disability or sexual orientation, and are given equal opportunities within the company. The aim of this policy is to ensure that no candidate entering an examination receives less favourable treatment on grounds not relevant to good candidate practice.

Our equal opportunities policy can be found www.neweraacademy.co.uk.

SECTION F: Contacts & Support

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Email: exams@neweraacademy.co.uk

Website: www.neweraacademy.co.uk

Appendix 1: Syllabus and guidance for candidates

1. Assessment

The assessment for this qualification consists of:

Unit 1 – Performance recital

A practical examination demonstrating the candidate's skills, knowledge and understanding of speech and drama performance and recital.

Unit 2 – Teaching practice

A teaching session conducted by the candidate which is observed by an external examiner. This is supported by a portfolio provided by the candidate in advance of the examination showing a scheme of work.

The examinations for Units 1 and 2 will last approximately one and a half hours in total.

Unit 3 - Dissertation

A dissertation of 3,500 words on an aspect related to a given topic (please see Section 3 below for further information).

2. Unit 1 – Performance recital

This unit has 30 Guided Learning Hours.

The learning outcomes for this unit are:

- Present a complex repertoire showing highly confident and sustained performance skills which engages the audience
- Critically analyse the repertoire and performance in discussion

Candidates must submit copies of the four selections in the Recital Programme to the NEA office with their entry.

Material for inclusion in the Performance Recital should be drawn from the period 1560 to the present day and should reflect at least three significant periods e.g. Shakespearean, Victorian. Example repertoire could include:

- scenes from Shakespeare, Webster, Jonson, Marlowe, Moliere, Brecht, Friel, Stoppard and Hare
- prose from Dickens, Bronte Sisters, E.M Forster, Hardy, Phillip Pullman, Gaskell
- poetry from Tennyson, Blake, Heaney, The War Poets, Shakespeare

For further information about the suitability of repertoire for this qualification please contact Miranda Jacobs, Director of Examinations.

The examination has two sections:

In Section 1 of the examination

Candidates should present a Recital as one continuous programme, including:

- the titles and authors of the pieces and linking narrative of four pieces;
- one each of drama, prose and poetry and one own choice.

The time limit for each of the four pieces is 4 minutes.

In Section 2 of the examination

Candidates will discuss with the examiner:

- the pieces chosen for the Recital Programme and their authors;
- the social, cultural and historical context of each selection;
- the vocal and dramatic techniques used in the preparation of the Recital Programme, including evaluation of their effectiveness.

3. Unit 2 - Teaching practice

This unit has 20 Guided Learning Hours.

The learning outcomes for this unit are:

- Plan, analyse and reflect on a consecutive set of lessons
- Demonstrate effective class management and communication skills
- Critically evaluate own teaching practice

The teaching examination is made up of 3 elements – the portfolio, the practical teaching session and a discussion with the examiner.

3.1 The portfolio

On registering for the qualification, candidates should present a portfolio of their teaching practice to date. This should include:

Lesson plans for 10 lessons which have been taught consecutively to the same group of students. The lesson plans should provide:

- a brief, written overview of the teaching context e.g. school, private pupils, stage school; (max 600 words)
- a brief, written overview of the pupils, including such details as age, previous and current experience of Speech and Drama and any additional learning needs, if appropriate; (max 600 words)
- aims and objectives; resources; introducing the lesson; teaching and learning activities; plenary and homework setting; (max 1 x A4 page per lesson)
- a reflective analysis of each lesson, including such detail as: appropriateness of tasks matched to the learning styles of pupils; pupil engagement throughout the lesson, including any issues of behaviour management; pace and pitch of lesson; appropriateness of resources and any general summary statements; (max 1 x A4 page per reflection)

The lesson plans should be accompanied by written confirmation from the candidate's teacher/mentor that the teaching practice has been conducted as outlined in the plans.

3.2 The teaching session

The candidate will teach a 40-minute lesson in the examination room to at least 3 and no more than 5 students. The students will be invited by the candidate and should, ideally be his/her current students. It is expected that the students can be preparing for any level up to and including level 5.

The candidate should choose the content of the lesson which should have a practical focus.

3.3 Discussion with the examiner

The candidate will discuss the portfolio and the teaching session with the examiner. This may include:

- to what extent the lesson's learning objectives were met;
- the teaching and learning strategies used in the lesson and how these were matched to the needs of the candidates;
- the structure and pace of the lesson;
- any issues of classroom organisation and/or behaviour management;
- the place of the lesson within the lesson plans to take account of prior learning and progression.

4. Unit 3 – Dissertation

The learning outcomes for this unit are:

- Research and critically evaluate a significant aspect of Speech and Drama teaching and learning
- Present the evaluation in an appropriate format

Candidates will be required to submit a dissertation of 3,500 words. The dissertation should have as its focus a significant aspect of the teaching and learning of any aspect of Speech and Drama, English Literature or Communication and should reflect the interest of the candidate, e.g. teaching Speech and Drama to candidates whose first language is not English; teaching Speech and Drama to candidates with additional educational needs; teaching Speech and Drama to adult candidates.

Candidates should submit proposed essay titles to Miranda Jacobs, Examinations Director, for approval before commencing work on the dissertation.

The dissertation should be presented using appropriate formatting:

- A cover page which shows the author's full name, the title of the qualification and the date of submission
- The dissertation should be word processed and presented in Times New Roman in size 12 font, single sided A4 pages and one and a half line spacing
- All pages numbered
- All references and quotations should be acknowledged using the Harvard Referencing System

The word count excludes the cover page, references, bibliography and any appendices.

Both the candidate and their teacher/mentor should confirm the authenticity of the dissertation in writing by completing a cover page which is available to download from the New Era website.

Plagiarism is defined as “The failure to acknowledge sources properly and/or the submission of another person’s work as if it were the candidate’s own.” To prevent plagiarism, teachers should supervise a learner’s work from beginning to completion so that they are well placed to verify the authenticity of a candidate’s work and provide written assurance to New Era Academy, London. New Era reserves the right to disqualify a dissertation in which there is evidence of plagiarism.

4. Awarding the qualification

All sections of the qualification must be passed in order to achieve the qualification.

For each section a minimum of 75 marks must be obtained.

The criteria for successful completion of each Section of the examination are as follows:

4.1 The Practical Examination

The candidate gave a confident and sustained performance recital of complex repertoire which was engaging for the audience. The introductions and linking narrative were informative and the creation of meaning, mood and atmosphere was clearly shown throughout the performance.

4.2 Portfolio and teaching session

The candidate’s teaching skills were good overall. The management of the class was good with a considered and well thought through selection of teaching techniques and overall a very good level of communication maintained with the students in the session. The candidate engaged and motivated the class well overall. The teaching session was supported by a detailed and informative scheme of work clearly showing the progression of students towards a stated goal. Aims and objectives of the lessons were clear and during the teaching session were clearly evidenced.

4.3 Discussion

The candidate gave a confident evaluation of their teaching practice, giving thoughtful insight into their strengths and areas for improvement. They were able to give insightful and detailed responses to questions asked about both their teaching practice and lesson planning.

4.4 Dissertation

The candidate presented a well researched and presented dissertation which offered a well-developed argument and a high level of analysis and insight into the specialist area covered. The candidate was able to make reasoned judgements which were supported by appropriate sources and evidence.