



Arrangements for:

**National Progression Award in
Photography at SCQF level 4**

Group Award Code: GF86 44

**National Progression Award in
Photography at SCQF level 5**

Group Award Code: GF8V 45

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1 Introduction

This is the Arrangements Document for the new National Progression Awards (NPAs) in Photography at SCQF levels 4 and 5 which were validated in August 2012. This document includes: background information on the development of the Group Awards, their aims, guidance on access, details of the Group Award structures, and guidance on delivery.

The NPAs have been developed under the design principles for National Qualification Group Awards. They are designed to focus on developing knowledge and understanding in practical photography and are aimed at those who may want to explore their interest in photography and later take it to a more advanced level.

The NPAs may be useful for schools and community groups who want to explore practical 'hands on' photography using a range of resources which may reflect the needs of their candidate groups, and which may not necessarily rely on state of the art equipment. They are appropriate for school links groups, community based groups, further education colleges and other providers who wish to promote photography to interest-based groups. It is intended that the NPAs encourage individuals and groups to develop their interest in photography, learn new skills and progress on a personal level. They are also intended to promote further study and employment opportunities in photography and creative media.

The Units at SCQF level 4 provide a basic level of study and should reflect the personal and social development needs of candidates. The Units are aimed at promoting self-confidence and self-development in order to promote positive progression routes.

The NPA in Photography at SCQF level 5 builds on and further develops the basic skills developed at SCQF level 4. It functions as a progression route by preparing candidates for the more advanced skills and techniques within the National Certificate (NC) in Photography at SCQF level 6 (GE6C 46) and for other relevant Skills for Work (SfW) and creative/digital media programmes (eg Creative Industries NC at SCQF level 5 (GF87 45).

The NPAs at both levels provide opportunities to develop both creative and technical skills in photography. Candidates are encouraged to develop their skills in a number of key areas: understanding basic photography, basic camera techniques, working with photographic images, developing creative skills and understanding technology applications, presentation, developing professional folios of work and exhibition work.

The NPAs develop soft skills, Core Skills and vocational skills. They can also help every candidate to develop knowledge, skills for learning and life which are reflected in the four capacities of A Curriculum for Excellence: *a successful learner, a confident individual, a responsible citizen and an effective contributor.*

2 Rationale for the development of the Group Awards

The need was established for Group Awards in Photography which could be easily delivered to beginners and which did not rely on specialist photographic equipment which could exclude some centres and candidates. These would also contribute to the established demand for colleges of Further Education to service school links programmes at SCQF level 4.

There was no alternative provision to study photography at a lower level than the NC in Photography at SCQF level 6, other than through freestanding Units. The NPAs in Photography at SCQF levels 4 and 5 address this, and accommodate those candidates who may lack the necessary skills to achieve at a higher level.

Consultation was undertaken with a range of stakeholders including centres, Sector Skills Councils and employers; this generated a positive response.

Consultation with further education colleges reinforced the demand for school links programmes and a widening of access provision. Key findings included a need to focus on practical photography and to encourage the use of a wider range of available technology, eg mobile phones, computers and compact cameras.

3 Aims of the Group Awards

The main aims reflect the intention to provide a basic level of underpinning knowledge for school pupils, community based learners, evening classes and photography candidates in general.

3.1 Principal aims of the Group Awards

3.1.1 NPA in Photography (SCQF level 4)

- ◆ To develop understanding of photography in everyday use
- ◆ To develop understanding of the creative processes involved within photography/creative media
- ◆ To develop basic knowledge and understanding of practical skills when working with photographs
- ◆ To develop understanding of how to create good images when photographing people and places
- ◆ To develop critical thinking skills and encourage seeking peer/tutor feedback to inform practices
- ◆ To provide understanding of current developments within photography
- ◆ To prepare candidates for progression to the NPA in Photography at SCQF level 5
- ◆ To prepare candidates for progression to further studies and/or employment opportunities in photography and related areas

3.1.2 NPA in Photography (SCQF level 5)

- ◆ To further develop understanding of photography in everyday use
- ◆ To further develop understanding of the creative processes involved within photography/creative media
- ◆ To further develop knowledge and understanding of practical skills when working with photographs
- ◆ To further develop understanding of how to create good images when photographing people and places
- ◆ To further develop critical thinking skills and encourage seeking peer/tutor feedback to inform practices
- ◆ To provide increased understanding of current developments within photography
- ◆ To prepare candidates for progression to the NC in Photography at SCQF level 6
- ◆ To prepare candidates for progression to further studies and/or employment opportunities in photography and related areas

3.2 General aims of the Group Awards

3.2.1 NPA in Photography (SCQF level 4)

- ◆ To promote personal and social development skills and the ability to develop the four capacities within Curriculum for Excellence
- ◆ To promote Skills for Learning, Skills for Life and Skills for work
- ◆ To encourage and support candidates to develop their interest in photography
- ◆ To provide a broad understanding of photography and creative digital media
- ◆ To develop aspects of Core Skills (especially in *Communication, Problem Solving, Information and Communication Technology (ICT) and Working with Others*)
- ◆ To promote the ability to work as part of a team and to seek informed feedback from others to evaluate own work
- ◆ To develop research and presentation skills
- ◆ To encouraging working towards exhibiting photographic work

3.2.2 NPA in Photography (SCQF level 5)

- ◆ To encourage interdisciplinary project work and the ability to work as part of a team
- ◆ To prepare candidates to meet National Occupational Standards in the quality of work, within agreed timescales
- ◆ To promote progression routes to further study options which may include other subjects within creative industries
- ◆ To promote local employability opportunities, including self-employment, where possible
- ◆ To promote the integration of transferable skills across the Units and within creative media
- ◆ To develop team working to seek informed feedback to improve and reflect on working practices
- ◆ To develop primary and secondary research skills

- ◆ To develop Communication ICT and presentation skills
- ◆ To develop critical thinking and problem solving techniques
- ◆ To allow candidates to evaluate and exhibit a range of photographic images

3.3 Target groups

Potential target groups include school pupils, community and college candidates and any interest-based groups who may benefit from:

- ◆ developing self-confidence and self esteem
- ◆ co-operative working
- ◆ development of interpersonal and task management skills
- ◆ targeted Core Skills support in *Communication, ICT, Numeracy, Problem Solving* and *Working with Others*
- ◆ practical application of photographic skills
- ◆ opportunities to develop new skills and to progress to further study and/or vocational opportunities
- ◆ exposure to a range of photographic contexts allowing for production of a quality portfolio and participation in exhibition work
- ◆ provision for extended learning support.

3.4 Employment opportunities

Candidates will have the opportunity to become involved in practical photography which will encourage the development of self-confidence and self-esteem through a range of practical activities and team working. Exposure to a range of photographic contexts, the development of a quality portfolio and participation in exhibition work will provide a good basis to consider further learning and/or employment opportunities, eg progression from the SCQF level 4 NPA in Photography to the NPA in Photography at SCQF level 5, lateral progression to a range of creative industries programmes, advanced study in Higher National Certificate/Higher National Diploma programmes, employment as a trainee or assistant photographer and self-employment, including freelance work.

4 Access to the Group Awards

4.1 NPA in Photography (SCQF level 4)

The recommended access to each Unit is given in the individual Unit specifications; there are no specific entry requirements for the NPA. While access is at the discretion of the centre, it is beneficial if candidates have a keen interest in photography or creative digital media. Ideally, candidates should have some degree of aptitude and a genuine interest in photography that can be nurtured and developed, either via a freestanding Unit by Unit basis or via the complete NPA.

It is unlikely that candidates accessing the NPA at SCQF level 4 will already have examples of photographic work or portfolios and it is important that access is not unnecessarily restrictive in this respect. Access could be determined simply on the basis of a willingness to learn about photography. In other instances, candidates may want to extend their knowledge but not be ready for entry at SCQF level 5 or above.

4.2 NPA in Photography (SCQF level 5)

Similarly to SCQF 4, the recommended access to each Unit is given in the individual Unit specifications and there are no specific entry requirements. Successful completion of the NPA in Photography at SCQF level 4 should be considered a suitable entry qualification for the NPA at SCQF level 5.

It may be beneficial if candidates were able to produce some examples of their work. However, it is equally important to understand that candidates may have little or no experience of photography and simply a desire to learn.

Access can be determined in relation to the individual, their level of interest and ability to succeed at SCQF level 5.

5 Group Award structures

All Units on both frameworks are mandatory. Candidates will be awarded an NPA in Photography at SCQF level 4 or 5 on completion of all four credits listed in the respective mandatory sections. Each award equates to 4 SQA credits of learning (24 SCQF points).

5.1 Framework

5.1.1 NPA in Photography (SCQF level 4)

Unit title	Code	SQA credit value	SCQF level	SCQF credit points
Mandatory (4 SQA credits required)				
Understanding Photography	H28S 10	1	4	6
Photographing People	H28V 10	1	4	6
Photographing Places	H28W 10	1	4	6
Working with Photographs	H28T 10	1	4	6

5.1.2 NPA in Photography (SCQF level 5)

Unit title	Code	SQA credit value	SCQF level	SCQF credit points
Mandatory (4 SQA credits required)				
Understanding Photography	H28S 11	1	5	6
Photographing People	H28V 11	1	5	6
Photographing Places	H28W 11	1	5	6
Working with Photographs	H28T 11	1	5	6

5.2 Core Skills

5.2.1 NPA in Photography at SCQF level 4

There are no specific requirements for Core Skills entry but it is recommended that where candidates have no existing Core Skills profile, centres consider carrying out a Core Skills profiling exercise in order that targeted support may be offered as required. It is important to target Core Skills profiling at the level of the NPA, as below:

Core Skill	SCQF level
Communication	SCQF level 4
Problem Solving	SCQF level 4
Working with Others	SCQF level 4
Information and Communication (ICT) Technology	SCQF level 4

5.2.1 NPA in Photography at SCQF level 5

At SCQF level 5, it would be beneficial for candidates to have an existing Core Skills profile. For example, a candidate may have completed Units at SCQF level 4 or have some previous experience of SQA certification prior to entry at SCQF level 5. Centres may take into account the level of subject interest in photography and carry out a Core Skills profiling exercise for all candidates especially those who do not have a profile, in order that targeted support may be offered in the early stages of the programme.

It is important to target Core Skills profiling at the level of the programme as stated in the grid below:

Core Skill	SCQF level
Communication	SCQF level 5
Problem Solving	SCQF level 5
Working with Others	SCQF level 5
Information and Communication (ICT) Technology	SCQF level 5

Ample opportunity exists for candidates to develop *Communication, Problem Solving, Working with Others, and Information and Communication Technology (ICT)* across delivery of the NPAs. *Numeracy* is not signposted, but could be developed if required, through targeted learning and teaching approaches.

The recommended Core Skills exit levels are compatible with potential employment and education routes.

5.2 Articulation

Completion of the NPAs at SCQF level 4 or 5 allows lateral and upward progression to further photography study, and subsequent areas of study in higher education.

Upward progression from the NPA in Photography at SCQF level 4 could include a route via the NPA in Photography SCQF level 5, the NC in Photography level 6, the HNC/HND in Photography, and the BA Honours Degree in Photography.

Lateral progression could include moving from the NPA in Photography at SCQF level 4 or 5 to the Skills for Work (SfW) in Creative Digital Media at SCQF level 4, the NC in Creative Industries at SCQF level 5, or the NC in Art and Design at SCQF level 6.

Entry and articulation to these courses may be subject to successful portfolio submission and interview. The NPAs will support candidates' progression to other courses and to employment, eg self-employment in wedding photography, landscapes or other areas, by providing underpinning knowledge which can be built on.

Please note that entry to employment, in the majority of cases to self-employment as a photographer, is more appropriate upon completion of courses at a higher level.

6 Approaches to delivery and assessment

6.1 Content and context

The NPAs in Photography at SCQF levels 4 and 5 are intended as flexible programmes of learning. Based on each Unit of learning equating to a notional design time of 40 hours, each Group Award can be completed in approximately 160 hours of notional time, or less if fast tracking. Candidates may wish to undertake a single Unit credit, several Units or a complete Group Award. It is possible that candidates undertaking the NPA at SCQF level 4 may progress to the NPA at SCQF level 5.

The NPAs aim to develop the skills of those who are interested in photography. The content is designed to allow candidates to understand and develop their photography from a starting point of consumer level, rather than as potential professional photographers.

Both Group Awards are designed to promote personal and social development, build self-confidence and self-esteem, and help candidates identify personal qualities and skills for future progression into full-time study and/or employment. The focus in each is mainly on practical photography delivered in a flexible format with the use of practical activities, workshops, discussion, self/peer and tutor assessment, project work, practical visits and exhibition work.

Each Unit can be individually assessed, however both NPAs offer realistic opportunities for holistic assessment across Outcomes and Units. The content and contexts will promote candidates' confidence in photography skills for everyday use, eg gathering and selecting images, identifying key components, labelling and storing, mounting and presenting final images, understanding categories of photography (still life, portraiture and landscape), identifying a selection of diverse images taken indoors and outdoors. The learning content will increase candidates' ability to create a portfolio of work and develop individual confidence to evaluate and critique their own work.

Candidates are expected to use simple automatic functions of cameras to capture good images and to work with their peers to critique their work. Emphasis is placed on enhancing images to present and exhibit work. The NPAs build skills and understanding for people who have simple point and shoot cameras or point and shoot approaches. Most people have the ability to take a photograph and the NPAs are designed to be the next step, allowing candidates to develop new and useful photography skills. Practical Units allow candidates to develop skills in rudimentary camera operations and to be assessed on them. The functions of simple cameras are explained, utilising a mix of tutorials and practical demonstrations. Areas for learning include programme modes, camera care, camera handling. Importantly, there are learning activities in working with people in front of the camera, in terms of positioning and interaction. Simple concepts of lighting, lighting composition and framing are integrated within all practical projects.

Candidates are given feedback on their images via assessment of the Units, giving them a clear understanding of their ability in the subject. In addition to taking pictures, presentation and editing are integral to the NPAs. This is a natural progression from photographic capture, with the emphasis on enhancement and simple adjustment. Also explored are the potential outputs from photography, print online and mobile applications.

Photography offers many opportunities for confidence building, ICT development, and creative expression and the NPAs to tap into these opportunities.

During delivery there are opportunities to develop:

- ◆ co-operative working
- ◆ communication skills
- ◆ research skills
- ◆ planning
- ◆ organising
- ◆ decision making
- ◆ problem solving
- ◆ ICT
- ◆ creative digital technology

The main content includes:

- ◆ camera operations
- ◆ camera care
- ◆ camera handling
- ◆ tutorials and practical demonstrations
- ◆ simple concepts, eg lighting, lighting composition and framing
- ◆ reviewing the work of prominent photographers and their work
- ◆ capturing good images
- ◆ making simple adjustments and enhancements to images
- ◆ editing and presentation
- ◆ storing photographs
- ◆ outputs, eg print online, mobile applications
- ◆ folio work
- ◆ exhibition work

Both the content and context of the NPAs put candidates at the centre of the learning process. The NPAs use any knowledge candidates have as a valuable starting point.

6.2 Delivery and assessment

6.2.1 NPA in Photography (SCQF level 4)

Unit title	Code	SQA credit value	Order of delivery	Length
Understanding Photography	H28S 10	1	1	40 hours
Photographing People	H28V 10	1	2	40 hours
Photographing Places	H28W 10	1	3	40 hours
Working with Photographs	H28T 10	1	4	40 hours

The delivery model above shows all 4 credits of the NPA in Photography at SCQF level 4. This programme is flexible and can be delivered to suit the needs of various providers. Centres can choose the order in which they teach and assess the Units according to the needs of the group, the resources available and any partnership links that might be involved in the delivery of the Units, eg widening access programmes, school links.

The delivery schedule is suggested as a model to follow. The suggested schedule also allows for integrated and holistic assessment of Outcomes and Units and this may allow for the fast tracking of candidates where appropriate.

6.2.2 NPA in Photography (SCQF level 5)

Unit title	Code	SQA credit value	Order of delivery	Length
Understanding Photography	H28S 11	1	1	40 hours
Photographing People	H28V 11	1	2	40 hours
Photographing Places	H28W 11	1	3	40 hours
Working with Photographs	H28T 11	1	4	40 hours

The delivery model above shows all 4 credits of the NPA in Photography at SCQF level 5. This programme is flexible and can be delivered to suit the needs of various providers. Centres can choose the order in which they teach and assess the Units according to the needs of the group, the resources available and any partnership links that might be involved in the delivery of the Units, eg widening access programmes, school links.

The delivery schedule is suggested as a model to follow. The suggested schedule also allows for integrated and holistic assessment of Outcomes and Units and this may allow for the fast tracking of candidates where appropriate.

6.3 Delivery of Core Skills

There are Opportunities to develop Core Skills across the Group Awards. Signposting opportunities for Core Skills are given in Appendix 1.

6.4 Open Learning

Full details on the suitability of individual Units for open learning are contained in each individual Unit specification. Delivery by open learning would require planning by centres to ensure sufficiency and authenticity of candidates' evidence. Arrangements would have to be made to ensure observation is conducted under supervision. Opportunities may be restricted where peer critique, group presentation and exhibition work are recommended.

E-assessment may be appropriate for some assessments for Units in these Group Awards. 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)*.

7 General information for centres

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.

Internal and external verification

All instruments of assessment used within this/these Group Award(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment (www.sqa.org.uk)*.

8 General information for candidates

The National Progression Awards (NPAs) in Photography may be useful to you if you are interested in photography and would like to develop your interest and skills further. You may be a school, college, community based, or other learner who wishes to develop underpinning skills in photography at SCQF level 4, or to further develop skills at SCQF level 5.

In addition to skills in photography the NPAs can help you to develop confidence, team working skills, problem solving skills and the ability to use *Information and Communication Technology*. Overall they can help you in making future choices and taking next steps about your education and employment.

8.1 NPA in Photography at SCQF level 4

At SCQF level 4, the NPA will provide a practical introduction to photography and may allow you to progress to the NPA at SCQF level 5 or in exceptional cases to the National Certificate (NC) in Photography at SCQF level 6. Additionally, you can potentially use the introductory learning experience at SCQF level 4 for lateral progression to other courses, eg NPA in Creative Industries at SCQF level 4.

The NPA in Photography at SCQF level 4 is very practical and will develop your interest in photography from your own starting point.

There are no formal entry requirements but your centre will explore your interest in photography and you may be invited for interview. You may be asked to discuss your willingness to learn about photography and to learn new skills. Any examples of photographs you have taken may be useful in showing your interest.

8.2 NPA in Photography at SCQF level 5

At SCQF level 5, the NPA builds on the practical skills developed at SCQF level 4 and encourages you to further develop and enhance photography skills, through exploring creativity and technical skills. You will use a range of equipment, techniques and specialist facilities.

To undertake the NPA in Photography at SCQF level 5, you may have completed the NPA in Photography at SCQF level 4 or have previous experience in photography, eg from school. You may be asked to produce examples of your work.

On completion of the NPA, you could potentially progress to the National Certificate (NC) in Photography at SCQF level 6, and later to the Higher National Certificate (HNC) in Photography at SCQF level 7 or, in exceptional circumstances, to the Higher National Diploma (HND) in Photography at SCQF level 8. You may also wish to consider lateral progression to other relevant creative industries, eg the Skills for Work (SfW) in Creative Industries at SCQF level 5.

8.3 Unit content

The NPAs in Photography each contain four Units: *Understanding Photography*, *Photographing People*, *Photographing Places* and *Working with Photographs*. While the Units may be taught in any order, the natural starting point is to develop your understanding of photography through the Understanding Photography Unit. The next step is to think about developing your ability to photograph people and places and finally to work with photographs. Your tutor will talk to you about how all the Units link and how learning can be gathered within and across Units.

8.3.1 Understanding Photography

H28S 10 (SCQF level 4)

At SCQF level 4 this Unit will develop your knowledge, skills and understanding of photography in everyday use.

You will learn how to develop your research skills in photography and investigate particular areas of study, eg still life, portraiture and landscape including a further three areas in discussion with your tutor. Your folio will also include evidence of photographic styles, eg close-up, movement and head and shoulder and a further three styles in discussion with your tutor. All images will be evaluated in terms of their composition, colour and impact.

H28S 11 (SCQF level 5)

At SCQF level 5 the purpose of this Unit is to provide you with the knowledge and skills to develop your understanding of different aspects of photography. It will include photographic terminology, simple evaluation of technical and creative aspects, and prepare you for further study.

You will research, identify and explain the meanings of various photographic terms, eg depth of field, framing and the rule of thirds. You will be asked to identify the creative and technical aspects of various images to evaluate and present them. Your final selection will be to identify two iconic images and describe their impact in terms of composition, framing, colour and mood.

8.3.2 Photographing People

H28V 10 (SCQF level 4)

At SCQF level 4 this Unit provides an understanding of what makes a good image when photographing people. You will review a range of photographs of people and compare and contrast different styles and approaches. Using this experience you will plan a series of photographic sessions where pictures of people can be taken. A selection of your best images will be presented from your work.

H28V 1 (SCQF level 5)

At SCQF level 5 you will be involved in creating a diverse range of images when photographing people. At this level, greater emphasis is placed on the ability to include a number of factors when taking photographs of people indoors and outdoors, eg style, lighting, viewpoint, facial expressions, organisation and posing, location, camera settings and use of equipment.

8.3.3 Photographing Places

H28W 10 (SCQF level 4)

At SCQF level 4 this Unit gives you an understanding of what makes a good image when photographing places. You will review a range of photographs of places and compare and contrast different styles and approaches. Using this experience you will plan a series of photographic sessions where pictures of places can be taken. A selection of your best images will be presented from your work.

H28W 11 (SCQF level 5)

At SCQF level 5 the aim is to develop and broaden your skills and experience. You will be expected to select a range of images (indoors and outdoors) taken by contemporary photographers describing the style, viewpoint and technical approaches used. You will plan five photograph sessions in a variety of locations using natural and artificial lighting and present your findings.

8.3.4 Working with Photographs

H28T 10 (SCQF level 4)

At SCQF level 4 this Unit will further develop your understanding of what makes a good image as you gather three images and after consultation with your tutor, select your favourite to critique in a group discussion. You will then decide on what may be done to enhance the image. Your tutor will support you to learn how to name, file and store your image for easy retrieval.

H28T 11 (SCQF level 5)

At SCQF level 5 you will identify the strengths and weaknesses of your chosen images, and suggest improvements as to how these can be achieved. Enhancing and resizing images will be undertaken and the finished result will involve peer discussion.

You will learn how to present your images in print, as a CD (including the original images and the edited version) and as an electronic presentation.

8.4 Core Skills

Across both NPAs, there are opportunities for you to develop Core Skills in *Communication, ICT, Problem Solving and Working with Others*. Numeracy could also be developed, depending on learning and teaching approaches adopted and/or use of traditional photography.

8.5 Employment

Please note that entry to employment, in the majority of cases via self-employment as a photographer, is more appropriate upon completion of courses at a higher level. Employment after a National Certificate in photography is likely to be as a trainee or as an assistant photographer. Undertaking the NPAs at SCQF level 4 and SCQF level 5 may be the first steps on this route to employment.

9 Glossary of terms

SCQF: This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk

SCQF credit points: One SCQF credit point equates to 10 hours of learning. NQ Units at SCQF levels 2–6 are worth 6 SCQF credit points, NQ Units at level 7 are worth 8 SCQF points.

SCQF levels: The SCQF covers 12 levels of learning. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

Dedicated Unit to cover Core Skills: This is a non-subject Unit that is written to cover one or more particular Core Skills.

Embedded Core Skills: This is where the development of a Core Skill is incorporated into the Unit and where the Unit assessment also covers the requirements of Core Skill assessment at a particular level.

Signposted Core Skills: This refers to the opportunities to develop a particular Core Skill at a specified level that lie outwith automatic certification.

Qualification Design Team: The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the National Certificate/National Progression Award from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

Consortium-devised National Certificates/National Progression Awards are those developments or revisions undertaken by a group of centres in partnership with SQA.

10 Appendices

Appendix 1: Core Skills Maps

Appendix 2: Integration and Assessment

Appendix 3: National Occupational Standards

Appendix 1: Core Skills Maps

NPA in Photography at SCQF level 4

Unit code	Unit name	Communication		Information and Communication Technology		Numeracy		Problem Solving			Working with Others	
		Oral	Written	Accessing Information	Providing/Creating Information	Using Graphical Information	Using Number	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
H28S 10	Understanding Photography	✓	✓	✓	✓			✓	✓	✓		
H28V 10	Photographing People	✓	✓	✓	✓			✓	✓	✓	✓	✓
H28W 10	Photographing Places	✓	✓	✓	✓			✓				
H28T 10	Working with Photographs	✓	✓	✓	✓			✓	✓	✓	✓	✓

The Core Skill of *Numeracy* is likely to be developed where Unit delivery utilises traditional approaches to the delivery of photography.

Core Skills Map

NPA in Photography at SCQF level 5

Unit code	Unit name	Communication		Information and Communication Technology		Numeracy		Problem Solving			Working with Others	
		Oral	Written	Accessing Information	Providing/Creating Information	Using Graphical Information	Using Number	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
H28S 11	Understanding Photography	✓	✓					✓	✓	✓		
H28V 11	Photographing People	✓	✓	✓	✓			✓	✓	✓	✓	✓
H28W 11	Photographing Places	✓	✓	✓	✓			✓	✓	✓	✓	✓
H28T 11	Working with Photographs	✓	✓	✓	✓			✓	✓	✓	✓	✓

The Core Skill of *Numeracy* is likely to be developed where Unit delivery utilises traditional approaches to the delivery of photography.

Appendix 2: Integration and Assessment

NPA in Photography (SCQF level 4)

Unit	Outcomes	Integration	Assessment	Delivery and assessment
Understanding Photography (H28S 10)	<ol style="list-style-type: none"> 1 Evaluate different types of photography. 2 Evaluate simple photographic approaches and styles. 	A suggested Integration approach would be to link this Unit with the Unit: <i>Working with Photographs</i> (H28T 10)	<p>Written and/or recorded oral evidence.</p> <p>Product evidence; electronic or print.</p>	Candidates will collate and present six images each for photographic categories and photographic styles. Candidates will select two images from each category and style and provide a simple evaluation of the composition, colour and impact.
Photographing People (H28V 10)	<ol style="list-style-type: none"> 1 Plan Photography sessions based on a selection of images of people taken outdoors. 2 Take a range of controlled and composed photographs of people outdoors. 3 Present selected photographs of people. 	A Suggested integration approach would be to link this Unit with the Unit: <i>Photographing Places</i> (H28W 10)	<p>Product and performance evidence.</p> <p>Practical Plan</p> <p>All images must be retained including identification of two that are considered to be the most effective.</p> <p>Observation checklist</p>	<p>Candidates will select three images of people taken outdoors providing an explanation of the photographic approach. Candidates will create a practical plan of a people photography session.</p> <p>Candidates will take photographs of people on location and select two images which will be presented and reasons given for the choices made.</p>
Photographing Places (H28W 10)	<ol style="list-style-type: none"> 1 Plan photography sessions based on a selection of images and outdoor places. 2 Take a range of controlled and composed photographs of outdoor places. 3 Present selected photographs of outdoor places. 	A suggested integration approach would be to link this Unit with the Unit: <i>Photographing Places</i> (H28V 10)	<p>Written and/or oral recorded evidence</p> <p>Product and performance evidence</p> <p>All images must be retained including identification of two that are considered to be the most effective.</p> <p>Observation checklist</p>	<p>Candidates will select three diverse images of places, explaining their choices.</p> <p>Candidates will create a practical plan identifying a minimum of two ideas/concepts from images they have seen.</p> <p>A selection of two images will be presented, with an explanation for the selection.</p>
Working with Photographs (H28T 10)	<ol style="list-style-type: none"> 1 Provide a simple evaluation of a range of chosen images. 2 Make simple enhancements to an image. 3 Store and handle images safely. 	A suggested integration approach would be to link this Unit with the Unit: <i>Understanding Photography</i> (H28S 10)	<p>Product and performance evidence.</p> <p>Observation checklist.</p> <p>Enhance chosen image</p> <p>Label and store finished image</p>	This Unit will provide the foundation of a basic knowledge of images. Candidates will select one image from three and critique them. Candidates will learn basic methods of enhancement, research materials and discuss their images before storing them safely.

Integration and Assessment

NPA in Photography (SCQF level 5)

Unit	Outcomes	Integration	Assessment	Delivery and assessment
Understanding Photography (H28S 11)	<ol style="list-style-type: none"> 1 Explain photographic terms and their meanings. 2 Select iconic photographic images and describe their impact. 3 Evaluate images in terms of technical and creative aspects. 	A suggested integration approach would be to link this Unit with the Unit: <i>Working with Photographs</i> (H28T 11)	Written and/or recorded oral evidence. Product evidence; electronic or print.	<p>Candidates will identify six photographic terms and present their meaning using an appropriate method</p> <p>Two iconic images will be chosen to describe the impact of the composition, framing, colour and mood.</p> <p>Candidates will identify six photographic images and evaluate the technical and creative aspects.</p>
Photographing People (H28V 11)	<ol style="list-style-type: none"> 1 Plan photography sessions based on a selection of images taken by leading people/portrait photographers. 2 Take controlled and composed photographs of people on location. 3 Present selected photographs of people 	A suggested integration approach would be to link this Unit with the Unit: <i>Photographing Places</i> (H28W 11)	Product and performance evidence. Practical Plan Written and/or oral recorded evidence. All images must be retained including identification of five that are considered to be the most effective. Observation checklist	<p>Candidates will compare and contrast well known photographs of people and prepare a practical plan for three photography sessions.</p> <p>Candidates will photograph people on location indoors and outdoors, over a minimum of three photo sessions.</p> <p>They will select five images which they consider the most effective including one of a group and an outdoor image.</p>
Photographing Places (H28W 11)	<ol style="list-style-type: none"> 1 Plan photography sessions based on a selection of images of interior and exterior places taken by location photographers. 2 Take photographs of interior and exterior places on location. 3 Present a selection of photographs of interior and exterior places. 	A suggested integration approach would be to link this Unit with the Unit: <i>Photographing People</i> (H28V 11)	Written and/or oral recorded evidence; product and performance evidence. All images must be retained including identification of five that are considered to be the most effective. Observation checklist.	<p>Candidates will select 10 diverse images of places taken indoors and outdoors, justifying their choices.</p> <p>They will prepare a practical plan for five photography sessions and will photograph locations indoors and outdoors. Candidates will select five images including one image taken indoors.</p>
Working with Photographs (H28T 11)	<ol style="list-style-type: none"> 1 Select images to evaluate giving reasons for your choice. 2 Enhance images. 3 Present images effectively for a given purpose. 4 Store and handle images safely. 	A suggested Integration approach would be to link this Unit with the Unit: <i>Understanding Photography</i> (H28S 11)	Product and performance evidence. Observation checklist. Enhance three chosen images Present images Label and store finished images	This Unit will provide greater depth of understanding of images (selecting three from five images) and how to critique them. Candidates will learn methods of enhancement. Candidates will research material and discuss their images before storing them safely.

Appendix 3 National Occupational Standards (NOS)

The Units in the NPAs in Photography are broadly aligned to National Occupational Standards for Photo Imaging from Creative Skillset, as noted below.

Units at SCQF levels 4 and 5	National Occupational Standards
<p>Understanding Photography (H28S 10 and H28S 11)</p> <p>Photographing People (H28V 10 and H28V 11); Photographing Places (H28W 10 and H28W 11)</p> <p>Working with Photographs (H28T 10 and H28T 11)</p>	<ul style="list-style-type: none"> ◆ P1–23 Research and access images ◆ P1–24 Source and acquire images ◆ PI–3 Plan and organise photographic assignments ◆ PI–4 Evaluate and select technology and/or equipment ◆ PI–7 Undertake photographic assignments ◆ PI–23 Research and access images ◆ PI–24 Source and acquire images ◆ PI–26 Store, conserve and preserve images ◆ P1–1 Apply copyright and other laws relating to usage and licensing of images ◆ P1–3 Research and access images ◆ P1–24 Source and acquire images ◆ P1–25 Carry out the process of image cataloguing ◆ P1–26 Store, conserve and preserve images