

SQA Advanced Unit Specification

General information

Unit title:	Photography: Portraiture
Unit code:	J7LN 47
Superclass:	KE
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Version:	01

Unit purpose

This unit is designed to enable the learner to research, produce and present a series of portraits in the studio and on location. The learner will also be able to research different styles of historical and/or contemporary portraits.

Outcomes

On successful completion of the unit, the learner will be able to:

- 1 research historical and/or contemporary portrait images
- 2 produce a range of portraits
- 3 present finished portrait images

Credit points and level

2 SQA unit credits at SCQF level 7: (16 SCQF credit points at SCQF level 7).

Recommended entry to the unit

Learners should have a basic knowledge of camera/lighting skills and studio work practices, and good interpersonal skills.

SQA Advanced Unit Specification

Core skills

There are opportunities to develop the Core Skills of Communication, Information Technology (ICT) and Problem Solving at SCQF level 6 in this unit, although there is no automatic certification of Core Skills or Core Skills components.

Context for delivery

If this unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<https://www.sqa.org.uk/sqa/90557.10883.html>)

Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods, or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Statement of standards

Unit title: Photography: Portraiture

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.

Where evidence for outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Research historical and/or contemporary portrait images.

Knowledge and/or skills

- ◆ portrait styles
- ◆ lighting techniques
- ◆ composition
- ◆ context

Outcome 2

Produce a range of portraits.

Knowledge and/or skills

- ◆ logistical planning for the given briefs
- ◆ exposure calculation and control
- ◆ use of model release forms
- ◆ lighting, composition and viewpoint
- ◆ working with others

Outcome 3

Present finished portrait images.

Knowledge and/or skills

- ◆ presentation media
- ◆ presentation skills

SQA Advanced Unit Specification

Evidence requirements for this unit

Outcome 1

Learners will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can produce an annotated workbook containing:

- ♦ a minimum of 10 examples of different portrait images to include historical and/or contemporary portraits

Each example must include comments on composition, lighting, style and context.

Work produced outwith controlled conditions must be subject to authentication by the tutor.

Outcome 2

Learners will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- ♦ produce portrait images to five different given briefs

Over the series, all following points must be achieved:

- ♦ a range of lighting techniques must be used for the brief
- ♦ the exposure is correct for the desired effect for the brief
- ♦ model release forms must be used where applicable
- ♦ images must be technically and aesthetically consistent with the brief
- ♦ composition and lighting must achieve the effect identified in the brief
- ♦ at least one brief must be produced on location and one in studio
- ♦ directing and communicating with the subject
- ♦ one location brief must make use of controlled supplementary lighting

Outcome 3

Learners will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- ♦ produce portrait images to five given briefs, then choose a medium, and present the five images produced for outcome 2.

Support notes

Unit title: Photography: Portraiture

Unit support notes are offered as guidance and 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 is intended for learners who are taking a qualification in Photography at SQA Advanced level. It may also be taken by learners in relevant employment wishing to develop and/or enhance their skills. It is likely to be easier for learners if the practical work of photographing people in the studio or location is undertaken by working in pairs. This will be achieved with each learner taking their turn to work as an assistant.

The focus on outcome 1 should be on sources of research, for example exhibitions, professional photographers, internet, magazines, books, and so on. The research should be collated in the form of a workbook, with a minimum of 10 annotated examples. A proportion of the sourced images may come from other media such as painting and sculpture. The gathered research should inform the practical work in outcome 2.

For outcome 2, a specific series of portrait images should be produced to five given briefs. The briefs should enable the learner to undertake a variety of portrait techniques. The learner should be able to set up a studio and also organise a location shoot. They should be able to use the equipment and lighting to realise the intended style. The learner should be able to organise people in the studio and on location for a portrait sitting.

For outcome 3, the learner should present their own images, either in physical or electronic form, which may include a presentation with peers and tutors present.

Guidance on approaches to the delivery of this unit

This unit is a core part of the SQA Advanced Photography. It should be delivered early in the award to enable learners to utilise the skills, knowledge and understanding gained here in their research, planning, production and presentation of portrait images. Learners will require guidance from the centre to ensure they adopt a suitable approach for each assessment.

Many of the skills achieved in this unit will be transferable to other photography units. Learners should be given the opportunity to gather research information for themselves and they should be encouraged to make use of relevant websites and other resources.

While it would be useful to encourage guest speakers to have some input to the delivery of this unit, it is appreciated that visits of this kind are often difficult to coordinate and integrate. However, input from current practitioners is encouraged wherever possible.

SQA Advanced Unit Specification

A learner-centred approach should be adopted at all times. The main emphasis of the unit lies in outcome 2 and approximately 70% of the time should be allocated to this area. Learners will require guidance from the centre to ensure they adopt a suitable approach for each brief.

If this unit is delivered by open learning methods, additional resources will be required for learner support, assessment and quality assurance. For further information and advice please refer to the SQA guide: Assessment and Quality Assurance for Open and Distance Learning (A1030), September 2000).

Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

This unit could be assessed holistically by a portfolio of evidence generated by portraiture briefs. Much of the evidence should arise naturally out of the set of briefs, but may also include reflective statements made by the learner on his/her experience related to the work produced and previous research.

Outcome 1 should be assessed by the production of an annotated workbook. There should be at least 10 examples of sourced portraiture illustrated in the workbook. The gathered research should inform the practical work in outcome 2.

For outcome 2, the learner will be expected to generate creative visual responses to five given briefs. The five portrait images produced should show technical competence, and aesthetic judgement.

For outcome 3, the learner will present the finished work from outcome 2.

The sections of the unit stating the outcomes, knowledge and/or skills, and evidence requirements are mandatory.

Assessment guidelines

Outcome 1

The assessment for this outcome could be combined with outcomes 2 and 3 as part of a single assessment instrument for this unit, details of which are given under outcome 3.

SQA Advanced Unit Specification

Outcome 2

The assessment for this outcome could be combined with outcomes 1 and 3 as part of a single assessment instrument for this unit, details of which are given under outcome 3.

The assessment would require the learners to produce a series of portrait images to given briefs. The briefs should specify images produced in the studio and on location, using appropriate lighting styles. Each image should be produced using a combination of lighting, composition, viewpoint and approach to the subject.

Outcome 3

The assessment requires learners to produce a series of portrait images to five given briefs. The briefs should include studio and location portraiture, and a variety of lighting techniques.

Each image should use a combination of lighting, composition, viewpoint and approach to the subject for the brief. All of the images produced should show technical competence, and aesthetic judgement, and be retouched where needed and presented in an appropriate manner. Learners should discuss their technical and creative intentions for each image.

The learner's final imagery should make reference to the research already carried out in the production of the workbook in outcome 1. The workbook should show examples of historical and/or contemporary portraiture using other practitioners' work. The workbook should also show a critical engagement with the examples, commenting on factors such as composition, lighting, style, and context.

Opportunities for 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, such as e-testing or the use of e-portfolios or social software. Centres wishing to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment — as specified in the evidence requirements — are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at: www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

Support in developing an effective search strategy for accessing and evaluating paper-based and electronic sources of complex information on historical and contemporary images will be of value. The need to have efficient systems of recording, coding and storing outline information for ease of reference should be emphasised.

The production and discussion of initial drafts for the illustrated workbook is a useful way to ensure the development of skills in presentation and collation of relevant materials. Although communication skills are not formally assessed learners should be expected to produce and

SQA Advanced Unit Specification

present written and graphic work to a professional standard, and to communicate essential ideas and concepts effectively. Terminology and spelling used in annotation should be technically accurate, and the availability of suitable software to support effective professional presentation could further assist the development of skills in the use of technology.

As they work with others, learners should be aware of techniques to put subjects at ease, using such techniques as reflective listening and non-verbal communication, including making eye contact and relaxed body language. They should respond to questions confidently and in a way that progresses communication.

Elements of the Core Skill of Problem Solving, namely Planning and Organising, Critical Thinking, and Reviewing and Evaluating could be developed and enhanced as learners undertake the unit. Learners need to analyse the issues inherent in a series of briefs. They should identify and consider variables, including resources available, and analyse the significance of each before exploring an appropriate strategic approach. Creative interpretation of briefs and selection of appropriate media will provide opportunities to develop problem solving skills to an advanced level. Evaluation of all stages of proposed design solutions and their potential and actual impact will be on-going and formally assessed.

History of changes to unit

Version	Description of change	Date

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SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of SQA Advanced Qualifications.

Further information

Call SQA's Customer Contact Centre on 44 (0) 141 500 5030 or 0345 279 1000. Alternatively, complete our [Centre Feedback Form](#).

General information for learners

Unit title: Photography: Portraiture

This section will help you to decide whether this is the unit for you by explaining: what the unit is about; what you should know or be able to do before you start; what you will need to do during the unit; and opportunities for further learning and employment.

This unit is designed to enable you to produce and present a series of portraits in the studio and on location. You will also research different styles of historical and/or contemporary portraits.

You will research historic and/or contemporary portraits. The research should be collated in a workbook and will include a minimum of 10 annotated examples commenting on composition, lighting, style and context. The research can include exhibitions, photographers, books, Internet, magazines, newspapers and so on. This research should influence your approach to the portraiture briefs.

You will produce studio and location portraits to given briefs. You may work as part of a team of two, alternating between the roles of photographer and assistant. You will produce five portraits. You will be involved in the planning of the session, including selection of equipment, setting up lighting and props, organising all people involved in the portrait session. Model release forms should be completed where appropriate.

You will select and present the five finished portraits.