



## **National Unit specification: general information**

**Unit title:** Photographing People (SCQF level 4)

**Unit code:** H28V 10

**Superclass:** KE

**Publication date:** October 2012

**Source:** Scottish Qualifications Authority

**Version:** 02

### **Summary**

This Unit provides candidates with an understanding of what makes a good image when photographing people. Candidates look at a range of photographs of people, reviewing different styles and approaches. Using this experience they will then plan a series of sessions where pictures of people can be taken. Candidates will select the best images from their work and present them. The Unit is mandatory and has been developed as part of the National Progression Award in Photography at SCQF level 4 but may be delivered as a free-standing Unit. No previous experience of photography is required and it may facilitate progression to further photographic studies.

### **Outcomes**

- 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.

### **Recommended entry**

While entry is at the discretion of the centre, an interest in photography/creative digital media would be beneficial.

### **Credit points and level**

1 National Unit credit at SCQF level 4 (6 SCQF credit points at SCQF level 4\*)

*\*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.*

## **General information (cont)**

**Unit title:** Photography: Photographing People (SCQF level 4)

### **Core Skills**

Achievement of this Unit gives automatic certification of the following Core Skills component:

Complete Core Skill            None

Core Skill component        Critical Thinking at SCQF level 4  
   Planning and Organising at SCQF level 4

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit specification.

## **National Unit specification: Statement of Standards**

**Unit title:** Photography: Photographing People (SCQF level 4)

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**

Plan photography sessions based on a selection of images of people taken outdoors.

#### **Performance Criteria**

- (a) Choose images of people, taken outdoors.
- (b) Explain why the images were selected.
- (c) Describe the style and photographic approach of each chosen image.
- (d) Create a plan for photographing people.

### **Outcome 2**

Take a range of controlled and composed photographs of people outdoors.

#### **Performance Criteria**

- (a) Select appropriate imaging equipment.
- (b) Photograph people in a controlled and considered manner
- (c) Safely store all of the images taken.

### **Outcome 3**

Present selected photographs of people.

#### **Performance Criteria**

- (a) Select appropriate photographs of people.
- (b) Explain why the photographs were selected.
- (c) Present the photographs.

## **National Unit specification: Statement of Standards (cont)**

**Unit title:** Photography: Photographing People (SCQF level 4)

### **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 recorded and product and performance evidence are required. The final product evidence can be submitted electronically or traditionally printed.

#### **Outcome 1**

Candidates must select three diverse images of people taken outdoors. For each image, candidates must explain the photographic approach in terms of:

- ◆ The style
- ◆ The mood/feel
- ◆ The location
- ◆ The lighting
- ◆ The viewpoint
- ◆ The facial expression of the subject(s)

Candidates must create a practical plan for photography sessions, identifying a minimum of two ideas/concepts arising from images they have seen. This must be based on the images selected in this Outcome. The plan must include:

- ◆ details about the location.
- ◆ travel information to the locations.
- ◆ a description of the style of people photography planned.

#### **Outcome 2**

Using appropriate imaging equipment, candidates must take a minimum of 30 photographs of people on location in a controlled and considered manner, including the use of appropriate lighting conditions. Complex camera settings are not assessed and simple automatic functions of cameras can be used.

Images must be stored safely using appropriate file format for retrieval and viewing.

#### **Outcome 3**

Candidates must select two of the images taken in Outcome 2 for presentation and explain reasons why these images have been selected. Candidates must present prints of two images — minimum size 6" x 4" (15.24 cm x 10.16 cm). The physical prints do not have to be produced by candidates.

## National Unit specification: support notes

### Unit title: Photography: Photographing People (SCQF level 4)

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 is broadly aligned to the following National Occupational Standards in Photo Imaging from Creative Skillset:

- 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

This is a mandatory Unit in the National Progression Award in Photography at SCQF level 4, but may be delivered as a freestanding Unit. The Unit is designed to illustrate the difference between a simple snapshot and a more considered image of a person. Candidates will demonstrate that they have an understanding of different styles of pictures of people. These styles should be as diverse as practically possible for the delivering centre. After viewing a range of photography styles and approaches candidates must make a practical plan, deciding on what their approach will be.

Complex camera settings are not assessed in this Unit of study and it is suggested that simple automatic functions of cameras are used, allowing candidates to concentrate on other aspects of photographing people.

Candidates will show that they can frame a photograph with consideration to the space surrounding the subject and that they can choose a suitable viewpoint. In addition, they must demonstrate they can choose appropriate lighting conditions to photograph people.

Candidates must show they have considered the subject in the picture either by taking the photograph at an opportune moment and/or by directing them in their positioning and importantly capturing a relevant facial expression. Two of the best images must be selected with the reason they have been chosen explained. Completing this orally in a group setting could aid learning through the sharing of peer learning and assessment and should be encouraged.

The production of the prints of the final two photographs of places should be completed after candidate consideration, and peer and tutor comment during Outcome 2. The prints do not have to be produced by candidates, simple presentation of prints is required; mounting on light card is acceptable. The majority (approximately 80%) of time should be used on planning, evaluating and taking pictures on location, rather than on print supply and post production.

## **National Unit specification: support notes (cont)**

**Unit title:** Photography: Photographing People (SCQF level 4)

### **Guidance on learning and teaching approaches for this Unit**

This Unit is focussed on practical picture planning and picture taking.

#### **Outcome 1**

The tutor may begin this Unit by introducing a wide range of pictures of people and lead discussions on how and why they were photographed. The tutor may encourage candidates to look for different categories of photographs of people: paparazzi, family portraits, candid portraits, fashion portraiture, editorial portraits, etc. The internet (particularly image libraries), magazine, books and electronic media should be used as resources. The tutor may guide the analysis of the mood or feel of the portraits: casual, formal, etc.

The plan is designed to give a starting point for the type of photographic sessions candidates will undertake in Outcome 2. Group work and learning would be beneficial, with different opinions and views discussed potentially building candidates' understanding and knowledge of pictures of places/location photography.

#### **Outcome 2**

A clear project brief should be created by the tutor. This should provide guidance and confirmation of the content of this Outcome and the assessment conditions. A series of at least three photographic sessions should be devised by the tutor. Formative assessment is greatly encouraged to build candidate's skills and provide feedback. It should also be used to reinforce the assessment conditions and standards.

#### **Outcome 3**

The use of formative exercises is encouraged to allow a range of images to be edited before the candidate considers choosing their best images. Encouragement should be given to allow candidates to assist other candidates in their choices of images by sharing their views. Where possible, choosing of images should be carried out in a group setting where competing views can be considered. The tutor must however ensure the final choices are each candidate's own.

### **Guidance on approaches to assessment for this Unit**

The Evidence Requirements provide specific requirements for this Unit assessment. They clearly set out what is to be addressed by candidates and what evidence tutors should look for. A holistic instrument of assessment is recommended for this Unit, covering all three Outcomes. This holistic assessment may be a combination of product evidence and performance evidence recorded using an observation checklist.

## National Unit specification: support notes (cont)

**Unit title:** Photography: Photographing People (SCQF level 4)

### Outcome 1

An observation checklist would provide a structured record of candidate achievement in this area. It could accurately record individual candidate performance in a group setting, where ideas and concepts are being discussed.

The explanations by candidates can be conveyed to the tutor orally and recorded via a checklist, or presented as a written submission.

Candidates must create a practical plan, which is designed to give a starting point for the type of photographic sessions they will undertake in Outcome 2. The plan can be conveyed to the tutor orally and recorded via a checklist, or presented as a written submission.

### Outcome 2

Product evidence of the range of pictures taken over all photography sessions is required. There is no upper limit in the number of pictures required, although it is anticipated that the candidate will have a minimum of thirty images to choose from.

The framing, viewpoint and interaction with the subject in the pictures are the key assessed element, however the images should be technically competent; well exposed and in focus. These technical issues can be supported by the use of a camera with appropriate automatic functions. Exposure and focus problems may also be minimised by the choice of photography taking place in a well-lit locations in natural daylight. Images taken for this Unit should be retained as assessment evidence.

### Outcome 3

All images should be viewed by candidates and the tutor to allow appropriate choices of images to be made. The use of contact sheets or computer software packages may assist this process. Product evidence of the physical prints and/or an electronic version of the images should be supplied, with each method of presentation having equal value for assessment.

When explaining reasons for selection of images, the explanations can be conveyed orally and recorded via a checklist or presented as a written submission. Candidates must present prints of two images. This presentation can be electronic or as prints on light card or similar material. The simple mounting of images on light card allows for consideration of how images can be enhanced via good presentation.

## 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)*.

## National Unit specification: support notes (cont)

**Unit title:** Photography: Photographing People (SCQF level 4)

### Opportunities for developing Core Skills

Candidates will:

- ◆ use ICT to find photographs, take photographs and store photographs.
- ◆ evaluate existing photographs using the correct terminology often in groups.
- ◆ identify the components of a successful photograph and be able to communicate these to others.
- ◆ plan their own photography with a clear understanding of style and approach based on their evaluation of other's work.
- ◆ select appropriate equipment and explain why.
- ◆ direct subjects when taking photographs.
- ◆ choose their best photographs and explain why, often to groups of peers.

As they are doing this Unit candidates may develop aspects of the Core Skills in *Information and Communication Technology (ICT)*, *Problem Solving*, *Working with Others* and *Communication*.

This Unit has the Critical Thinking and Planning and Organising components of Problem Solving embedded in it. This means that when candidates achieve the Unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 4 and Planning and Organising at SCQF level 4.

### 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](http://www.sqa.org.uk/assessmentarrangements)



## History of changes to Unit

Version	Description of change	Date
02	Core Skills Components Critical Thinking and Planning and Organising at SCQF level 4 embedded.	09/10/2012

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