



Group Award Specification for:

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

Group Award Code: GR4L 44

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

Group Award Code: GR4M 45

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1 Introduction

This document was previously known as the arrangements document. The purpose of this document is to:

- ◆ assist centres to implement, deliver and manage the qualification.
- ◆ provide a guide for staff involved in offering the qualification.
- ◆ inform course managers, teaching staff, assessors, learners, employers and HEIs of the aims and purpose of the qualification.
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities.

1.1 Rationale for the qualifications

The qualifications provide an introduction to photography. They are aimed at those who want to explore their interest in photography, increase their understanding and develop their skills in practical photography and in working with photographs. The courses do not rely on specialist photographic equipment and can be completed using a basic camera or digital device with a camera. Therefore, the course should be accessible to a wide range of centres and learners.

These National Progression Awards are suitable for schools, colleges and community groups who want to provide opportunities for practical 'hands-on' learning about photography. It is intended that these NPAs encourage individuals and groups to develop their interest in photography, learn new skills and progress on a personal level. These qualifications can create opportunities for learners to produce portfolios of evidence which may support applications to next level courses.

The units at SCQF level 4 provide a basic level of study. They aim to develop basic skills, knowledge and understanding in photography. Learners learn about creative concepts used by photographers and apply this knowledge and understanding to their own work. The focus is on developing practical creative skills using simple automatic camera functions. Inspired by the work of photographers, learners plan and carry out their own photoshoots. They develop basic skills in evaluating their photographs and learn how to work with photographic images to make simple enhancements.

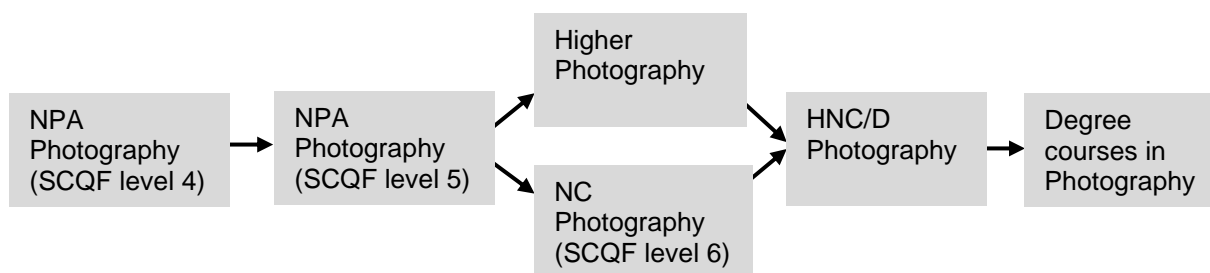
The units at SCQF level 5 build on and further develop the basic skills acquired at SCQF level 4. They are also suitable for learners who have not completed NPA Photography (SCQF level 4) but who have already attained a basic level of skill, knowledge and understanding in photography. At this level, learners develop their understanding of creative and technical concepts used by photographers. Learners research the work of photographers. Inspired by their research images, learners plan and carry out their own photoshoots. They develop their evaluation skills by identifying strengths and areas for development in photographs. They learn about and apply techniques to make enhancements to photographic images.

The NPAs give opportunities for working with others and help develop self-confidence and self-development to promote positive progression routes.

These National Progression Awards enable the development of Core Skills and other skills for life learning and work. They will have opportunities to develop their organisational skills, communications skills and skills in working with ICT. The NPAs support the development of some aspects of skills and knowledge identified in the National Occupational Standards for Photo Imaging.

1.2 Links to and from other qualifications

Photography qualifications which provide progression from the NPAs are shown below:



The NPAs in Photography also offer progression to several Skills for Work courses and national qualifications in related areas, such as creative industries, digital media and visual communication. Learners may progress to next level courses or make a lateral progression to other courses on the same level.

2 Qualifications structure

Each group award is made up of 4 SQA unit credits. They each comprise of 24 SCQF credit points each. All units in each group award are **mandatory**. A mapping of Core Skills development opportunities is available in Section 5.3.

NPA	SCQF level	SCQF credit points
Photography	4	24
Photography	5	24

2.1 Structure

2.1.1 NPA in Photography (SCQF level 4)

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J4GA	44	Understanding Photography	1	6	4
J4GB	44	Photographing People	1	6	4
J4GC	44	Photographing Places	1	6	4
J4GD	44	Working with Photographs	1	6	4

2.1.2 NPA in Photography (SCQF level 5)

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J4GA	45	Understanding Photography	1	6	5
J4GB	45	Photographing People	1	6	5

J4GC	45	Photographing Places	1	6	5
J4GD	45	Working with Photographs	1	6	5

3 Aims of the qualifications

The aim of National Progression Awards is to provide learners with opportunities to attain structured awards that develop both practical and theoretical skills in preparation for next level courses and employment. National Progression Awards in photography at SCQF level 4 and SCQF level 5 develop practical photography skills underpinned by knowledge and understanding of photography concepts.

3.1 General aims of the qualifications

3.1.1 NPA in Photography (SCQF level 4)

The general aims of the NPA in Photograph at SCQF level 4 are to:

- 1 provide a general introduction to photography
- 2 encourage and support learners to develop their interest in photography
- 3 develop aspects of Core Skills, especially in Communication, Problem Solving, Information and Communication Technology (ICT) and Working with Others
- 4 promote personal and social development skills
- 5 promote skills for learning, life and work
- 6 develop basic research skills
- 7 develop basic critical thinking skills
- 8 develop organisational skills
- 9 develop the ability to give and receive feedback and discuss own work
- 10 develop basic evaluations skills
- 11 develop presentation skills
- 12 promote progression routes to further study options which may include other subjects within creative industries

3.1.2 NPA in Photography (SCQF level 5)

The general aims of the NPA in Photography at SQCF level 5 are to:

- 1 provide a general introduction to photography
- 2 encourage and support learners to develop their interest in photography
- 3 develop aspects of Core Skills, especially in Communication, Problem Solving, Information and Communication Technology (ICT) and Working with Others
- 4 promote personal and social development skills
- 5 promote skills for learning, life and work
- 6 develop research skills
- 7 develop critical thinking skills
- 8 develop organisational skills
- 9 develop the ability to give and receive feedback and discuss own work
- 10 develop evaluation skills to improve and reflect on working practices
- 11 develop presentation skills
- 12 promote progression routes to further study options which may include other subjects within creative industries

3.2 Specific aims of the qualifications

3.2.1 NPA in Photography (SCQF level 4)

The specific aim of the National Progression Award in Photography at level 4 is to provide a structured award that creates opportunities for learners to investigate photographs and develop their photography skills. Learners develop their:

- 1 basic understanding of photography terms
- 2 basic understanding of simple creative concepts used in photography
- 3 basic understanding of how to create effective images when photographing people and places
- 4 ability to create simple plans for photographic sessions
- 5 ability to work safely while carrying out practical photography
- 6 ability to capture composed and controlled images of people and places
- 7 ability to identify strengths and areas for improvement in images
- 8 ability to safely store, organise and work with photographic images to make simple enhancements
- 9 skills, knowledge and understanding to help prepare them for progression to NPA Photography (SCQF level 5)

3.2.2 NPA in Photography (SCQF level 5)

The specific aim of the National Progression Award in Photography at level 5 is to provide a structured award that creates opportunities for learners to investigate photographs and develop and refine their photography skills. Learners further develop their:

- 1 understanding of photography terms
- 2 understanding of the creative and technical concepts used in photography
- 3 understanding of how to create effective images when photographing people and places
- 4 ability to create plans for photographic sessions
- 5 ability to work safely while carrying out practical photography
- 6 ability to capture composed and controlled images of people and places
- 7 ability to identify strengths and areas for improvement in images
- 8 ability to safely store, organise and work with photographic images to make enhancements
- 9 skills in resizing images for different purposes
- 10 skills, knowledge and understanding to help prepare them for progression to further study in Photography at a more advanced level

4 Recommended entry to the qualifications

Entry is at the discretion of the centre. There are no formal entry requirements to the National Progression Awards in Photography at level 4 and level 5.

Access to NPA Photography (SCQF level 4) could be determined simply based on a willingness to learn about photography. In other instances, learners may want to extend their knowledge but not be ready for entry at SCQF level 5 or above.

For entry to NPA Photography (SCQF level 5) learners may have successfully completed NPA Photography (SCQF level 4). However, learners may have other experience of photography and a desire to improve their skills. They may benefit from having previous experience of units or courses in other creative areas, or a personal interest in photography or digital media.

Access can be determined in relation to the individual, their level of interest and ability to succeed at SCQF level 4 or 5, as appropriate.

4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information would be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

4.1.1 NPA in Photography (SCQF level 4)

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	4	<ul style="list-style-type: none"> ◆ Group work and discussion ◆ Creating written or oral information, such as simple descriptions, plans, reasons for decisions and evaluative comments ◆ Presentation of work
Information and Communication Technology (ICT)	4	<ul style="list-style-type: none"> ◆ Researching using ICT ◆ Compiling and presenting research ◆ Storing and organising images ◆ Using software ◆ Creating digital presentations
Problem Solving	4	<ul style="list-style-type: none"> ◆ Planning photoshoots ◆ Selecting and using equipment ◆ Creating and experimenting with photography
Working with Others	4	<ul style="list-style-type: none"> ◆ Group work and discussion ◆ Directing others as models for photography ◆ Collaborating by being the model for others' work

4.1.2 NPA in Photography (SCQF level 5)

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	5	<ul style="list-style-type: none"> ◆ Group work and discussion ◆ Creating written or oral information, such as descriptions, explanations, summaries, plans, reasons for decisions and evaluative comments ◆ Presentation of work
Information and Communication Technology (ICT)	5	<ul style="list-style-type: none"> ◆ Researching using ICT ◆ Compiling and presenting research ◆ Storing and organising images ◆ Using software ◆ Creating digital presentations
Problem Solving	5	<ul style="list-style-type: none"> ◆ Planning photoshoots ◆ Selecting and using equipment ◆ Creating and experimenting with photography
Working with Others	5	<ul style="list-style-type: none"> ◆ Group work and discussion ◆ Directing others as models for photography ◆ Collaborating by being the model for others' work

5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the unit standards with those defined in national occupational standards. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.

5.1 Mapping of qualification aims to units

5.1.1 NPA in Photography (SCQF level 4)

Code	Unit title	General aims												Specific aims									
		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
J4GA 44	Understanding Photography	X	X	X	X	X	X	X	X	X		X	X	X	X	X							X
J4GB 44	Photographing People	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X					X
J4GC 44	Photographing Places	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X					X
J4GD 44	Working with Photographs	X	X	X	X	X	X	X	X	X	X	X	X	X	X					X	X	X	X

5.1.2 NPA in Photography (SCQF level 5)

Code	Unit title	General aims												Specific aims										
		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11
J4GA 45	Understanding Photography	X	X	X	X	X	X	X	X	X		X	X	X	X	X							X	
J4GB 45	Photographing People	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X				X	
J4GC 45	Photographing Places	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X				X	
J4GD 45	Working with Photographs	X	X	X	X	X	X	X	X	X	X	X	X	X	X					X	X	X	X	

5.2 Mapping of National Occupational Standards (NOS)

National Occupational Standards identify the set competencies required for job roles in particular employment sectors. Photography is part of the creative industries sector, which is expected to continue to grow in future years.

The National Occupational Standards for Photo Imaging identify the need to develop learners who can:

- ◆ undertake picture research and find and organise suitable images.
- ◆ demonstrate visual literacy by showing understanding of creative and technical concepts in photography through their considered critique of different forms of photographic image.
- ◆ demonstrate an understanding of different sub sectors of the photo imaging industry.
- ◆ offer creative visual ideas for different forms of image capture.
- ◆ undertake photo imaging assignments in indoor and outdoor locations.
- ◆ identify the main characteristics of the subject matter and decide on the characteristics they want to emphasise in their images.
- ◆ confirm that chosen equipment, technology and material are suitable for the: photographic subjects; purpose of the images; type of images intended; photographic location; and prevailing light conditions.
- ◆ compose the images to communicate the required characteristics, appropriate in terms of: the photographic style; the viewpoint; composition; and point of focus.
- ◆ use equipment safely with consideration for others.
- ◆ import digital images from a camera or other image capture device to a digital workstation and make basic technical adjustments or corrections to the imported images to optimise them for future use, for example adjusting or correcting exposure, colour balance, brightness and contrast, sharpening the image and making minor repairs to images or dealing with unwanted effects.
- ◆ select suitable hardware and software applications to carry out the adjustments and import the images in the appropriate format into the editing or processing software.
- ◆ store, conserve and preserve images ensuring stored images are preserved in a manner appropriate to their format and that systems are kept up to date.
- ◆ ensure images prior to being stored contain information for future identification and retrieval.
- ◆ ensure that appropriate storage and retrieval systems are in place and that images files are backed-up at appropriate stages during the assignment.

National Occupational Standards are linked in the following table. Please refer to the National Occupational Standards documentation for Photo Imaging for specific aspects and key skills that may be developed.

5.2.1 NPA in Photography (SCQF level 4)

Code	Unit title	National Occupational Standard			
		SKSPI29 Research and access images	SKSPI09 Undertake photo imaging assignments	SKSPI32 Store, conserve and preserve images	SKSPI13 Import digital images and optimize for archiving and repurposing
J4GA 44	Understanding Photography	X			
J4GB 44	Photographing People	X	X	X	
J4GC 44	Photographing Places	X	X	X	
J4GD 44	Working with Photographs	X		X	X

5.2.2 NPA in Photography (SCQF level 5)

Code	Unit title	National Occupational Standard			
		SKSPI29 Research and access images	SKSPI09 Undertake photo imaging assignments	SKSPI32 Store, conserve and preserve images	SKSPI13 Import digital images and optimize for archiving and repurposing
J4GA 45	Understanding Photography	X			
J4GB 45	Photographing People	X	X	X	
J4GC 45	Photographing Places	X	X	X	
J4GD 45	Working with Photographs	X		X	X

5.3 Mapping of Core Skills development opportunities across the qualifications

5.3.1 NPA in Photography (SCQF level 4)

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	Written (Writing)	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
J4GA 44	Understanding Photography	X(S)	X(S)	X(S)			X(S)	X(S)	X(E)				
J4GB 44	Photographing People	X(S)	X(S)	X(S)			X(S)	X(S)	X(E)	X(E)		X(S)	
J4GC 44	Photographing Places	X(S)	X(S)	X(S)			X(S)	X(S)	X(E)	X(E)			
J4GD 44	Working with Photographs	X(S)	X(S)	X(S)			X(S)	X(S)	X(S)	X(S)	X(S)		

5.3.2 NPA in Photography (SCQF level 5)

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	Written (Writing)	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
J4GA 45	Understanding Photography	X(S)	X(S)	X(S)			X(S)	X(S)	X(E)				
J4GB 45	Photographing People	X(S)	X(S)	X(S)			X(S)	X(S)	X(E)	X(E)		X(S)	
J4GC 45	Photographing Places	X(S)	X(S)	X(S)			X(S)	X(S)	X(E)	X(E)			
J4GD 45	Working with Photographs	X(S)	X(S)	X(S)			X(S)	X(S)	X(S)	X(S)	X(S)		

(E) — Embedded Core Skill, meaning learners who achieve the unit will automatically have their Core Skills profile updated on their certificate.

(S) — Signposted Core Skill, meaning learners will be developing aspects of Core Skills through teaching and learning approaches but not enough to attract automatic certification.

5.4 Assessment strategy for the qualifications

Mandatory assessment requirements are detailed in the individual unit specifications and provide centres with valuable information to help with standardisation of the awards.

Delivery of the National Progression Awards is at the discretion of individual centres but where possible integration and holistic assessment could be used to support best practice in teaching, learning and assessment.

Teachers and lecturers must exercise their professional responsibility in ensuring that evidence submitted by a learner is the learner's own work.

Written and/or oral recorded evidence and product evidence, produced under open-book conditions is required.

Assessment is mostly carried out through 'hands-on' practical tasks which will generate physical or digital evidence. Each task is underpinned by appropriate knowledge and understanding, which learners may demonstrate through written or oral evidence.

Due to the practical nature of the NPAs it is recommended that centres provide health and safety advice to learners undertaking these awards. It is essential that learners understand the subject-specific health and safety guidance and observe safe and considerate working practices throughout their studies.

Centres can choose the sequence of delivery for units in National Progression Awards. Care should be taken to ensure that learners have necessary underpinning skills before undertaking assessment. Integrative and holistic approaches to assessment mean that formal assessment can take place at the end of each outcome, unit or at the end of the award. Centres may wish to use checklists to ensure learners are 'on track' to completion and this can help to assist learners to map progress. Feedback may be given at formative assessment and throughout delivery.

5.4.1 NPA in Photography (SCQF level 4)

Unit	Assessment		
	Outcome 1	Outcome 2	Outcome 3
Understanding Photography	Research task	Written or oral critical thinking task	
Photographing People	Written or oral planning task	Practical photography task involving working with others	Image selection and presentation task including written or oral information
Photographing Places	Written or oral planning task	Practical photography task	Image selection and presentation task including written or oral information
Working with Photographs	Practical digital organisational task	Written or oral evaluation task	Practical image enhancement and presentation task

5.4.2 NPA in Photography (SCQF level 5)

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Understanding Photography	Research task	Written or oral critical thinking task		
Photographing People	Written or oral planning task	Practical photography task involving working with others	Image selection and presentation task including written or oral information	
Photographing Places	Written or oral planning task	Practical photography task	Image selection and presentation task including written or oral information	
Working with Photographs	Practical digital organisational task	Written or oral evaluation task	Practical image enhancement and presentation task	Practical image resizing task

6 Guidance on approaches to delivery and assessment

6.1 Content and context

National Progression Awards in Photography at SCQF levels 4 and 5 are intended as flexible programmes of learning. Each unit can be individually assessed, however both group awards offer realistic opportunities for holistic assessment across outcomes and units. The content and context of the NPAs puts learners at the centre of the learning process. The NPAs build on learners' existing skills, knowledge and understanding as a starting point.

There are opportunities, particularly in *Understanding Photography*, to give a broad introduction to photography and to familiarise learners with a range of genres and approaches. Learners may be introduced to the work of significant photographers. They have opportunities to learn about ethical and legal considerations in photography, for example, copyright issues and the possible consequences of sharing images without permission.

Learners are introduced to specialist photography terms. At SCQF level 4, there is a focus on creative concepts in photography, whereas at SCQF level 5, learners learn about and apply their knowledge and understanding of creative and technical concepts.

Learners develop their practical skills in photography by planning and carrying out photoshoots of people and places. They learn how to take composed and controlled images.

In the *Photographing People* unit learners work with others. This involves directing others as models for their photography and may also involve posing as a model for others. Some learners might find this challenging and may need some encouragement and support. At SCQF level 4 and 5, learners can work with single models for portraiture. At SCQF level 5, learners are also required to photograph a group. When photographing people, learners should be made aware of the importance of model permission and how far this permission extends to avoid inappropriate sharing of images.

For both *Photographing People* and *Photographing Places*, learning and assessment can be carried out in and around a school or college campus. Locations off site may also be used at the discretion of the teacher or lecturer, who should make a judgement on the scope offered to their learners. Health and safety considerations are of paramount importance.

Learners will use simple automatic functions of cameras and may also use cameras on digital devices. All photography can be carried out using available ambient lighting. At SCQF level 4, learners may work entirely in daylight. SCQF level 5 learners are required to take photographs in daylight and artificial lighting. Learners may work indoors and/or outdoors.

In *Working with Photographs*, learners will learn how to save, organise and work with photographic images. They will evaluate their images to identify strengths and areas for improvement. Learners will make enhancement to selected images using a range of techniques. SCQF level 5 learners will also learn how to resize images for different purposes.

Achievement of each mandatory unit contributes to completion of the group award, but learners can also achieve individual units on a freestanding basis.

The National Progression Awards in Photography have a focus on photographing people and places, so they can be delivered through an integrated task based on these subjects. For example, learners may use selected images of people and places from the Understanding Photography unit to inspire their practical work in the Photographing People and Photographing Places units. They can then use images generated in these units to complete Working with Photographs.

Assessments can also be carried out through a series of discrete tasks. For example, when completing the Working with Photographs unit, learners may work with images from genres which do not involve people or places.

Unit specifications detail exactly the evidence requirements and assessment procedures for each assessment outcome. Teachers and lecturers should decide on the most suitable approach for their learners.

6.1 Sequencing/integration of units

Sequential delivery of units in the National Progression Awards can help to create opportunities for progressive and meaningful learning experiences and can contribute to the creation of coherent portfolios for assessment and progression to next level courses. However, opportunities for integration and project-based learning should also be considered in order to address best practice in teaching, learning and assessment.

6.1.1 NPA in Photography (SCQF level 4)

Unit title	Code	SQA credit value	Order of delivery	Length
Understanding Photography	J4GA 44	1	1	40 hours
Photographing People	J4GB 44	1	2 or 3	40 hours
Photographing Places	J4GC 44	1	2 or 3	40 hours
Working with Photographs	J4GD 44	1	4	40 hours

6.1.2 NPA in Photography (SCQF level 5)

Unit title	Code	SQA credit value	Order of delivery	Length
Understanding Photography	J4GA 45	1	1	40 hours
Photographing People	J4GB 45	1	2 or 3	40 hours
Photographing Places	J4GC 45	1	2 or 3	40 hours
Working with Photographs	J4GD 45	1	4	40 hours

The delivery models above show all 4 credits of the NPA in Photography at SCQF levels 4 and 5. 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.

The delivery schedule is suggested as a model to follow. The suggested schedule also allows for integrated and holistic assessment of outcomes and units.

6.2 Recognition of prior learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of units and assessments:

- ◆ HN Graded Units
- ◆ Course and/or external assessments
- ◆ Other integrative assessment units (which may or not be graded)
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit
- ◆ Where there is an existing requirement for a licence to practice
- ◆ Where there are specific health and safety requirements
- ◆ Where there are regulatory, professional or other statutory requirements
- ◆ Where otherwise specified in an assessment strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website www.sqa.org.uk.

The following sub-sections outline how existing SQA unit(s) may contribute to this group award. Additionally, they also outline how this group award may be recognised for professional and articulation purposes.

6.2.1 Articulation and/or progression

Completion of the NPAs at SCQF level 4 or 5 may allow lateral progression or progression to next level courses in photography and other related areas of study.

The NPAs function as a progression route to more advanced Photography courses by allowing learners to develop relevant skills and techniques. They can also provide a progression route to relevant Skills for Work (SfW) and creative and digital media courses

6.2.2 Professional recognition

National Progression Awards can assist learners in developing employability skills through the development of underpinning and specific skills but would not normally qualify the learner for employment — this is more appropriate upon completion of courses at a higher level.

6.3 Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this group award. 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 social software. For example, learners' research and investigation evidence can be stored in a digital environment. The nature of the course means that learners will be working with their images on a digital platform. Digital presentations may be used by learners for collating and presenting assessment evidence.

Centres which wish 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.

6.4 Support materials

There are currently no ASPs available for the units included in these group awards.

6.5 Resource requirements

Teachers and lecturers should have an appropriate level of skills, knowledge and understanding of photography to enable them to deliver the units.

The units are designed to be delivered using minimal resources. Delivery is not dependent on specialist photographic equipment, although learners may use this if it is available. All practical photography can be achieved by using basic cameras or cameras on digital devices with automatic functions.

Learners should have access to information on photography and suitable examples of photographic images. They will need to have access to appropriate hardware and software to allow them to carry out research, store and organise their images, and to enhance their images. They will need a means of compiling and presenting their work.

Specialist photographic lighting is not a requirement as learners can carry out their photography using the available ambient lighting, including daylight and artificial lighting.

Learners do not need access to a photographic studio. Photography can be carried out in a variety of locations, as appropriate to the learner's plan. Practicality and safety should be considered when teachers and lecturers are deciding on the choice of locations given to their learners. Although the photography could take place in a wide range of locations, it is entirely possible for assessments to be carried out in and around a school or college campus.

There is no requirement to produce photographic prints although centres and/or learners may choose to do so. Use of ICT can contribute to sustainability by minimising paper-based outputs.

7 General information for centres

Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will 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.

Internal and external verification

All assessments used within these qualifications 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/GuideToAssessment).

8 Glossary of terms

Embedded Core Skills: is where the assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification.)

Finish date: The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

- ◆ learners may not be entered for the group award
- ◆ the group award will continue to exist only as an archive record on the Awards Processing System (APS)

Lapsing date: When a group award is entered into its lapsing period, the following will apply:

- ◆ the group award will be deleted from the relevant catalogue
- ◆ the group award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
- ◆ no new centres may be approved to offer the group award
- ◆ centres should only enter learners whom they expect to complete the group award during the defined lapsing period

SQA credit value: The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA group award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used 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: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and graded units will be at level 7 and 8. 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.

Subject unit: Subject units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Signposted Core Skills: refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

NOTE: Where a unit is revised by another unit:

- ◆ No new centres may be approved to offer the unit which has been revised.
- ◆ Centres should only enter learners for the unit which has been revised where they are expected to complete the unit before its finish date.

Version number	Description	Date

Acknowledgement

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

9 General information for learners

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

9.1 NPA Photography (SCQF level 4)

NPA in Photography (SCQF level 4) is mainly practical and will develop your interest and skills in photography from your own starting point. You will be introduced to different types of photography and will learn how to describe images using photographic terms.

The practical photographic work is based on people and places. You will plan and carry out your own photoshoots based on images which inspire you. When photographing people, you should be willing to work with others. You will learn how to work safely and how to take composed and controlled images. Practical photography can be done using a basic camera or a camera on a digital device with simple automatic functions.

When working with your images, you will learn how to save and organise them securely. You will learn how to identify strengths and areas for improvement in your photographs. You will learn how to make simple enhancements to images using a variety of techniques.

NPA Photography (SCQF level 4) will help to prepare you for progression to NPA Photography (SCQF level 5). The NPA can help you to develop self-confidence, skills in working with others, problem solving skills and the ability to use information and communication technology which should be useful for further study or employment in several different areas.

9.2 NPA Photography (SCQF level 5)

NPA Photography (SCQF level 5) is mainly practical and will further develop your interest and skills in photography. You may have completed NPA Photography (SCQF level 4) or have previous experience or an interest in photography. You will research photographs in different genres and styles by a range of photographers and learn how to explain the effect of creative and technical concepts used in photographs.

The practical photographic work is based on people and places. You will plan and carry out your own photoshoots based on images which inspire you. When photographing people, you should be willing to work with others. There is an emphasis on working safely and on taking composed and controlled images. Practical photography can be done using a basic camera or a camera on a digital device with simple automatic functions.

You will save and organise your images securely so that they can be easily retrieved. You will identify strengths and areas for improvement in your photographs and make enhancements to images using a variety of techniques. You will learn how to resize images for different purposes.

On completion of the NPA Photography (SCQF level 5), you might progress to next level courses in Photography, such as Higher Photography or National Certificate (NC) Photography (SCQF level 6). You may also wish to consider progression to other relevant creative industries courses. The NPA can help you to develop self-confidence, skills in working with others, problem solving skills and the ability to use information and communication technology which should be useful for further study or employment in several different areas.