

National Unit specification: general information

Unit title: Photography: Research Project (SCQF level 6)

Unit code: F8KJ 12

Superclass: KE

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Summary

This Unit is designed to enable candidates to engage in a photographic research project in a creative, structured way. Candidates will investigate a photographic theme and use problem solving techniques to produce effective research material and evidence of the creative use of techniques. Candidates will present the completed work in a suitable format. Candidates will reflect on their own work and research.

This Unit has been designed as a mandatory Unit of the Photography Course at SCQF level 6. It may also be taken as a freestanding Unit.

Outcomes

- 1 Investigate and research a theme in photography in response to a given brief.
- 2 Use appropriate photographic techniques, materials and equipment in response to the given brief.
- 3 Produce and present a folio of finished, annotated work in response to the given brief.
- 4 Evaluate the folio of finished work.

Recommended entry

While entry is at the discretion of the centre, candidates would benefit from having attained the following, or equivalent:

F8KH 12 *Photography: Basic Camera Techniques*

General information (cont)

Unit title: Photography: Research Project (SCQF level 6)

Credit points and level

1 National Unit credit at SCQF level 6 (6 SCQF credit points at SCQF level 6*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes of this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

National Unit specification: statement of standards

Unit title: Photography: Research Project (SCQF level 6)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Investigate and research a theme in photography in response to a given brief.

Performance Criteria

- (a) Identify the requirements of the brief in terms of purpose, constraints, theme and key issues.
- (b) Select appropriate research sources.
- (c) Collect a range of relevant research material from both primary and secondary sources.
- (d) Use relevant research material to produce a plan of action.

Outcome 2

Use appropriate photographic techniques, materials and equipment in response to the given brief.

Performance Criteria

- (a) Select appropriate photographic techniques, equipment and materials.
- (b) Use the chosen photography techniques, equipment and materials to produce examples of photography.
- (c) Demonstrate a creative and confident use of photography techniques, equipment and materials.

Outcome 3

Produce and present a folio of finished, annotated work in response to the given brief.

Performance Criteria

- (a) Select and edit key items from the gathered research, investigation work and own photographs.
- (b) Present the finished, annotated work in an appropriate and effective manner.

Outcome 4

Evaluate the folio of finished work.

Performance Criteria

- (a) Evaluate the strengths and weaknesses of the finished work in terms of creativity, use of materials, equipment and technique.
- (b) Evaluate how well the finished work fulfils the requirements of the original brief.

National Unit specification: statement of standards (cont)

Unit title: Photography: Research Project (SCQF level 6)

Evidence Requirements for this Unit

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria for this Unit.

Written and/or oral evidence and product evidence is required.

This evidence will be produced under open-book conditions in response to a given brief at appropriate points throughout delivery of the Unit.

Candidates will produce a folio of work which will include:

- ◆ a Plan of Action which identifies the requirements of the brief in terms of:
 - purpose
 - constraints
 - theme
 - key issues
 - relevant research sources
 - conclusions derived from research
- ◆ a range of gathered research materials from a minimum of two photographers (historical and/or contemporary)
- ◆ a series of experimental examples of photographs demonstrating creative use of photographic materials, equipment and techniques
- ◆ a final presentation of annotated work in a suitable format
- ◆ an evaluation of the finished work — approx 500 words

It would be appropriate for this evidence to be in the format of a traditional or electronic annotated workbook.

The National Assessment Bank (NAB) pack provided for this Unit illustrates the standard that should be applied. It contains an assessor checklist. If a centre wishes to design its own assessments for this Unit, they must be of a comparable standard.

National Unit specification: support notes

Unit title: Photography: Research Project (SCQF level 6)

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

This Unit has been designed as a mandatory Unit of the Photography Course at SCQF level 6. It may also be taken as a freestanding Unit.

This Unit is designed to enable candidates to engage in a photographic research project in a creative, structured way. Candidates will investigate a photographic theme and use problem solving techniques to produce effective research material and evidence of the creative use of techniques. Candidates will present the completed work in a suitable format. Candidates will reflect on their own work and research.

The intention is to provide an opportunity for candidates to participate in an area of specialist study, of which they may have no previous experience and to allow them to explore that area creatively. To this end, it is recommended that consideration is given to providing creative and imaginative briefs and projects if completing as a freestanding Unit.

Teachers/lecturers should be aware that the assessment of the work is in terms of technical ability as well as creative approach to the subject.

Candidates will be encouraged to investigate photographic techniques, equipment and materials creatively.

Candidates should be directed to an area and a brief which is realistically within their capabilities. Available equipment should also be taken into account when selecting a brief.

Outcome 1

The brief should cover both the instructions set out in finding the solution to a design problem, and the sort of project which might be set for candidates to explore a photographic theme. In any case, it should be imaginative, and allow for individual creativity as well as the opportunity to demonstrate technical ability in photography.

Outcome 2

The different areas of photography may require different approaches in terms of selection of equipment and use of techniques, eg sports photography is a very different discipline from studio based still-life. Landscape requires a different approach to macro photography of flowers and insects.

Outcome 3

The collated materials either produced or gathered by candidates should relate to the given brief. The subsequent editing and annotation should clarify the theme and show engagement by each candidate with the research.

National Unit specification: support notes (cont)

Unit title: Photography: Research Project (SCQF level 6)

Outcome 4

The purpose of this Outcome is to allow candidates to reflect on their work and identify and evaluate the strengths and weaknesses of the skills acquired throughout the process of the research and development. Candidates should receive guidance and feedback throughout the work of the Unit.

Guidance on learning and teaching approaches for this Unit

This Unit can be delivered and integrated into the Practical Assignment of the Art and Design: Photography (Higher). If this approach is taken then teachers/lecturers should note that the brief must be selected from the options given in the Practical Assignment.

If the Unit is being delivered as a stand-alone Unit then candidates would be expected to select their chosen brief from a range provided by the lecturer/teacher. However, candidates may wish to generate their own brief in negotiation with the lecturer/teacher. The chosen brief must be broad enough to allow the candidates enough scope to develop creative and imaginative solutions.

The teacher/lecturer should ensure that the techniques, equipment and materials required for the successful completion of the candidate's chosen brief are available and accessible within the centre's resources.

The research project should be presented using a coherent and logical structure. The folio of work should be collated in an annotated workbook. Candidates will benefit from having a clear idea of the format required from the outset of the project and exemplification would be helpful at the start.

Opportunities for developing Core Skills

If using electronic formats for their research, the candidate would have the opportunity to develop aspects of the Core Skill of *Information and Communication Technology*.

In this Unit the candidate will follow a brief to solve a problem, demonstrate knowledge and understanding of investigation and research skills producing examples and evaluating their own skills. This offers ideal opportunities to develop aspects of the Core Skill of *Problem Solving*.

National Unit specification: support notes (cont)

Unit title: Photography: Research Project (SCQF level 6)

Guidance on approaches to assessment for this Unit

Outcomes 1 and 2 will benefit from teacher/lecturer or peer group discussion where candidates are given the opportunity to discuss their analysis and research and can be questioned in areas they may have failed to notice or consider as possible areas of investigation. Working in this way will allow the candidates to learn from each other and broaden their understanding of the brief and develop critical thinking skills. Checklists could be used to record candidate progress during formative stages of assessment.

Outcome 1

Candidates will be given a brief to follow and must show that they have gathered a wide range of relevant research material related to the chosen theme. An appropriate Instrument of Assessment will be the candidate's gathered research in response to the brief. Evidence may be in the form of annotated sketches, drawings, or photographs.

Outcome 2

Candidates are required to determine and creatively use the most appropriate photographic techniques, materials and equipment to produce their own examples of photographic work related to the chosen theme and requirements of the brief. An appropriate Instrument of Assessment will be the candidate's own photographic work produced in response to the brief.

Outcome 3

Candidates will edit and select an appropriate body of work from the research and investigation materials, gathered and/or produced which will be collated, edited and presented in a workbook with appropriate annotation throughout. An appropriate Instrument of Assessment will be the finished, annotated folio of work.

Outcome 4

Candidates will evaluate the finished work. Assessment will be in the form of a written and/or oral evaluation of 500 words. Teachers/lecturers may wish to provide a pro forma for this assessment which gives candidates a basic structure or series of questions to answer.

This Outcome is designed to encourage candidates critical analysis and self-evaluation of their own work.

The teacher/lecturer must be satisfied that the evidence submitted is the work of individual candidates. Although group work may be used as a learning and teaching approach, any work that contributes to a candidate's assessment evidence must be carried out on an individual basis to ensure authenticity.

National Unit specification: support notes (cont)

Unit title: Photography: Research Project (SCQF level 6)

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.