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Qualification Specification

NCFE Level 3 Certificate in Photography (601/0376/0)

NCFE Level 3 Diploma in Photography (601/0377/2)

Version 4 October 2019

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Section 1

Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This Qualification Specification contains everything you need to know about these qualifications and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 3 Certificate in Photography (601/0376/0) and NCFE Level 3 Diploma in Photography (601/0377/2).

All information contained in this specification is correct at the time of publishing.

To ensure that you're using the most up-to-date version of this Qualification Specification, please check the version date in the page headers against that of the Qualification Specification on our dedicated qualifications website www.qualhub.co.uk.

If you advertise these qualifications using a different or shortened name, you must ensure that learners are aware that their final certificate will state the full regulated qualification titles.

Things you need to know

Certificate

Qualification number (QN)	601/0376/0
Aim reference	60103760
Total Qualification Time (TQT)	260
Guided Learning Hours (GLH)	165
Credit value	26
Level	3
Assessment requirements	internally assessed and externally quality assured portfolio of evidence

Diploma

Qualification number (QN)	601/0377/2
Aim reference	60103772
Total Qualification Time (TQT)	730
Guided Learning Hours (GLH)	450
Credit value	73
Level	3
Assessment requirements	internally assessed and externally quality assured portfolio of evidence

Total Qualification Time (TQT)

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

Credit

The credit value is equal to the Total Qualification Time divided by ten, rounded to the nearest whole number.

About these qualifications

These are regulated qualifications. The regulated numbers for these qualifications are 601/0376/0 and 601/0377/2.

These qualifications may be eligible for funding. For further guidance on funding, please contact your local funding provider.

These qualifications are suitable for use within a Study Programme.

UCAS points

These qualifications have UCAS points as follows:

- NCFE Level 3 Certificate in Photography (601/0376/0): 24
 - NCFE Level 3 Diploma in Photography (601/0377/2): 48
-

Aims and objectives of these qualifications

These qualifications are designed for learners who want to further develop their photography knowledge and skills.

These qualifications aim to allow learners to:

- develop advanced photography knowledge and skills
- specialise in the areas of photography that interest them most
- research options for employment in the industry.
- help prepare learners for employment or further study.

Achieving these qualifications

To be awarded the Level 3 Certificate in Photography, learners must achieve a minimum of 26 credits: M/505/3067 and T/505/3068 from Group A and a minimum of 1 unit from Group C.

To be awarded the Level 3 Diploma in Photography, learners must achieve a minimum of 73 credits: 5 units from Group A, 2 units from Group B and 2 units from Group C.

Group A

Unit title
Use camera techniques to creatively control visual outcomes (M/505/3067)
Print and present a portfolio of photographs (T/505/3068)
Plan and complete a photographic project (A/505/3069)
Safety in the workplace for photography (M/505/3070)
Awareness of employment in the creative media sector (L/600/9037)

Group B

Unit title
Image processing, manipulation and storage (T/505/3071)
The history of photography (A/505/3072)
Image documentation and storage (K/505/3066)

Group C

Unit title
Studio photography (M/505/3084)
Documentary photography (T/505/3085)
Location photography (A/505/3086)
Portrait photography (F/505/3073)
Experimental photographic imaging (J/505/3074)

The learning outcomes for each unit are provided in Section 2 (page 16).

The units above may be available as stand-alone unit programmes. Please visit www.ncfe.org.uk/units for further information.

To achieve the Level 3 Certificate or Diploma in Photography, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this Qualification Specification.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A Unit Certificate can be requested for learners who don't achieve their full qualification but who have achieved at least one whole unit.

When completing the Certificate Claim Form, please use the Ofqual unit reference number (eg J/502/6345) to indicate which units the learners have achieved. These qualifications share units across the Certificate and the Diploma and therefore do not follow the standard unit numbering of Unit 01, Unit 02 etc.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

Credit transfer

Where a learner has already achieved a unit with credit, NCFE will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

Direct Claim Status

For more information about Direct Claim Status, please contact our Customer Support team on 0191 239 8000.

Entry guidance

These qualifications are designed for learners who want to further develop their photography knowledge and skills.

Learners should have already achieved a Level 2 photography qualification, or equivalent, or have significant experience/understanding of the subject area.

Entry is at the discretion of the centre. However, learners should be aged 16 or above to undertake these qualifications.

Centres are responsible for ensuring that these qualifications are appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of these qualifications.

Learners registered on these qualifications shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Progression opportunities

Learners who achieve these qualifications could progress to:

- foundation degree programmes
- degree programmes
- employment/self-employment in the sector.

Learners can progress from the Certificate to the Diploma, but centres must carefully consider which qualification they want to register the learner onto, as the registration fee will be applied for both qualifications.

Progression to Higher Level Studies

These qualifications aim to provide learners with a number of progression options, including higher level studies at university or FE colleges. The skills required to progress to higher academic studies are different from those required at Levels 1 and 2. Level 3 qualifications enable the development of these skills. Although there is no single definition of higher level learning skills, they include:

- checking and testing information
- supporting your points with evidence
- self-directed study
- self-motivation
- thinking for yourself
- analysing and synthesising information/materials
- critical thinking and problem solving
- working collaboratively
- reflecting upon learning and identifying improvements.

Level 3 criteria can require learners to **analyse, draw conclusions, interpret** or **justify**, which are all examples of higher level skills. This means that evidence provided for the portfolio will also demonstrate the development and use of higher level learning skills.

NCFE and the Royal Photographic Society

The Royal Photographic Society (RPS) has endorsed these qualifications. The Level 3 Diploma in Photography is a recognised exemption for the Licentiateship of the Royal Photographic Society (LRPS).

The RPS Distinctions are recognised as the most prestigious in the photographic world. There are 3 levels of attainment: Licentiateship, followed by the Associateship, and then the Fellowship. The standard for the Licentiateship is demanding, but achievable for the vast majority of dedicated photographers. Application is through the direct submission of images or, alternatively, through our exemption route and the successful completion of the Level 3 Diploma in Photography. The Licentiateship is open to all members of the Royal Photographic Society.

The Royal Photographic Society is an Educational Charity promoting both the art and science of photography. Membership is open to all, whatever level of experience or knowledge.

For more information, please see the RPS website www.rps.org.

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications register.ofqual.gov.uk and on our website if a decision has been made to withdraw a qualification. After this date, we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date, we can no longer process certification claims.

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the expected number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure that all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessor and internal quality assurance

Staff involved in the assessment and internal quality assurance of these qualifications must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence at the same level or higher as the units being assessed and internally quality assured. This may be gained through experience and/or qualifications.

Examples of relevant qualifications/experience

This section provides examples of relevant qualifications/experience to demonstrate occupational knowledge/competence for Assessors and Internal Quality Assurers.

The guidance in this section isn't intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for assessment/internal quality assurance roles.

Examples of relevant qualifications

- Level 3/4 NVQ in Photography
- degree in Visual Arts
- degree in Photography.

Examples of occupational experience

- examples of exhibitions done or work produced
- member of a professional institute – British Institute of Professional Photographers, Royal Photographic Society, Association of Photographers, Photographic Industries Council, Master Photographers Association (MPA).

NCFE is not responsible for any complications that arise in the delivery, assessment or internal quality assurance process as a result of internal recruitment and training decisions. Decisions regarding staff recruitment and training should be made at the discretion of centres. Centres should be aware of their obligations under their Agreement with NCFE to ensure that all staff involved in the delivery, assessment and internal quality assurance of NCFE qualifications are suitably qualified/experienced.

Resource requirements

There are no specific resource requirements for these qualifications, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate learning outcomes.

Support for learners

Learner's Evidence Tracking Log (LETL)

The LETL covers the mandatory units in these qualifications and it can help learners keep track of their work. This document can be downloaded free of charge from our dedicated qualifications website www.qualhub.co.uk. You don't have to use the LETL – you can devise your own evidence-tracking document instead.

Support for centres

There are a number of support documents available that you might find useful for delivery. These are available to download from our dedicated qualifications website www.qualhub.co.uk or can be requested from the Customer Support team on 0191 239 8000 or by emailing service@ncfe.org.uk.

Customer Support team

Our Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can contact Customer Support on 0191 239 8000 or email service@ncfe.org.uk.

Reasonable Adjustments and Special Considerations Policy

This policy is aimed at customers – including learners – who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on our dedicated qualifications website www.qualhub.co.uk.

Subject maps

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels, from entry level right through to higher education or the workforce, with supporting qualifications along the way.

Fees and Pricing

The current Fees and Pricing Guide is available on our dedicated qualifications website www.qualhub.co.uk.

Training and support

We can provide training sessions for Assessors and Internal Quality Assurers. Bespoke subject-specific training is also available. For further information, please contact our Quality Assurance team on 0191 239 8000.

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualification page on our website for more information and to see what is available for these qualifications.

The resources and materials used in the delivery of these qualifications must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Links to National Skills Standards

For this qualification, we've highlighted where learning opportunities for the Functional Skills qualifications may be found.

These qualifications can be used to develop learners':

- English skills
- Mathematics skills
- Information and Communication Technology skills.

If a learner wishes to gain a Functional Skills qualification, they must successfully pass the relevant Functional Skills assessment.

This qualification has also been mapped to the Personal, Learning and Thinking Skills (PLTS) framework.

The Skills Mapping document for these qualifications can be found on the qualification page of our dedicated qualifications website www.qualhub.co.uk.

Mapping to National Occupational Standards

National Occupational Standards (NOS) are owned by a Sector Skills Council (SSC) or Standard-Setting Body (SSB) and describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence.

The Level 3 Certificate and Diploma in Photography have been mapped against the relevant Photo Imaging NOS. More detailed mapping is provided in Section 2 (page 16).

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the structure and content of these qualifications.

The unit overview includes:

- unit title and number
- unit summary
- credit value
- guided learning hours
- level
- an indication of whether a unit is mandatory or optional.

Following the unit summary, there's detailed information for each unit containing:

- learning outcomes
- achievement descriptors and explanations
- delivery and assessment information (including types of evidence for internal assessment)
- NOS mapping.

The regulated unit number is indicated in brackets for each unit (eg M/100/7116).

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

For further information or guidance about these qualifications, please contact our Product Development team on 0191 239 8000.

Group A

Use camera techniques to creatively control visual outcomes (M/505/3067)

Unit summary	In this unit, learners will learn the correct techniques to prepare a digital camera for use. This will include factors such as battery life and image storage strategies. They will then explore the creative effects of using basic camera controls such as shutter speeds and aperture. They will also explore the visual effects produced by the use of different lenses. Following the capture of images, they will use image processing software to label and manage the digital assets for further post production. This will include the correct selection of file formats and colour management. They will also learn the basics of safe working practices. This knowledge will form the basics underpinning technical photographic practice throughout the qualification.
Credit value	9
Guided learning hours	65
Level	3
Mandatory/optional	Mandatory for the Certificate and the Diploma
NOS mapping	P1-7 Undertake photographic assignments P1-16 Undertake technical adjustment of images P1-17 Prepare image output P1-20 Undertake colour management procedures P1-21 Undertake image asset management

Learning outcome 1

The learner will:

- 1 Understand how to prepare a digital camera for use

The learner can:

- 1.1 Use the camera menu to select and format suitable memory cards
- 1.2 Select RAW or JPG file formats
- 1.3 Explain the reasoning behind the selection
- 1.4 Explain the factors which influence battery life
- 1.5 Explain how these factors are relevant to the proposed photographic task
- 1.6 Develop a strategy to manage image storage during a photo shoot

Use camera techniques to creatively control visual outcomes (M/505/3067) (cont'd)

Learning outcome 2

The learner will:

- 2 Be able to use advanced camera techniques creatively

The learner can:

- 2.1 Explore the effect of shutter speed on the visual aspect of the photograph
- 2.2 Produce images which demonstrate knowledge of shutter speeds
- 2.3 Produce images evaluating the functions of the aperture control
- 2.4 Explain the connection between ISO, shutter speed, aperture and exposure values
- 2.5 Produce images which demonstrate the use of shutter and aperture priority modes

Learning outcome 3

The learner will:

- 3 Be able to choose accessories to achieve a required visual outcome

The learner can:

- 3.1 Explain when the visual effects produced by different lenses would be used
- 3.2 Demonstrate the effects obtained when utilising different focal length lenses
- 3.3 Evaluate the visual results obtained when using a variety of light modifying filters
- 3.4 Identify situations where additional light sources may be required

Learning outcome 4

The learner will:

- 4 Be able to manage digital image assets

The learner can:

- 4.1 Import images into an image management system
- 4.2 Develop a system to identify images to facilitate easy retrieval
- 4.3 Optimise image files for different uses prior to export
- 4.4 Describe the principles of colour management
- 4.5 Describe the characteristics of colour spaces
- 4.6 Retrieve images for post processing in image manipulation software

Use camera techniques to creatively control visual outcomes (M/505/3067) (cont'd)

Delivery and assessment

Assessment Guidance

Type of evidence: workbook/journal and annotated notes. Detailed written comments justifying choices. Screenshots: a series of experimental images.

Assessment criteria: 1.1-1.6, 2.1-2.5, 3.1-3.4, 4.1-4.6.

Additional information: this unit develops the fundamental skills that will be required as the learner progresses through the course. The portfolio should show how practical technical skills have been developed to form a foundation underpinning subsequent photographic projects. The learner should produce a workbook/journal containing evidence showing in detail how each assessment criteria has been met.

For this unit, the learner should be able to show confidence and familiarity with the equipment being used in order to be able to develop the visual skills such as composition which will be required in subsequent units. The visual evidence should clearly show that the learner can produce images showing the effects of fast and slow shutter speeds, and small and large depths of field. The learner should be encouraged to experiment in areas that they may not have previously encountered, such as the use of filters to produce exposures measured in minutes rather than seconds. Digital images should show an understanding of the effects on image quality of high ISO settings. The practical effects of the differences between images produced using RAW files and JPEGs should be demonstrated. The learner should be able to explain the necessity of digital image management and the methods of accomplishing it. The portfolio should contain good written evidence showing a sound understanding of colour management. This is essential if good quality printing is to be achieved.

Learner portfolios should contain all exploratory and experimental work to show evidence of process. The work should be carefully cross referenced to any relevant assessment criteria as one piece of evidence may be equally valid to show that the learner has covered a range of different assessment criteria.

Underpinning knowledge and understanding can be evidenced through practical work and written notes or researched statements. All research material gathered from outside sources, eg the Internet, must have the source fully credited.

Work presented by the learner to achieve this unit will typically demonstrate:

- full exploration of a range of camera settings
- understanding and use of image management systems
- visual awareness of the effects of the use of different lenses
- the use of a range of accessories
- constructive evaluation of images and outcomes.

Whilst health and safety considerations are not specifically mentioned for this unit, it is expected that relevant health and safety procedures have been adhered to and this could be used as evidence for later units.

At this level, the work should be largely independently produced based upon guidance, support and supervision provided by the Tutor. Learners should be able to demonstrate an increasing level of craft skills and creativity. Evidence of structured and managed work should be clear.

Useful terminology

Menu: digital cameras have many functions accessed through on screen menus from which settings can be altered

Memory cards: compact flash (CF), SD, SDHC, SDXC, xD, memory stick

RAW, jpeg, tiff: file formats which determine the quality of the images produced by the camera

Image storage: memory cards, computer, external hard drive

ISO: effective sensitivity of the digital sensor

Light modifying filters: colour correction, neutral density, graduated, polarising

Image management: folders, library, catalogue, keywords

The Explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:

- workbook/journal and annotated notes
- detailed written comments justifying choices
- screenshots: a series of experimental images.

Group A

Print and present a portfolio of photographs (T/505/3068)

Unit summary	In this unit, learners will obtain the knowledge and practice necessary to produce high quality prints from their image files. This will include monitoring calibration, sizing, resolution, colour management, printer profiles, soft proofing and printer preparation. They will learn how to mount their images to present them as a panel of work. This unit will be used as the basis for the production of prints throughout the duration of the course.
Credit value	9
Guided learning hours	60
Level	3
Mandatory/optional	Mandatory for the Certificate and the Diploma
NOS mapping	P1-2 Agree the photo imaging brief P1-3 Plan and organise photographic assignments P1-7 Undertake photographic assignments P1-16 Undertake technical adjustment of images P1-17 Prepare image output P1-20 Undertake colour management procedures P1-21 Undertake image asset management

Learning outcome 1

The learner will:

- 1 Be able to develop a workflow to print high quality images

The learner can:

- 1.1 Explain the process of calibrating a monitor in order to correctly display colours
- 1.2 Re-size the image for printing using the correct resolution
- 1.3 Evaluate the properties of different paper surfaces
- 1.4 Choose a surface to complement the image
- 1.5 Choose the correct profile for use with the printer
- 1.6 Use software to match the print to the screen

Learning outcome 2

The learner will:

- 2 Be able to print images

The learner can:

- 2.1 Prepare the printer for high quality printing
- 2.2 Print high quality images to a minimum size of A4
- 2.3 Evaluate the prints
- 2.4 Make any adjustments required

Print and present a portfolio of photographs (T/505/3068) (cont'd)

Learning outcome 3

The learner will:

- 3 Be able to produce a professional portfolio of work

The learner can:

- 3.1 Evaluate different presentation methods
- 3.2 Select and mount prints to a professional standard
- 3.3 Arrange the mounted prints to create a coherent panel of work

Delivery and assessment

Assessment Guidance

Type of evidence: workbook/journal and annotated notes.

Assessment criteria: 1.1-1.6, 2.1-2.4, 2.6, 3.1- 3.3.

Additional information: this unit is to develop the fundamental skills that will be required as the learner progresses. The portfolio should show how practical technical skills have been developed to form a foundation underpinning subsequent photographic projects. The learner should produce a workbook/journal containing evidence showing in detail how each assessment criterion has been met. This unit gives the skills necessary to produce and present a high quality photographic print. The importance and skills involved in producing a high quality print cannot be over-emphasised and resources should be available to enable this. Pixel-based image manipulation can be evidenced with screenshots or files saved at an intermediate stage. Evidence for print preparation could be a written explanation of the steps involved reinforced with screenshots. The mounting process should be explained and evidence of the selection of different paper surface and mount boards should be provided. Critical evaluation of the finished mounted prints should be evidenced in the portfolio. Learners could also produce/evidence: detailed written explanation of monitor calibration and profiling, a series of test prints showing the effect of different paper surfaces, screenshots showing the process of soft proofing, saving intermediate file stages, written evaluation of soft proofing methods and effectiveness, critique and evaluation of images, printed images showing evidence of process to the final stages, samples of mounting boards and methods, final mounted prints.

Underpinning knowledge and understanding can be evidenced through practical work and through written notes or researched statements. All research material gathered from outside sources, eg the Internet, must have the source fully credited.

Whilst health and safety considerations are not specifically mentioned for this unit, it is expected that relevant health and safety procedures have been adhered to and this could be used as evidence for later units.

At this level, the work should be largely independently produced based upon guidance, support and supervision provided by the Tutor. Learners should be able to demonstrate an increasing level of craft skills and creativity. Evidence of structured and managed work should be clear.

Useful terminology

Calibration: colorimeter, monitor, colour space, profile

Resize: resolution, dpi, upsize, downsize, bicubic

Paper surfaces: gloss, matte, pearl, semi-gloss, textured, canvas

Profile: colour management, rendering intent, Perceptual, Relative Colorimetric

Soft proofing: profiles, colour settings, gamut, simulate paper, black point correction

Nozzle check: printer menu, ink levels

Presentation methods: projection, monitor display, dry mounting, matte, background colour, double window, aluminium, canvas stretcher.

The Explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:

- workbook/journal and annotated notes.

Group A

Plan and complete a photographic project (A/505/3069)

Unit summary	In order to develop their own photographic ideas, learners will research the work of other photographers. They will use the ideas gained from this research to develop their own ideas for photographic projects. This initial study will be submitted for review and revision if necessary. The learner will identify resources needed and evaluate any health and safety requirements which may arise. During the preparation of the project, they will produce a visual diary reflecting the progression of the work. After completing the project, the learners will post produce their images and produce a minimum of 6 high quality prints.
Credit value	9
Guided learning hours	60
Level	3
Mandatory/optional	Mandatory for the Diploma
NOS mapping	P1-17 Prepare image output P1-20 Undertake colour management procedures

Learning outcome 1

The learner will:

- 1 Be able to plan a personal photographic project

The learner can:

- 1.1 Research the work of photographers across a range of genres and timespans
- 1.2 Evaluate the chosen photographers' work
- 1.3 Present ideas and concepts for a personal photographic project
- 1.4 Revise the visual concepts following feedback
- 1.5 Evaluate own level of photographic skill in relation to the proposed project

Plan and complete a photographic project (A/505/3069) (cont'd)

Learning outcome 2

The learner will:

- 2 Understand the resources and requirements for the project

The learner can:

- 2.1 Develop a detailed project plan including:
 - time schedules
 - deadlines
 - equipment
 - costs
- 2.2 Identify potential risks to the project
- 2.3 Plan contingencies to mitigate any potential risks
- 2.4 Identify any further research required

Learning outcome 3

The learner will:

- 3 Be able to follow a project plan and produce final images for presentation

The learner can:

- 3.1 Progress project in line with the project plan
- 3.2 Evaluate and revise the plan as necessary
- 3.3 Produce photographic images for future editing
- 3.4 Evaluate the project images
- 3.5 Edit images as required
- 3.6 Use image pixel based manipulation in order to produce the visual effect required
- 3.7 Review and revise image to make a final selection for presentation

Learning outcome 4

The learner will:

- 4 Be able to prepare images for print

The learner can:

- 4.1 Use pixel based image manipulation software to prepare images for printing
- 4.2 Resize the image for printing
- 4.3 Apply correct sharpening to the final image
- 4.4 Use colour management techniques to ensure correct colour fidelity in the print
- 4.5 Print selected images

Plan and complete a photographic project (A/505/3069) (cont'd)

Delivery and assessment

Assessment Guidance

Type of evidence: workbook/journal and annotated notes. Detailed written comments showing concepts and ideas. A comprehensive written planning document. Risk assessments. Screenshots: a series of experimental images. Critique and evaluation of images. Printed images showing evidence of process to the final stages.

Assessment criteria: 1.1-1.5, 2.1-2.4, 3.1-3.7, 4.1-4.5.

Additional information: this unit is to develop the fundamental skills that will be required as the learner progresses. The portfolio should show how practical technical skills have been developed to form a foundation underpinning subsequent photographic projects. The learner should produce a workbook/journal containing evidence showing in detail how each assessment criterion has been met. For this unit, the aim should be to show that the learners can produce a comprehensive plan for their own photography following research and evaluation of other photographers' work. The photographers researched should be chosen across a wide timespan from the early days of photography to the present day. The aim should be to show how visual ideas and technical changes have changed over time. Examples could include, but not exclusively, the rise and fall of pictorialism, contemporary photography and reportage. Evidence of this research should be provided as an illustrated essay referring to elements of visual language such as line, tone, composition, contrast composition etc. The essay should include a critical appraisal of the chosen photographers' work.

The importance and skills involved in producing a high quality print cannot be over-emphasised and resources should be available to enable this. Pixel-based image manipulation can be evidenced with screenshots or files saved at an intermediate stage. Evidence for print preparation could be a written explanation of the steps involved reinforced with screenshots. Critical evaluation of the finished prints should be evidenced in the portfolio.

Underpinning knowledge and understanding can be evidenced through practical work and written notes or researched statements. All research material gathered from outside sources, eg the Internet, must have the source fully credited.

Whilst health and safety considerations are not specifically mentioned for this unit, it is expected that relevant health and safety procedures have been adhered to and this could be used as evidence for later units.

At this level, the work should be largely independently produced based upon guidance, support and supervision provided by the Tutor. Learners should be able to demonstrate an increasing level of craft skills and creativity. Evidence of structured and managed work should be clear.

Useful terminology

Genres: portraiture, landscape, documentary, urban, street, contemporary, still life

Evaluate the chosen work: visual language used, composition, techniques, rationale, feeling, mood

Equipment: camera, tripod, filters, accessories, lighting

Risks: risk assessment, hazards

Manipulation: dodge, burn, contrast, colour, highlights, shadows, local corrections, sharpening

Resize: resolution, dpi, upsize, downsize, bicubic

Colour management: profiles, rendering intent, Perceptual, Relative, Colorimetric, soft proofing

The Explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:

- workbook/journal and annotated notes.
- detailed written comments showing concepts and ideas
- a comprehensive written planning document
- risk assessments
- screenshots: a series of experimental images
- critique and evaluation of images
- printed images showing evidence of process to the final stages.

Group A

Safety in the workplace for photography (M/505/3070)

Unit summary	This unit will provide the learner with knowledge and understanding of health and safety procedures and practices. The learner will be able to carry out a risk assessment and identify potential hazards in the photographic environment both in the studio and on location.
Credit value	8
Guided learning hours	50
Level	3
Mandatory/optional	Mandatory for the Diploma
NOS mapping	P1-3 Plan and organise photographic assignments P1-7 Undertake photographic assignments X2 Ensure your own actions reduce risks to Health and Safety X3 Conduct an assessment of risks in the workplace

Learning outcome 1

The learner will:

- 1 Understand how to follow safe working practices

The learner can:

- 1.1 Identify relevant health and safety legislation
- 1.2 Identify sources of health and safety information
- 1.3 Explain the concept of hazard and risk associated with photographic studio and location tasks
- 1.4 Summarise the main health and safety requirements relevant to:
 - display screen equipment
 - electricity
 - visual display units
 - training
 - workstations
 - the workplace
 - handling of heavy objects
 - COSHH

Safety in the workplace for photography (M/505/3070) (cont'd)

Learning outcome 2

The learner will:

- 2 Be able to carry out a risk assessment for studio and location-based photography

The learner can:

- 2.1 Carry out a risk assessment for studio and location-based photography
2.2 Identify any hazards where:
- action can be taken to minimise any risk
 - specialist skills are required to minimise the risk
- 2.3 Describe the health and safety chain of responsibilities

Learning outcome 3

The learner will:

- 3 Understand how to follow safe emergency procedures

The learner can:

- 3.1 Describe the procedures for reporting accidents and incidents
3.2 Describe the safety equipment to be used in the case of a fire involving:
- wood
 - oil
 - electricity
 - hazardous substances

Delivery and assessment

Assessment Guidance

Type of evidence: workbook/journal and annotated learner report.

Assessment criteria: 1.1-1.4, 2.1-2.3, 3.1, 3.2.

Additional information: in this unit, the learner will demonstrate knowledge and understanding of safety in the workplace. This is fundamental to safe working practices whether in the studio or on location. In addition, the learner should show knowledge of the responsibilities of personnel involved in the photographic industry, emergency procedures and the risks likely to be encountered. Evidence can be in the form of written reports and risk assessments. Witness testimony can be used as a secondary source of evidence to reinforce written evidence. The learner should produce a workbook/journal containing evidence showing in detail how each assessment criterion has been met. Underpinning knowledge and understanding can be evidenced through practical work and through written notes or researched statements. All research material gathered from outside sources, eg the Internet, must have the source fully credited. The learner should be able to describe how to respond to any emergency situations. The learner should also produce/evidence: risk assessments showing

identified hazards and risks both in the studio and on location, a detailed description of sources of health and safety information, a written explanation outlining the responsibilities of employers, employees and self-employed workers in the photographic industry, evidence showing understanding of the health and safety implications when using camera, lighting and computer equipment in the studio and on location. Learners should be able to describe how to respond to any emergency situations.

At this level, the work should be largely independently produced based upon guidance, support and supervision provided by the Tutor. Learners should be able to demonstrate an increasing level of craft skills and creativity. Evidence of structured and managed work should be clear.

Useful terminology

Legislation: HASAWA 1974, Display Screen Regulations 1992, Workplace regulations 1999

Source: Health and Safety Executive, Skillset

Responsibilities: individual, employer, self-employed, location

Hazard: electricity, trip, lighting, heavy objects, chemicals

Fire: extinguisher, colour coding, foam, dry powder, water gas, blanket

The Explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:

- workbook/journal and annotated learner report.

Group A

Awareness of employment in the creative media sector (L/600/9037)

Unit summary	In this unit, learners will gain an understanding of employment within the creative media sector, including types of employment status and potential employers. They'll also evaluate their own skills and attributes against the requirements of job roles in the sector, and create a CV tailored to their preferred roles.
Credit value	6
Guided learning hours	40
Level	3
Mandatory/optional	Mandatory for the Diploma

Learning outcome 1

The learner will:

- 1 Know about employment status in the creative media sector

The learner can:

- 1.1 Describe the main types of employment status within the creative media sector
- 1.2 Describe the key legal and taxation differences between the main types of employment status
- 1.3 Explain the main implications of each employment status in relation to job security, flexibility and working patterns

Learning outcome 2

The learner will:

- 2 Understand the creative media employment market place

The learner can:

- 2.1 Describe a range of prospective employers and the profiles and products of these employers
- 2.2 Explain how to choose an employer in terms of own personal interests, knowledge, skills and job requirements

Awareness of employment in the creative media sector (L/600/9037) (cont'd)

Learning outcome 3

The learner will:

- 3 Be able to promote self

The learner can:

- 3.1 Create and present a professional standard CV with examples of own work, relevant to a specific job application
- 3.2 Discuss strengths and weaknesses in relation to own work and a specific job application
- 3.3 Describe and pitch a creative idea to an employer or commissioner

Delivery and assessment

Assessment Guidance

Type of evidence: workbook showing research into the employment aspects of photography in its widest sense.

Assessment criteria: 1.1-1.3, 2.1, 2.2, 3.1- 3.3.

Additional information: this unit will equip the learner with the necessary knowledge and understanding to actively pursue employment in the photographic industry. Underpinning knowledge and understanding can be evidenced through written notes or researched statements. All research material gathered from outside sources, eg the Internet, must have the source fully credited. Learners should produce: a detailed description of sources of employment information relating to different aspects of professional photographic practice, a written explanation outlining the responsibilities of employers, employees and self-employed workers in the photographic industry, evidence showing understanding of the tax and National Insurance obligations of freelance and employed photographers, website and social media evidence, preparation of a portfolio to professional standards. The learner should produce evidence showing in detail how each assessment criterion has been met.

At this level, the work should be largely independently produced based upon guidance, support and supervision provided by the Tutor. Learners should be able to demonstrate a level of understanding which will allow them to either successfully develop their career in the photographic industry or progress to Higher Education. Evidence of structured and managed work should be clear.

Useful terminology

Status: freelance, employed, intern, work placement, assistant

Legal and taxation: contract of employment, temporary contract, fixed term, Schedule D, PAYE, 7 day rule, expenses, subsistence allowances, VAT, public liability, National Insurance, pension provision

Employers: photographers, laboratories, agencies, libraries, curators, museums, industrial, commercial, fashion, BAPLA, Creative Review Handbook

CV: contact details, work related experience, qualifications, referees, speculative approaches

Self-promotion: publicity, personal website, portfolio, social media

The Explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:

- workbook showing research into the employment aspects of photography in its widest sense.

Group B

Image processing, manipulation and storage (T/505/3071)

Unit summary	In this unit, the learner will gain the skills and knowledge needed to enable them to manage and process digital images. They will be able to correctly label and apply copyright data to the digital files and input them to image manipulation software. After processing the images, they will prepare them for output and identify file types and colourspaces depending upon the intended use.
Credit value	12
Guided learning hours	70
Level	3
Mandatory/optional	Optional for the Diploma
NOS mapping	P1-16 Undertake technical adjustment of images P1-17 Prepare image output P1-20 Undertake colour management procedures P1-21 Undertake image asset management

Learning outcome 1

The learner will:

- 1 Be able to undertake the digital stages in the image processing workflow

The learner can:

- 1.1 Evaluate the colour and tone of digital image files
- 1.2 Explain colour management
- 1.3 Apply basic colour management to selected images
- 1.4 Demonstrate the initial sequences involved in basic processing
- 1.5 Export the image files in a suitable format for further processing

Image processing, manipulation and storage (T/505/3071) (cont'd)

Learning outcome 2

The learner will:

- 2 Be able to manipulate images creatively

The learner can:

- 2.1 Demonstrate the use of layers and layer blending modes
- 2.2 Apply the following techniques digitally in a non-destructive manner:
 - burning
 - dodging
 - colour adjustment
 - sharpening
 - cropping
- 2.3 Produce experimental images by combining selections from multiple images
- 2.4 Evaluate the final images both technically and aesthetically

Learning outcome 3

The learner will:

- 3 Be able to prepare images for print and online

The learner can:

- 3.1 Identify the image and file requirements for print and online
- 3.2 Use digital image processing software to produce image files for each final outcome, applying the correct resolution, pixel size and colour space
- 3.3 Explain the reasons for selecting different file formats depending upon the image destination

Learning outcome 4

The learner will:

- 4 Be able to use a digital asset management system to store images

The learner can:

- 4.1 Implement a digital filing system using custom file locations for source and processed images
- 4.2 Apply keywording, ownership and copyright information to the stored files
- 4.3 Test the storage system to ensure correct retrieval of the images
- 4.4 Develop and implement a backup strategy

Image processing, manipulation and storage (T/505/3071) (cont'd)

Delivery and assessment

Assessment Guidance

Type of evidence: workbook/journal and annotated notes. Contact sheets, written evaluation of file types, screenshots and experimental images.

Assessment criteria: 1.1-1.5, 2.1-2.4, 3.1-3.3, 4.1-4.4.

Additional information: this unit will enable the learner to demonstrate knowledge and understanding of the initial process of processing and cataloguing digital images. The learner will produce at least 8 original processed images with the required tonal range and balance. The learner will demonstrate manipulation techniques and show 6 images produced by merging or compositing portions of two or more original image files. The images will be prepared for export to print or the web using the correct file type and size. Knowledge of colour management applicable to print or the web should be demonstrated and, in the case of print work, examples of soft proofing should be provided. The learner should have knowledge of storage and backup strategies and be able to add metadata to the image files to enable subsequent retrieval and establish copyright and ownership.

Underpinning knowledge and understanding can be evidenced through practical work and written notes or researched statements. All research material gathered from outside sources, eg the Internet, must have the source fully credited.

At this level, the work should be largely independently produced based upon guidance, support and supervision provided by the Tutor. Learners should be able to demonstrate an increasing level of craft skills and creativity. Evidence of structured and managed work should be clear.

Useful terminology

Image files: RAW, jpg, tiff, dng

Colour management: colourspaces, sRGB, Adobe RGB, ProPhoto, Colormatch RGB

Basic processing: RAW file convertors, jpg, manufacturers' software, bit depth

Manipulate: sharpen, unsharp mask, high radius low amount, capture sharpening, creative sharpening, selective adjustments, locally brighten, darken, colour balance, hue, saturation, selections, masks, compositing

Requirements: file size, image size, pixel size, resolution, colourspace, profiles, soft proofing, compression, output sharpening

Asset management: file and folder structure, keywords, copyright, ownership, metadata, backup, hard drive, off site

The Explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:

- workbook/journal and annotated notes
- contact sheets
- written evaluation of file types
- screenshots and experimental images.

Group B

The history of photography (A/505/3072)

Unit summary	In this unit, the learners will carry out research into the processes, techniques and photographers who transformed photography from early beginnings to the sophisticated medium that we know today. They will analyse the technical and aesthetic changes that have both helped and hindered the acceptance of photography as socially responsible documentation and develop an argument for the role of photography as an art form.
Credit value	9
Guided learning hours	50
Level	3
Mandatory/optional	Optional for the Diploma
NOS mapping	P1-23 Research and access images

Learning outcome 1

The learner will:

- 1 Understand the work and contribution to photography of photographers between 1825 and 1870

The learner can:

- 1.1 Research the work of photographers between 1825 and 1870
- 1.2 Explain the methods used by early photographers to obtain permanent photographic images
- 1.3 Select photographers working in this period and evaluate the contributions made by them to photography
- 1.4 Explore how this work could influence own photography

Learning outcome 2

The learner will:

- 2 Understand the work and contribution to photography of photographers between 1920 and 1945

The learner can:

- 2.1 Research the work of photographers between 1920 and 1945
- 2.2 Evaluate the technical changes that allowed photographers in this period to expand their photography
- 2.3 Explain the significance to the development of photography contributed by documentary photographers
- 2.4 Explore the relationship between photography and fine art with respect to the work produced by photographers during this period
- 2.5 Compare photography during WW2 with that seen in today's media

The history of photography (A/505/3072) (cont'd)

Learning outcome 3

The learner will:

- 3 Understand the work and contribution to photography of photographers between 1950 and the present

The learner can:

- 3.1 Research the work of photographers between 1950 and the present
- 3.2 Evaluate the changes which took place in reportage photography following the widespread introduction of television
- 3.3 Evaluate the changes and influence of fashion photography and photographers during this period
- 3.4 Evaluate the documentary work produced by photographers working for agencies

Learning outcome 4

The learner will:

- 4 Understand how the genre of landscape photography has progressed

The learner can:

- 4.1 Evaluate the rationale which led to the formation of Group f/64 as an alternative modernist aesthetic movement
- 4.2 Assess the influence of technical change on the practice of landscape photography
- 4.3 Explain any identified social and political influences on aspects of modern landscape photography

Learning outcome 5

The learner will:

- 5 Understand how the introduction of digital photography has changed the practice of photography

The learner can:

- 5.1 Assess how the changes introduced by digital photography have altered the ethos and practice of photography
- 5.2 Evaluate how pixel manipulating software has influenced the image making process
- 5.3 Critically explore how the concept of truth in photography has changed with the advent of digital photography
- 5.4 Evaluate the links between illustration, computer generated images and photography
- 5.5 Explore the relationship between contemporary and fine art photography

The history of photography (A/505/3072) (cont'd)

Delivery and assessment

Assessment Guidance

Type of evidence: this unit can be evidenced through written notes, researched statements and any relevant images. All research material gathered from outside sources, eg the Internet, must have the source fully credited.

Assessment criteria: 1.1-1.4, 2.1-2.5, 3.1-3.4, 4.1-4.3, 5.1-5.5.

Additional information: this unit will enable learners to demonstrate knowledge and understanding of the history and historical processes which transformed early photography from a technical curiosity into the sophisticated medium that we know today.

When discussing the progression of landscape photography, comparison could also be made with the changes that have taken place in other chosen genres of photography.

At this level, the work should be largely independently produced based upon guidance, support and supervision provided by the Tutor. Evidence of structured and managed work should be clear. Examples of photographers of all periods could include, but not exclusively:

Nicéphore Niépce, Sally Mann, Daguerre, Jacques Henri Lartigue, Nadar, André Kertész, Julia Margaret Cameron, Brassai, Henry Fox Talbot, Willy Ronis, David Octavius Hill, Henri Cartier-Bresson, Robert Adamson, Bill Brandt, Hill and Adamson, Alfred Eisensteadt, Mathew Brady, Andreas Feininger, Eadweard Muybridge, Eve Arnold, Frederick Scott Archer, Cecil Beaton, Roger Fenton, Norman Parkinson, P H Emerson, David Bailey, George Davison, Brian Duffy, Edward Steichen, Terence Donovan, Alfred Stieglitz, John Swannell, Timothy H O'Sullivan, Barry Lategan, Philippe Halsman, William Klein, Ansel Adams, Andreas Gursky, Edward Weston, Patrick Lichfield, Diane Arbus, Annie Liebovitz, Walker Evans, Mario Testino, Robert Doisneau, David LaChapelle, Eugène Atget, Rankin, Dorothea Lange, Helmut Newton, Robert Adams, Bert Stern, Richard Avedon, Robert Capa, David Ward, Joe Cornish, Jack Dykinga, David Muench, Edward Burtynsky, Peter Dombrovskis, David Seymour (Chim), Don McCullin, Philip Jones Griffiths, W Eugene Smith, Jane Bown, Irving Penn, Yousuf Karsh, Elliott Erwitt, James Ravilious.

Useful terminology

Technical changes/processes: bitumen, daguerrotype, tintype, wet collodion, calotype, albumen, platinotype, silver gelatine

Fine art: pictorialism, art photography, modernism

Reportage: photojournalism, miniature cameras

Pixel manipulation: compositing, distortion, merging, cloning

Political: environment, social, contemporary

The Explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:

- written notes
- researched statements
- any relevant images.

Group B

Image documentation and storage (K/505/3066)

Unit summary	In this unit, the learners will demonstrate different techniques for managing and documenting digital photographic images. They will be able to add copyright information and keywording to the image metadata and use an asset management system to file and retrieve images. They will understand and use appropriate file formats depending upon the intended use.
Credit value	6
Guided learning hours	40
Level	3
Mandatory/optional	Optional for the Diploma
NOS mapping	P1-16 Undertake technical adjustment of images P1-17 Prepare image output P1-20 Undertake colour management procedures P1-21 Undertake image asset management

Learning outcome 1

The learner will:

- 1 Understand how to use different file formats

The learner can:

- 1.1 Identify different file formats used to store photographic images
- 1.2 Explain the advantages and disadvantages of different file formats
- 1.3 Describe when different types of image compression could be used

Learning outcome 2

The learner will:

- 2 Understand the process of adding metadata to digital image files

The learner can:

- 2.1 Explain the types of information contained in file metadata
- 2.2 Describe how the information contained in metadata can be used
- 2.3 Use software to read and modify image metadata

Image documentation and storage (K/505/3066) (cont'd)

Learning outcome 3

The learner will:

- 3 Be able to store and retrieve image files to/from different locations

The learner can:

- 3.1 List image storage devices
- 3.2 Describe the location and environmental requirements for safely storing image files
- 3.3 Describe the limitations of different storage devices
- 3.4 Label and store image files to primary and secondary storage devices
- 3.5 Identify and retrieve image files

Learning outcome 4

The learner will:

- 4 Know how to implement a backup strategy

The learner can:

- 4.1 Describe the requirements for a safe and secure backup system
- 4.2 Select image files and backup securely to different storage devices

Delivery and assessment

Assessment Guidance

Type of evidence: workbook/journal and annotated notes. Written evaluation of file types and screenshots.

Assessment criteria: 1.1-1.3, 2.1-2.3, 3.1-3.5, 4.1, 4.2.

Additional information: in this unit, the learners will demonstrate different techniques for managing and documenting digital photographic images. They will be able to add copyright information and keywording to the image metadata and use an asset management system to file and retrieve images. They will understand and use appropriate file formats depending upon the intended use.

Underpinning knowledge and understanding can be evidenced through practical work and written notes or researched statements. All research material gathered from outside sources, eg the Internet, must have the source fully credited.

At this level, the work should be largely independently produced based upon guidance, support and supervision provided by the Tutor. Learners should be able to demonstrate an increasing level of craft skills and creativity. Evidence of structured and managed work should be clear.

Useful terminology

File formats: RAW, jpg, tiff, dng

Metadata: camera data, copyright, IPTC, GPS, ownership

Storage devices: hard drive, memory stick, CF card, SD card

Label: digital asset management, catalogues, folder structure

Backup: security, cloud, removable, off site, fireproof, synchronisation

The Explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:

- workbook/journal and annotated notes
- written evaluation of file types and screenshots.

Group C

Studio photography (M/505/3084)

Unit summary	This unit will give learners the skills necessary to plan and carry out studio photography involving still life, product photography and portraiture. They will discuss and select different ideas following an initial brief and explore the use of different lighting techniques related to the selected image requirements. They will use digital technology to produce a portfolio of no less than 12 images.
Credit value	9
Guided learning hours	50
Level	3
Mandatory/optional	This unit is optional for the Certificate and the Diploma
NOS mapping	P1-2 Agree the photo imaging brief P1-7 Undertake photographic assignments P1-16 Undertake technical adjustment of images P1-17 Prepare image output P1-20 Undertake colour management procedures P1-21 Undertake image asset management

Learning outcome 1

The learner will:

- 1 Know how to develop photographic ideas following a client led brief

The learner can:

- 1.1 Discuss the image requirements of the client brief in the areas of:
 - high key portraiture
 - low key portraiture
 - still life
 - product photography
- 1.2 Develop concepts which fit the client brief
- 1.3 Evaluate concepts
- 1.4 Make a final concept selection which meets the brief

Studio photography (M/505/3084) (cont'd)

Learning outcome 2

The learner will:

- 2 Be able to produce studio images

The learner can:

- 2.1 Prepare the studio and select equipment required to produce images as per the brief
- 2.2 Set up lighting equipment to achieve the required visual results
- 2.3 Prepare camera equipment for digital capture
- 2.4 Capture studio photographs that meet the client brief
- 2.5 Produce final images
- 2.6 Evaluate final images
- 2.7 Input selected images into a digital asset management system with keywording and correct copyright information

Delivery and assessment

Assessment Guidance

Type of evidence: workbook/journal and annotated notes. Written evaluation of file types, screenshots, images and presentation brief.

Assessment criteria: 1.1-1.4, 2.1-2.7.

Additional information: this unit will give learners the skills necessary to plan and carry out studio photography involving still life, product photography and portraiture. They will discuss and select different concepts following an initial brief and explore the use of different lighting techniques related to the selected image requirements. They will use digital technology to produce a portfolio of no less than 12 images.

Underpinning knowledge and understanding can be evidenced through practical work and written notes or researched statements. All research material gathered from outside sources, eg the Internet, must have the source fully credited.

At this level, the work should be largely independently produced based upon guidance, support and supervision provided by the Tutor. Learners should be able to demonstrate an increasing level of craft skills and creativity. Evidence of structured and managed work should be clear.

Useful terminology

High key, low key: tonal range, mood, detail, light sources, shadows

Still life: sets, arrangement, design, composition, props

Product: food, macro, colour fidelity

Lighting equipment: key light, soft box, reflectors, snoots, honeycombs, black flats, flags

Asset management: catalogue, keywords, copyright, security, cloud, removable, off site, fireproof, synchronisation

The Explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:

- workbook/journal and annotated notes
- written evaluation of file types
- screenshots, images and presentation brief.

Group C

Documentary photography (T/505/3085)

Unit summary	This unit will give learners the skills necessary to research and carry out 3 photojournalism projects. They will evaluate examples of photojournalism and relate this to their own work. Learners will select 3 events suitable for reportage and shoot and present a panel of photographs which reflect their own individual approach to the subject.
Credit value	10
Guided learning hours	50
Level	3
Mandatory/optional	Optional for the Certificate and the Diploma
NOS mapping	P1-2 Agree the photo imaging brief P1-7 Undertake photographic assignments P1-16 Undertake technical adjustment of images P1-17 Prepare image output P1-20 Undertake colour management procedures P1-21 Undertake image asset management X2 Ensure your own actions reduce risks to Health and Safety X3 Conduct an assessment of risks in the workplace

Learning outcome 1

The learner will:

- 1 Know how to evaluate the work of photojournalists

The learner can:

- 1.1 Research the work of photojournalists
- 1.2 Evaluate the approach taken by the selected photojournalists with respect to:
 - the subject matter
 - the integrity of the reportage
 - any political considerations
- 1.3 Describe how the photojournalistic approach varies according to the conditions prevailing at the time of image capture such as:
 - weather
 - access
 - lighting
- 1.4 Explore possible relationships between the researched work and proposals for personal projects

Documentary photography (T/505/3085) (cont'd)

Learning outcome 2

The learner will:

- 2 Be able to identify events for photojournalism

The learner can:

- 2.1 Identify events or themes suitable for a reportage project
- 2.2 Evaluate the potential of the events or themes
- 2.3 Select a suitable event or theme to develop visual ideas
- 2.4 Evaluate equipment necessary for the planned project

Learning outcome 3

The learner will:

- 3 Be able to capture reportage images

The learner can:

- 3.1 Use a variety of photographic techniques to capture images
- 3.2 Follow legislative and health and safety guidelines for photojournalism

Learning outcome 4

The learner will:

- 4 Be able to create and present a portfolio of photojournalistic images

The learner can:

- 4.1 Edit captured images to show:
 - visual awareness
 - content relevant to the theme
- 4.2 Present a panel of selected images using an appropriate layout

Learning outcome 5

The learner will:

- 5 Know how to review final images

The learner can:

- 5.1 Evaluate images
- 5.2 Review technical and creative processes

Documentary photography (T/505/3085) (cont'd)

Delivery and assessment

Assessment Guidance

Type of evidence: workbook/journal and annotated notes. Written evaluation of health and safety, screenshots, images and notebook images of suitable locations.

Assessment criteria: 1.1-1.4, 2.1-2.4, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2.

Additional information: this unit will give the learners the skills necessary to prepare and carry out documentary photography. They will research the work of documentary and reportage photographers and develop their ideas for possible photojournalism subjects. They will discuss and select different ideas following an initial brief, research and select locations and assess any health and safety considerations. They will be able to select equipment and evaluate aspects of safety. They will use digital technology on location to produce a portfolio of no less than 12 images. This portfolio will show observational and editorial skills to document the selected event or theme.

Underpinning knowledge and understanding can be evidenced through practical work and through written notes or researched statements. All research material gathered from outside sources, eg the Internet, must have the source fully credited.

At this level, the work should be largely independently produced based upon guidance, support and supervision provided by the Tutor. Learners should be able to demonstrate an increasing level of craft skills and creativity. Evidence of structured and managed work should be clear.

Useful terminology

Subjects: events, social, environmental, political, local, national, entertainment

Suitable: access, safety, lighting, permissions

Risk assessment: legislation, hazard, risk, location, environment, PPE, equipment, personnel

Permissions: authorities (local, national), owner, access

Equipment: camera types, portability, convenience, unobtrusive, equipment protection

Documentation: labelling, file type, storage, backup, keyword

Evaluate: process, review, edit, compare with brief

Present: projection, mounting, prints

Photojournalists: photojournalists could include, but not exclusively: Henri Cartier-Bresson, Don McCullin, Eisenstadt, Martin Parr, Eve Arnold, Philippe Halsman, Marc Riboud, William Klein, Walker Evans, Diane Arbus, Robert Capa, George Rodger, David Seymour (Chim), Philip Jones Griffiths, W Eugene Smith, Jane Bown, Elliott Erwitt, James Ravilious, Bert Hardy, Magnum Photos

The Explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:

- workbook/journal and annotated notes
- written evaluation of health and safety
- screenshots, images and notebook images of suitable locations.

Group C

Location photography (A/505/3086)

Unit summary	This unit will give learners the skills necessary to prepare and safely carry out photography at a location away from the studio.
Credit value	9
Guided learning hours	50
Level	3
Mandatory/optional	Optional for the Certificate and the Diploma
NOS mapping	P1-2 Agree the photo imaging brief P1-7 Undertake photographic assignments P1-16 Undertake technical adjustment of images P1-17 Prepare image output P1-20 Undertake colour management procedures P1-21 Undertake image asset management X2 Ensure your own actions reduce risks to Health and Safety X3 Conduct an assessment of risks in the workplace

Learning outcome 1

The learner will:

- 1 Know when location photography should be used

The learner can:

- 1.1 Describe when location photography should be used
- 1.2 Develop ideas for location photography
- 1.3 Explain why studio photography would not be suitable

Learning outcome 2

The learner will:

- 2 Understand when a location is suitable for photography

The learner can:

- 2.1 Describe when a location is suitable for photography
- 2.2 Select suitable locations for photography for a given brief
- 2.3 Carry out a risk assessment for the selected location
- 2.4 Obtain any necessary permissions

Location photography (A/505/3086) (cont'd)

Learning outcome 3

The learner will:

- 3 Know how to prepare for a location photo shoot

The learner can:

- 3.1 Describe how to select equipment for location use
- 3.2 Explain any problems caused by the use of location photography
- 3.3 Explain how to transport and set up location equipment
- 3.4 Describe the roles of the personnel involved in location photography

Learning outcome 4

The learner will:

- 4 Be able to capture location images

The learner can:

- 4.1 Transport and set up location equipment
- 4.2 Use a variety of photographic techniques to capture images
- 4.3 Quality control the captured images
- 4.4 Store the captured images
- 4.5 Complete location photography documentation
- 4.6 Safely transport equipment back to the studio
- 4.7 Select and process final images

Learning outcome 5

The learner will:

- 5 Be able to review final images

The learner can:

- 5.1 Evaluate final images
- 5.2 Review technical and creative processes

Location photography (A/505/3086) (cont'd)

Delivery and assessment

Assessment Guidance

Type of evidence: workbook/journal and annotated notes. Written evaluation of health and safety, screenshots, images and notebook images of suitable locations.

Assessment criteria: 1.1-1.3, 2.1-2.4, 3.1-3.4, 4.1-4.7, 5.1, 5.2.

Additional information: this unit will give the learner the skills necessary to prepare and carry out photography at a location away from the studio.

They will discuss and select different ideas following an initial brief, research and select locations and assess any health and safety considerations. They will be able to transport personnel and equipment safely and securely. They will use digital technology on location to produce a portfolio of no less than 12 images.

Underpinning knowledge and understanding can be evidenced through practical work and written notes or researched statements. All research material gathered from outside sources, eg the Internet, must have the source fully credited.

At this level, the work should be largely independently produced based upon guidance, support and supervision provided by the Tutor. Learners should be able to demonstrate an increasing level of craft skills and creativity. Evidence of structured and managed work should be clear.

Useful terminology

Location: interior, exterior, architectural, record

Suitable: access, safety, lighting, permissions

Risk assessment: hazard, risk, location, environment, PPE, equipment, personnel

Permissions: authorities (local, national), owner, access

Transport: equipment protection, lighting, flight cases

Documentation: labelling, file type, storage, backup, keyword

Evaluate: process, review, compare with brief

The Explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:

- workbook/journal and annotated notes
- written evaluation of health and safety
- screenshots, images and notebook images of suitable locations.

Group C

Portrait photography (F/505/3073)

Unit summary	In this unit, learners will explore the techniques of portrait photography and lighting. They will learn the skills necessary to relate to the sitter and produce an individual approach to the image.
Credit value	8
Guided learning hours	40
Level	3
Mandatory/optional	Optional for the Certificate and the Diploma
NOS mapping	P1-7 Undertake photographic assignments P1-16 Undertake technical adjustment of images P1-20 Undertake colour management procedures P1-21 Undertake image asset management P1-23 Research and access images X2 Ensure your own actions reduce risks to Health and Safety

Learning outcome 1

The learner will:

- 1 Know how to evaluate the work of portrait photographers

The learner can:

- 1.1 Research the work of portrait photographers
- 1.2 Describe the techniques used by the selected photographers
- 1.3 Explain how these techniques could be used in their own photography

Learning outcome 2

The learner will:

- 2 Understand different lighting setups

The learner can:

- 2.1 Describe different portrait lighting techniques
- 2.2 Describe the differences in lighting quality given by different light sources

Portrait photography (F/505/3073) (cont'd)

Learning outcome 3

The learner will:

- 3 Be able to capture a series of portrait images

The learner can

- 3.1 Discuss and suggest different lighting ideas with the subject
- 3.2 Explore the use of different lighting setups to bring out character and personality in the subject
- 3.3 Capture a series of portrait images
- 3.4 Evaluate the captured images
- 3.5 Review the techniques used
- 3.6 Store and label the images for future processing

Delivery and assessment

Assessment Guidance

Type of evidence: workbook/journal and annotated notes, screenshots, images, notebook images of lighting setups and lighting diagrams.

Assessment criteria: 1.1-1.3, 2.1, 2.2, 3.1-3.6.

Additional information: in this unit, the learner will explore the techniques of portrait photography and lighting. They will learn the skills necessary to relate to the sitter and produce an individual approach to the image. They will use digital technology on location to produce a portfolio of no less than 12 images.

Underpinning knowledge and understanding can be evidenced through practical work and written notes or researched statements. All research material gathered from outside sources, eg the Internet, must have the source fully credited.

At this level, the work should be largely independently produced based upon guidance, support and supervision provided by the Tutor. Learners should be able to demonstrate an increasing level of craft skills and creativity. Evidence of structured and managed work should be clear.

Useful terminology

Techniques: location, studio, choice of lens, camera angles, backlight, reflectors, shoot through, monochrome

Lighting: Rembrandt, butterfly, broad, narrow, short, high key, low key, Hollywood

Light sources: Tungsten, flash, spot, soft box, reflectors, hair light, snoot, honeycomb, key light, black flats, flags

Transport: equipment protection, lighting, flight cases

Evaluate: process, review, reshoot

Store: labelling, file type, storage, backup, keyword

The Explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:

- workbook/journal and annotated notes
- screenshots
- images
- notebook images of lighting setups and lighting diagrams.

Group C

Experimental photographic imaging (J/505/3074)

Unit summary	In this unit, the learners will explore alternative methods of producing photographic images. They will evaluate the quality and aesthetics of images obtained using non-conventional techniques and produce a portfolio of 12 creative images using 3 chosen techniques.
Credit value	10
Guided learning hours	45
Level	3
Mandatory/optional	Optional for the Certificate and the Diploma
NOS mapping	P1-11 Mix and store processing chemistry P1-13 Print photographic images by hand P1-16 Undertake technical adjustment of images P1-23 Research and access images P1-17 Prepare image output X2 Ensure your own actions reduce risks to Health and Safety

Learning outcome 1

The learner will:

- 1 Research the history of alternative imaging systems

The learner can:

- 1.1 Describe alternative imaging systems
- 1.2 Explain how these techniques could be used in their own photography

Learning outcome 2

The learner will:

- 2 Be able to produce images using experimental imaging techniques

The learner can:

- 2.1 Produce trial images using alternative imaging techniques
- 2.2 Describe the differences in quality given the chosen imaging systems
- 2.3 Evaluate the aesthetic qualities of the images produced

Experimental photographic imaging (J/505/3074) (cont'd)

Learning outcome 3

The learner will:

- 3 Be able to produce a portfolio of alternative images

The learner can:

- 3.1 Use an experimental technique to produce creative images in categories of interest
- 3.2 Evaluate the final images and review the techniques used
- 3.3 Edit and present a portfolio of experimental images
- 3.4 Present a portfolio of experimental images

Delivery and assessment

Assessment Guidance

Type of evidence: workbook/journal, annotated notes and screenshots.

Assessment criteria: 1.1, 1.2, 2.1-2.3, 3.1-3.4.

Additional information: in this unit, the learners will explore alternative methods of producing photographic images. They will evaluate the quality and aesthetics of images obtained using non-conventional techniques and produce a portfolio of 6 creative images using one chosen technique.

A minimum of 4 trial images should be produced using 4 different alternative techniques, and a final portfolio of 12 prints using 3 different techniques. In this context, 'techniques' includes the use of alternative equipment if required. Alternative techniques could include:

- platinotype
- salt printing
- wet collodion
- dye transfer
- gum bichromate
- cyanotype
- ambrotype
- tintype
- bromoil
- cross processing.

Underpinning knowledge and understanding can be evidenced through practical work and written notes or researched statements. All research material gathered from outside sources, eg the Internet, must have the source fully credited.

At this level, the work should be largely independently produced based upon guidance, support and supervision provided by the Tutor. Learners should be able to demonstrate an increasing level of craft skills and creativity. Evidence of structured and managed work should be clear.

Useful terminology

Alternative techniques: platinotype, salt printing, wet collodion, dye transfer, gum bichromate, cyanotype, ambrotype, tintype, bromoil, cross processing

Alternative equipment: pinhole camera, disposable camera, lomography, photogram, Holga

Quality: sharpness, tonal range, vignetting, colour, movement, aesthetics

Evaluate: process, review, reshoot

Store: labelling, file type, storage, backup, keyword

The Explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:

- workbook/journal, annotated notes and screenshots.

Section 3

Assessment and quality assurance

Assessment and quality assurance

How these qualifications are assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The Level 3 Certificate and Diploma in Photography are internally assessed and externally quality assured.

Learners must be successful in **both** components to gain the Level 3 Certificate and Diploma in Photography.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2 (page 16).

Internally assessed work should be completed by the learner in accordance with the Qualification Specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit, and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

If a centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to the 'Internal Assessment Tasks: Guidance for Centres' document on our dedicated qualifications website www.qualhub.co.uk.

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide to learners can be found on our dedicated qualifications website www.qualhub.co.uk.

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on our dedicated qualifications website www.qualhub.co.uk.

Presenting evidence

Written

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

Recorded

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner being assessed is clearly visible and can be identified by the Examiner/Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example, if a performance/participation is done as part of a group, the Examiner/Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Examiners and Quality Assurers to identify clearly when a particular learner is performing/participating, we'd recommend including the following information:

- the exact start and finish times so that the Examiner/Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good-quality audio. This will allow the Examiner/Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

We have set out an example used for a performance:

Test High School

Recorded evidence: starts 4 mins 30 seconds into the recording and finishes at 16 mins 27 seconds

Venue: school hall

Audience: Assessors, parents and friends

Band 1:

Lead singer – Joe Bloggs (brown hair, front of stage)

Drummer – Tom Smith

Guitar 1 – Dan Brown (blonde hair, blue jumper)

Guitar 2 – Mark Jones (brown hair, left hand side)

Performance of XXX:

Lead male – John Smith

Lead female – Ann Jones

Choir:

Kay Bell (brown hair, back row 3rd from left)

Jane Pattison (blonde hair, back row 5th from left)

Michael Davies (brown hair, front row 3rd from right)

If learners are not clearly identified, NCFE may not be able to quality assure or examine the work.

Quality assurance

Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on our dedicated qualifications website www.qualhub.co.uk.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the centre's quality assurance agent.

External quality assurance

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.

Section 4

Explanation of terms

Explanation of terms

This table explains how the terms used at Level 3 in the unit content are applied to this qualification (not all verbs are used in this qualification).

Apply	Explain how existing knowledge can be linked to new or different situations in practice.
Analyse	Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
Clarify	Explain the information in a clear, concise way.
Classify	Organise according to specific criteria.
Collate	Collect and present information arranged in sequential or logical order.
Compare	Examine the subjects in detail and consider the similarities and differences.
Critically compare	This is a development of compare where the learner considers the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision.
Demonstrate	Show an understanding by describing, explaining or illustrating using examples.
Describe	Write about the subject giving detailed information in a logical way.
Develop (a plan/idea which...)	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Identify the cause based on valid evidence.
Differentiate	Identify the differences between two or more things.
Discuss	Write a detailed account giving a range of views or opinions.
Distinguish	Explain the difference between two or more items, resources or pieces of information.

Draw conclusions (which...)	Make a final decision or judgement based on reasons.
Estimate	Form an approximate opinion or judgement using previous knowledge or considering other information.
Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
Explain	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
Extrapolate	Use existing knowledge to predict possible outcomes which might be outside the norm.
Identify	Recognise and name the main points accurately (some description may also be necessary to gain higher marks when using compensatory marking).
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Give a satisfactory explanation for actions or decisions.
Plan	Think about and organise information in a logical way using an appropriate format.
Perform	Carry out a task or process to meet the requirements of the question.
Provide	Identify and give relevant and detailed information in relation to the subject.
Review and revise	Look back over the subject and make corrections or changes.
Reflect	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
Select	Make an informed choice for a specific purpose.
Show	Supply evidence to demonstrate accurate knowledge and understanding.

State	Give the main points clearly in sentences or paragraphs.
Summarise	Give the main ideas or facts in a concise way.

Section 5

General information

General information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of NCFE's Diversity and Equality Policy is available on request.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations Policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations Policy, please see our dedicated qualifications website www.qualhub.co.uk.

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**** To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***