Information and Communications Technology: Capturing Digital Images (Alternative Context) National 2

SCQF: level 2 (6 SCQF credit points)

Unit code: HK1T 72

This Unit should only be used where a learner has already achieved the original Unit, which carries the same title but without the words "Alternative Context". There should be at least one year between the delivery of the original Unit and the delivery of the "Alternative Context" version.

For this Unit, centres can use one of the Unit Assessment Support Packs provided with the original Unit, but adjust it to reflect the alternative context in which the Unit is delivered. The alternative context could relate to the delivery setting, the maturity of the learner or the activities the learner is asked to complete.

Unit outline

The general aim of this Unit is to provide opportunities for learners to explore digital images and devices and create a portfolio of their own digital images using a digital device.

Learners who complete this Unit will be able to:

1   Explore digital images.
2   Create a portfolio of digital images.

The *Unit Specification* should be read in conjunction with the *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in *Unit Assessment Support.*

This Unit is a free-standing Unit and it **does not** contribute to the National 2 Information and Communications Technology Course. It offers a broadening option for any candidate working at National 2 level.

Recommended entry

Entry to this Unit is at the discretion of the centre. However, relevant experiences and outcomes may provide an appropriate basis for doing this Unit.

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. For further information, please refer to the *Unit Support Notes.*

Standards

Outcomes and Assessment Standards

Outcome 1

The learner will:

1   Explore digital images by:

1.1   Identifying the main features and/or functions of a digital device which captures
       images
1.2   Identifying basic photographic techniques used in given digital images
1.3   Communicating a personal response to given digital images

Outcome 2

The learner will:

2   Create a portfolio of digital images by:

2.1   Choosing an appropriate topic for images
2.2   Capturing images of chosen topic
2.3   Displaying images in an appropriate format
2.4   Identifying strengths and opportunities for improvement in their own work

Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and
experience, and understanding of their learners, to determine the most appropriate
ways to generate evidence and the conditions and contexts in which they are used.

Evidence may be presented for individual Outcomes or it may be gathered for the Unit
as a whole through integrating assessment for both Outcomes. If the latter approach is
used, it must be clear how the evidence covers each Outcome.

For Outcome 1, evidence is required which demonstrates that the learner has identified
the main features and/or functions of a digital device which captures images. Evidence
is also required that the learner has identified basic photographic techniques used in
given digital images, and that the learner has communicated a personal response to
given digital images.

For Outcome 2, evidence is required which demonstrates the learner's use of a digital
device to capture images of their chosen subject(s)/topic(s). Evidence is also required
to demonstrate the learner's selection and use of an appropriate format to display the
captured images. Evidence is required which demonstrates the learner's identification
of at least one strength and at least one possible improvement for at least two of their
captured images.

The images only need to be shown once to provide the required evidence. The
captured images could be shown to the teacher/lecturer, shared with peers, or shared

with others (eg as part of an event within the centre) as appropriate to provide the required evidence.

It is expected that learners will receive support to achieve the Outcomes of this Unit.

For this Unit, evidence could include audio and/or audio-visual files recorded on CD and/or DVD, printed materials, observation checklists, logs, recorded oral responses, photographic evidence, video evidence, or their equivalent. Assessors should be confident that there is sufficient evidence to support their judgement that the Assessment Standards have been met. Evidence may be gathered using the learner's usual means of communication.

Exemplification of assessment is provided in *Unit Assessment Support*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes.*

Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

1 Literacy

1.3 Listening and talking

4 Employability, enterprise and citizenship

4.2 Information and communication technology (ICT)

5 Thinking skills

5.5 Creating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work.* The level of these skills should be at the same SCQF level as the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes.*

Administrative information

Published: May 2017 (version 1.0)

Superclass: CD

History of changes

Version	Description of change	Authorised by	Date