

NEW ERA ACADEMY

NEA Entry Level Award in Graded Examination in Communications - (VRQ)

Specification

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Specification at a Glance

| Qualification Titles | Total no. of units | GLH | TQT |
|--|---------------------------|------------|------------|
| Speaking of Poetry and Prose - Preparatory | 1 | 15 | |
| Speaking in Public - Preparatory | 1 | 15 | |
| Reading for Performance - Preparatory | 1 | 15 | |
| Spoken English - Preparatory | 1 | 15 | |
| Interview Technique - Preparatory | 1 | 15 | |
| English as an Additional Language - Preparatory | 1 | 15 | |
| Speaking of Poetry and Prose - Introductory | 1 | 15 | |
| Speaking in Public - Introductory | 1 | 15 | |
| Reading for Performance - Introductory | 1 | 15 | |
| Spoken English - Introductory | 1 | 15 | |
| Interview Technique - Introductory | 1 | 15 | |
| English as an Additional Language - Introductory | 1 | 15 | |
| Speaking of Poetry and Prose - Preliminary | 1 | 15 | |
| Speaking in Public - Preliminary | 1 | 15 | |
| Reading for Performance - Preliminary | 1 | 15 | |
| Spoken English - Preliminary | 1 | 15 | |
| Interview Technique - Preliminary | 1 | 15 | |
| English as an Additional Language - Preliminary | 1 | 15 | |
| Speaking of Poetry and Prose - Transition | 1 | 15 | |
| Speaking in Public - Transition | 1 | 15 | |
| Reading for Performance - Transition | 1 | 15 | |
| Spoken English - Transition | 1 | 15 | |
| Interview Technique - Transition | 1 | 15 | |
| English as an Additional Language - Transition | 1 | 15 | |

| Assessment | |
|----------------------------|---|
| Form of assessment | All assessment is by external assessment. Learners should register through their teacher or (qualification discipline) school for assessment which will be carried out by an NEA examiner. |
| Examination Format | The examination (unit) specifications contain the title, learning outcomes (what has to be learnt) and assessment requirements (evidence on which the Learner is assessed). (See Appendix 1) |
| Bands of Assessment | There are three bands of attainment, pass, merit or distinction. |
| Quality Assurance | Quality Assurance ensures that all assessments are carried out to the same standard by external assessment of Learners' 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 NEA specification for:

NEA Entry Level Award in Graded Examination in Communications - (VRQ)

This specification is designed to give teachers and learners practical information on the NEA Entry Level Award in Graded Examinations in Communications - (VRQ) 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 aim of the NEA Entry Level Award in Graded Examination in Communications- (VRQ) is to provide Learners with the opportunity to obtain recognised qualifications in:

Speech & Drama
 Public Speaking
 Reading
 Interview Technique
 Spoken English
 English as an Additional Language

The qualifications also aim to encourage personal self-confidence and group awareness and develop a general appreciation of communication skills in various disciplines.

The purpose of NEA's Entry Level Awards in Graded Examination in Communications - (VRQ) is to motivate and encourage Learners of all ages and levels through a system of progressive mastery and to provide a form of training that develops and enhances skills, knowledge and understanding in a safe and consistent way. The qualifications are not only beneficial to those studying communication skills as a recreational pursuit but could also prepare learners for further learning by helping them to develop their skills enabling them to progress to the next level.

These qualifications are suitable for learners in the pre-16, age groups.

The broad objectives are:

- To focus delivery and assessment on NEA's Entry Level Award in Graded Examination in Communications - (VRQ)
- To embrace the guidance for communication skills of the Creative and Cultural Sector Skills Council (CC Skills).

A.2 Progression

The NEA Entry Level Awards in Graded Examination in Communications provides a progression route to Level 2. It can be argued that NEA Entry Level Awards in Graded Examination in Communications - (VRQ) by themselves are not strictly speaking 'vocational' in that they are not absolutely essential for entry into Speech & Drama. However, they remain a positive means of determining progress and enable Learners to learn the necessary techniques to gain entry to FE and HE courses. NEA Entry Level Award in Graded Examination in Communications - (VRQ) operates according to a well established methodology of 'progressive mastery'. They allow Learners to be tested in discrete stages in the development of a wide range of skills. They tend to be more rigorous than other types of exams and for that reason industry is confident that achievement at the highest level gained by learners of NEA Entry Level Award in Graded Examination in Communications - (VRQ) will have the skills necessary to perform or work in other areas of the business.

A.3 Qualification Structure

An NEA Entry Level Award in Graded Examination in Communications - (VRQ) consists of pre-prepared elements, all of which are performance based. They are single unit qualifications in which Learners are asked to undertake performance based assessment as specified in the relevant syllabus. The unit specifications for each grade can be found in Appendix 1 below. For more information on qualification structure and content in a particular discipline please contact us for a copy of the relevant syllabus at **01903 246790** or exams@neweraacademy.co.uk

The qualifications have Guided Learning Hours (GLH). This is also specified in the unit template at Appendix 1.

SECTION B: Assessment Information

B.1 Assessment Methodology

The underlying philosophy for assessment is that learners 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. Please see www.neweraacademy.co.uk for more detail about how NEA marks and grades its qualifications.

B.2 Expectations of Knowledge, Skills and Understanding

The Grade Examination system is one based on the principle of 'progressive mastery': each step in the exam chain demonstrates learning, progression and skills in incremental steps. Successful learning is characterised by a mastery of the fundamentals of the skills demanded in each grade. Learners will be able to complete a set of communication skills sequences (the complexity and variety of which are determined by which qualification is being attempted), which allow them to demonstrate discipline-specific artistic appreciation. These technical and performance skills set a firm platform for further technical and artistic development by the learner.

B.3 Quality Assurance

All NEA Entry Level Awards in Graded Examination in Communications – (VRQ) are standardised according to the processes and procedures laid down by NEA.

SECTION C: Learner 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

There are no pre-requisites for other qualifications to be completed, and no specified prior knowledge, skills or understanding required prior to taking a NEA Entry Level Award in Graded Examination in Communications - (VRQ). It is expected, however, that for successful learning, the skills demanded in each grade are likely to be mastered before progressing to the next grade.

Please email exams@neweraacademy.co.uk for details about registering Learners 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 Learner entering an examination receives less favourable treatment on grounds not relevant to good Learner practice.

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

SECTION F: Contacts & Support

New Era Academy (Speech and Drama)
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Worthing
West Sussex
BN11 5SN

Telephone Number: 01903 246790

Fax: 01903 244187

Email: exams@neweraacademy.co.uk

Website: www.neweraacademy.co.uk

Appendix 1: Unit Specifications by Grade

Unit specifications are divided into learning outcomes and assessment requirements:

- Learning Outcome - a statement of what has been learnt as a result of the successful completion of the assessment requirements
- Assessment Requirements - the evidence upon which the Learner is assessed
- **Technique**
- The Technical skills required in the preparation and performance of the selection. This includes vocal technique, stagecraft and teamwork where appropriate.
- **Interpretation**
- The artistic realisation of the selection presented demonstrating appropriate qualities required for performance. This includes the appreciation of and the thought process in achieving the writer's intention.
- **Communication**
- To demonstrate the ability to share mentally, vocally and physically in performance and discussion to an appropriate standard
- **Discussion**
- To convey the knowledge required for the level and to be able to participate in an exchange of ideas to an appropriate standard.

Pass:

Learners must:

- adequately achieve the learner outcomes
- perform their selections
- demonstrate satisfactory preparation
- show a basic background knowledge of all selections
- show a basic understanding of any theory set

Merit:

Learners must:

- adequately achieve the learner outcomes
- show preparation has been thorough
- demonstrate their work clearly, expressively and enthusiastically
- demonstrate good attention to detail
- show a good background knowledge of all selections
- show a good understanding of any theory set

Distinction:

Learners must:

- adequately achieve the learner outcomes
- demonstrate work is of a really high standard
- fully meet the requirements of the syllabus
- present work that is artistic, well communicated, technically correct and altogether excellent
- show an excellent background knowledge of all selections
- show an excellent background knowledge of any theory set

Unit specifications also give details of the Credit Value (notional learning) and the Guided Learning Hours (GLH) which represent indicative teaching time for the unit.

| | | | |
|--|--|---|--|
| Title: | Speaking of Poetry and Prose - Preparatory | | |
| Level: | 1 | | |
| GLH: | 15 | | |
| TQT | 60 | | |
| Learning outcomes The learner will: | | Assessment Criteria The learner can: | |
| 1. | Know and understand the techniques for speaking poetry | 1.1 | Speak from memory a poem, to an appropriate standard |
| 2. | Know the techniques for discussion | 2.1 | Speak with the examiner, to an appropriate standard |

| | | | |
|--|--|---|--|
| Title: | Reading for Performance - Preparatory | | |
| Level: | 1 | | |
| GLH: | 15 | | |
| TQT: | 60 | | |
| Learning outcomes The learner will: | | Assessment Criteria The learner can: | |
| 1. | Be able to read a prepared poem to an appropriate standard | 1.1 2.2 2.3 | Read an own choice with some fluency and imaginative response Connect with the listener Display some appropriate reading and verse speaking techniques |
| 2. | Be able to read a piece of prepared prose to an appropriate standard | 1.1 1.2 1.3 | Read an own choice selection from one of the two set authors demonstrating some fluency and expression to an appropriate standard Involve the listener Display some appropriate reading techniques |

| | | | |
|--|---|---|---|
| Title: | Interview Technique - Preparatory | | |
| Level: | 1 | | |
| GLH: | 15 | | |
| TQT: | 60 | | |
| Learning outcomes The learner will: | | Assessment Criteria The learner can: | |
| 1. | Be able to conduct themselves in an interview | 1.1 1.2 1.3 1.4 | Demonstrate awareness of good self presentation in a formal situation. Demonstrate some listening skills Sustain a conversation Articulate and project so they can be heard and understood |

| | | | |
|----|---|---|--|
| | Title: | English as an Additional Language - Preparatory | |
| | Level: | 1 | |
| | GLH: | 15 | |
| | TQT: | 60 | |
| | Learning outcomes The learner will: | | Assessment Criteria The learner can: |
| 1. | Know and understand the techniques used in oral communication | 1.1 | Demonstrate awareness of good self presentation in a formal situation |
| 2. | Understand the English language | 2.1 | Communicate with the examiner, expressing meaning and feelings clearly using some vocal variation. |

| | | | |
|--|--|---|--|
| Title: | Speaking of Poetry and Prose - Introductory | | |
| Level: | 1 | | |
| GLH: | 15 | | |
| TQT: | 60 | | |
| Learning outcomes The learner will: | | Assessment Criteria The learner can: | |
| 1. | Know and understand the techniques used for the speaking of poetry | 1.1 | Speak two short poems to an appropriate standard |
| 2. | Understand the poems spoken | 2.1 | Meaningfully discuss the poems with the examiner |

| | | | |
|--|--|---|---|
| Title: | Reading for Performance - Introductory | | |
| Level: | 1 | | |
| GLH: | 15 | | |
| TQT | 60 | | |
| Learning outcomes The learner will: | | Assessment Criteria The learner can: | |
| 1. | Be able to read a prepared poem to an appropriate standard | 1.1 2.2 2.3 | Read a poem as specified in syllabus with some fluency and imaginative response Connect with the listener Display some appropriate reading and verse speaking techniques |
| 2. | Be able to read a piece of prepared prose to an appropriate standard | 1.1 1.2 1.3 | Read an own choice as specified in syllabus demonstrating some fluency and expression to an appropriate standard Involve the listener Display some appropriate reading techniques |

| | | | |
|--|---|---|---|
| Title: | Interview Technique - Introductory | | |
| Level: | 1 | | |
| GLH: | 15 | | |
| TQT | 60 | | |
| Learning outcomes The learner will: | | Assessment Criteria The learner can: | |
| 1. | Be able to conduct themselves in an interview | 1.1 1.2 1.3 1.4 | Demonstrate awareness of good self presentation in a formal situation. Demonstrate some listening skills Sustain a conversation Articulate and project so they can be heard and understood |

| | | | |
|-----|---|--|---|
| | Title: | English as an Additional Language - Introductory | |
| | Level: | 1 | |
| | GLH: | 15 | |
| | TQT | 60 | |
| | Learning outcomes The learner will: | | Assessment Criteria The learner can: |
| 1. | Know and understand the techniques used in oral communication | 1.1 | Demonstrate awareness of good self presentation in a formal situation |
| 2.. | Understand the English Language | 2.1 | Communicate with the examiner, expressing meaning and feelings clearly using some vocal variation |

| | | | |
|----|---|--|--|
| | Title: | Speaking of Poetry and Prose - Preliminary | |
| | Level: | 1 | |
| | GLH: | 15 | |
| | TQT | 60 | |
| | Learning outcomes | Assessment Criteria | |
| | The learner will: | The learner can: | |
| 1. | Know and understand the techniques for the speaking of poetry and prose | 1.1 | Speak a poem as specified in the syllabus to an appropriate standard |
| | | 1.2 | Speak an own choice poem or piece of prose to an appropriate standard |
| | | | Discuss with appropriate vocabulary and understanding the techniques involved in performance |
| 2. | Understand the theory of speaking and for performance | 2.1 | Meaningfully discuss the authors and chosen |

| | | | |
|----|--|---------------------------------------|---|
| | Title: | Reading for Performance - Preliminary | |
| | Level: | 1 | |
| | GLH: | 15 | |
| | TQT | 60 | |
| | Learning outcomes | Assessment Criteria | |
| | The learner will: | The learner can: | |
| 1. | Be able to read a prepared poem to an appropriate standard | 1.1 | Read an own choice with some fluency and imaginative response |
| | | 2.2 | Connect with the listener |
| | | 2.3 | Display some appropriate reading and verse speaking techniques |
| 2. | Be able to read a piece of prepared prose to an appropriate standard | 1.1 | Read an own choice selection from one of the two set authors demonstrating some fluency and expression to an appropriate standard |
| | | 1.2 | Involve the listener |
| | | 1.3 | Display some appropriate reading techniques |

| | | | |
|----------|---|-----------------------------------|---|
| | Title: | Interview Technique - Preliminary | |
| | Level: | 1 | |
| | GLH: | 15 | |
| | TQT: | 60 | |
| 6 | Learning outcomes | Assessment Criteria | |
| | The learner will: | The learner can: | |
| 1. | Be able to conduct themselves in an interview | 1.1 | Demonstrate good personal presentation and sense of occasion |
| | | 1.2 | Be able to show a developing degree of listening skill and clarity of thought |
| | | 1.3 | Be able to hold a conversation, demonstrating confident communication |
| 2. | Demonstrate the skills of Curriculum Vitae construction | 2.1 | Present a simple Curriculum Vitae showing clear and concise information, using written skills to an appropriate level and to be used as the basis for discussion. |

| | | | |
|----|---|---|---|
| | Title: | English as an Additional Language - Preliminary | |
| | Level: | 1 | |
| | GLH: | 15 | |
| | TQT: | 60 | |
| | Learning outcomes | Assessment Criteria | |
| | The learner will: | The learner can: | |
| 1. | Know and understand the techniques used in effective oral communication | 1.1 | Give a short talk to an appropriate standard. |
| | | 1.2 | Apply some use of phrasing and understanding of the meaning. |
| 2. | Understand the English language | 2.1 | Converse with the examiner about the content of the talk using appropriate use of vocabulary and phrasing |

| | | | |
|--------------------------|---|----------------------------|--|
| Title: | Speaking of Poetry and Prose - Transition | | |
| Level: | 1 | | |
| GLH: | 15 | | |
| TQT | 60 | | |
| Learning outcomes | | Assessment Criteria | |
| The learner will: | | The learner can: | |
| 1. | Know and understand the techniques for the speaking of poetry | 1.1 | Speak a poem as specified in the syllabus to an appropriate standard |
| 2. | Know and understand the techniques for the speaking of prose | 1.2 | Speak an own choice piece of prose to an appropriate standard |
| 2. | Understand the theory and meanings | 2.1 | Meaningfully discuss the pieces chosen and specified theory |

| | | | |
|--------------------------|---|----------------------------|---|
| Title: | Reading for Performance - Transition | | |
| Level: | 1 | | |
| GLH: | 15 | | |
| TQT | 60 | | |
| Learning outcomes | | Assessment Criteria | |
| The learner will: | | The learner can: | |
| 1. | Be able to read a prepared poem to an appropriate standard | 1.1 2.2 2.3 | Read an own choice with some fluency and imaginative response Connect with the listener Display some appropriate reading and verse speaking techniques |
| 2. | Be able to read a piece of prepared prose to an appropriate standard | 1.1 1.2 1.3 | Read an own choice selection from one of the two set authors demonstrating some fluency and expression to an appropriate standard Involve the listener Display some appropriate reading techniques |
| 3. | Be able to read a previously unseen passage of prose to an appropriate standard | 4.1 4.2 4.3 | Read with some developing confidence, fluency and expression to an appropriate standard Involve the listener by sharing the performance Display some appropriate communication, reading and prose performance technique |

| | | | |
|----------|---|----------------------------------|---|
| | Title: | Interview Technique - Transition | |
| | Level: | 1 | |
| | GLH: | 15 | |
| | TQT: | 60 | |
| 6 | Learning outcomes | Assessment Criteria | |
| | The learner will: | The learner can: | |
| 1. | Be able to conduct themselves in an interview | 1.1 | Demonstrate good personal presentation and sense of occasion |
| | | 1.2 | Be able to show a developing degree of listening skill and clarity of thought |
| | | 1.3 | Be able to hold a conversation, demonstrating confident communication |
| 2. | Demonstrate the skills of Curriculum Vitae construction | 2.1 | Present a simple Curriculum Vitae showing clear and concise information, using written skills to an appropriate level and to be used as the basis for discussion. |

| | | | |
|----|---|--|---|
| | Title: | English as an Additional Language - Transition | |
| | Level: | 1 | |
| | GLH: | 15 | |
| | Credit Value: | 8 | |
| | Learning outcomes | Assessment Criteria | |
| | The learner will: | The learner can: | |
| 1. | Know and understand the techniques used in effective oral communication | 1.1 | Give a short talk to an appropriate standard. |
| | | 1.2 | Apply use of phrasing and understanding of the meaning. |
| 2. | Understand the English language | 2.1 | Converse with the examiner about the piece using appropriate vocabulary and phrasing and demonstrating full understanding |