Regulated Qualifications Unit and Assessment Specification

Unit title	Photo Image Capture
Regulator unit code	F/600/1971
SQA unit code	H89A 70
SSC Ref	Unit 305

History of changes

Publication date: July 2016

Version: 02 (October 2017)

Version number	Date	Description	Authorised by
02	October 2017	Unit Specification updated to reflect current Ofqual terminology.	Qualifications Officer

Regulated qualifications unit specification

Title	Photo Image Capture
Level	3
Credit value	10

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
1 Be able to prepare and use equipment effectively.	1.1 Describe the main health and safety hazards and risks when preparing for and managing a photographic shoot. 1.2 Describe how the working environment should be monitored and maintained. 1.3 Monitor and maintain the working environment. 1.4 Describe the roles and relationships of the main personnel involved in the preparation and management of a photographic shoot. 1.5 Describe the steps in the preparation and management of a photographic shoot. 1.6 Prepare for image capture. 1.7 Describe how to select, handle and store equipment safely. 1.8 Coordinate the selection, set up, handling, dismantling and storage of equipment. 1.9 Use a range of equipment safely. 1.10 Explain how to carry out a risk assessment. 1.11 Undertake a risk assessment. 1.12 Outline the principles of lighting and lighting balance. 1.13 Describe how to work effectively with others. 1.14 Work effectively with others.

Learning outcomes	Assessment criteria
The learner will:	**The learner can:**
2 Be able to manage the imaging process to achieve predetermined results.	2.1 Describe materials, equipment and processes. 2.2 Coordinate the efficient preparation and application of materials, equipment and processes. 2.3 Explain how to capture images. 2.4 Capture and quality check images. 2.5 Describe how to quality check the captured image. 2.6 Outline the role of external image processors. 2.7 Explain how to document and store finished images securely. 2.8 Explain the process of storing images safely and securely. 2.9 Coordinate the safe and secure handling, processing and storage of captured images. 2.10 Describe legal and ethical considerations. 2.11 Outline the documentation associated with photographic shoots. 2.12 Complete relevant documentation.

Additional information about the unit
Unit purpose and aim(s)
The aim of this unit is to provide the learner with the knowledge and skills to coordinate photo image capture. The skills developed by the learner include technical, visual and interpersonal. The learner will develop technical skills required for preparing and coordinating image capture. The knowledge acquired by the learner will enable them to understand how photographic work is coordinated and undertaken.
Unit start date
01/11/14
Details of the relationship between the unit and relevant national occupational standards (if appropriate)
N/A
Details of the relationship between the unit and other standards or curricula (if appropriate)
N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)
Creative and cultural skills overarching assessment principles.
Endorsement of the unit by a sector or other appropriate body (if required)
N/A
Location of the unit within the subject/sector classification system
9.3 Media and Communication
Name of the organisation submitting the unit
City and Guilds
Guided Learning Hours
70

Regulated qualifications assessment specification

Assessment (evidence) requirements

Assessors must ensure that learners provide evidence to cover all the learning outcomes and assessment criteria.

This unit is designed to assess the skills of learners in the workplace. Evidence of occupational competence should be generated and collected through performance in workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria of the competence units.

These conditions would be those typical to the learner's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all learners. However, assessors must ensure that, as far as possible, the conditions for assessment should be those under which the learner usually works.

Collection of evidence of performance can be used to substantiate, support and expand the evidence base for competent performance. This may include:

♦ Observation
♦ Product and photographic evidence
♦ Relevant active documentation, reports, presentations

Performance evidence: Observation
Observation of performance at work. Assessors must provide information about the context of the assessment.

Performance evidence: Products
Work products (such as reports, letters, memos, printouts, presentations, etc) are valuable items of performance evidence. Assessors are encouraged to assess work products and record the location of evidence within their assessment records. Assessment centres using 'paperless portfolios' should first discuss their approach to assessment with their awarding body.

Guidance on methods/Instruments of assessment

This unit is designed to assess the knowledge of learners in the workplace. Learning outcomes may be assessed by a work-based assessment or by observation/product evidence/witness testimony. Online assessment may also be used. The collection of supplementary evidence of performance can be used to further substantiate, support and expand the evidence base for competent performance where this is necessary. This may be required depending on the size of the organisation in which the learner is working.

Supplementary evidence may include:
♦ Questioning
♦ Professional discussion
♦ Witness testimony
♦ Other valid evidence which relates directly to learner performance

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Guidance on methods/Instruments of assessment (cont)

Supporting evidence: Questioning

Assessment by observation and examination of work products usually results in inferred knowledge. As a result, questions should only be asked to fill gaps where knowledge is not explicit. This style of assessment still requires the assessor to confirm how knowledge and understanding has been addressed but avoids over assessment of the learner.

Questioning includes: verbal and written questioning, questionnaires, work-based tasks, reflective accounts, case studies, professional discussion and feedback reports.

Supporting evidence: Professional discussion

Professional discussion is a single, or series of structured, planned and in-depth discussions which can be recorded electronically or manually in paper, computer, audio or video files. Professional discussions can be used to support observation reports, examination of work products and knowledge questionnaires. It is more usually used to fill in gaps in existing performance and knowledge evidence. It can be used formatively and summatively, and using it enhances the assessment process for both learners and assessors.

Professional discussion is used in holistic assessment, which is rigorous, informative and cost-effective, provided the learner is competent in their job role and ready to be assessed. If these conditions are met, assessors can plan to assess naturally-occurring 'evidence-rich' opportunities at work by observation, examination of work products, professional discussion and questioning knowledge within one assessment session. It is also possible for assessors to obtain witness testimonies at the same assessment session. Such a comprehensive activity is likely to focus on major work activities that demonstrate learner competence.

Supporting evidence: Witness testimony

Witness testimony can provide valuable evidence of learner competence. In line with established principles it must be:

♦ a clear, authentic statement indicating how the learner carries out their job
♦ dated, signed and include the job title of the witness

Supporting evidence: Other qualifications

Other qualifications can be used as supporting evidence in a learner's portfolio.
The qualification must be current and be benchmarked to one or more of the national occupational standards. However, it will only be supporting evidence, as assessors must still make judgements about how the learner demonstrates competence at work.

SQA's guide to assessment provides information on appropriate instruments of assessment. This guide is designed to provide support for everyone who assesses for SQA qualifications. It looks at the principles of assessment, and brings together information on assessment in general as well as on best practice in assessment.

The *guide to assessment* can be downloaded free from SQA's website **www.sqa.org.uk**.

Creative and cultural skills overarching assessment principles also supports the assessment of this unit.