

# Qualification specification

**NCFE Level 2 Certificate in Photography**

**QN: 601/3391/0**

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## Summary of changes

This document summarises the changes to this qualification specification since the last version (Issue 3 September 2018). Please check the qualification page on our website for the most recent version.

| Version | Publication date | Summary of amendments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| V3.1    | January 2020     | Information regarding the wellbeing and safeguarding of learners added to Section 1 (page 12).                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| V3.2    | June 2022        | <p>Further information added to <a href="#">how the qualification is assessed</a> section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> <p>Information added to the <a href="#">entry guidance</a> section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> |

# 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 this qualification and should be used by everyone involved in the planning, delivery and assessment of the Level 2 Certificate in Photography.

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

To ensure that you are using the most up-to-date version of this qualification specification please check the issue date in the page headers against that of the qualification specification on the NCFE website.

If you advertise this qualification using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Level 2 Certificate in Photography.

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## About this qualification

This is a regulated qualification. The regulated number for this qualification is 601/3391/0.

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

This qualification is part of Foundation Learning. For more information please visit the NCFE website.

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## Things you need to know

- Qualification number (QN): 601/3391/0
  - Aim reference: 60133910
  - Total Qualification Time (TQT): 160
  - Guided learning hours (GLH): 120
  - Credit value: 16
  - Level: 2
  - Assessment requirements: internally assessed and externally moderated portfolio of evidence
- 

## Aims and objectives of this qualification

This qualification is aimed at those individuals wishing to develop an understanding of photographic processes and the photo imaging industry. The qualification will also allow learners to understand how to manipulate images and explore in detail one of the following areas of photography:

- dark room
- studio
- location
- commercial
- documentary
- experimental and alternative processes.

The objectives of this qualification are to support learners to progress into employment in the industry or onto further qualifications at Level 3 in creative subjects including photography, art and design, craft, animation and moving image production.

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## Entry guidance

This qualification is designed for individuals who wish to develop an understanding of photographic processes and the photo imaging industry.

There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved a Level 1 photography qualification.

Registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. This qualification is suitable for learners aged pre-16 and above.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria and comply with the relevant literacy, numeracy, and health and safety aspects of this qualification. Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

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## Achieving this qualification

To be awarded the Level 2 Certificate in Photography, learners must achieve a minimum of **16 credits: 8** from the core units and a minimum of **8** from the optional units.

This qualification consists of **3** core units:

- Unit 01 Explore photographic equipment, techniques, materials and resources (4 credits)
- Unit 02 Develop and adapt photographic ideas (4 credits)
- Unit 03 Introduction to the photo imaging industry (4 credits)

and **7** optional units:

- Unit 04 Darkroom processing and printing (8 credits)
- Unit 05 Studio photography (8 credits)
- Unit 06 Location photography (8 credits)
- Unit 07 Commercial photography (8 credits)
- Unit 08 Documentary photography (8 credits)
- Unit 09 Experimental and alternative process photography (8 credits)
- Unit 10 Presenting a portfolio of photographic images (8 credits)

The learning outcomes and assessment criteria for each unit are provided in Section 3 (page 16).

To achieve the Level 2 Certificate in Photography, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification. Grades are not awarded.

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

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## Progression opportunities

Learners who achieve this qualification could progress to:

- Level 3 Certificate in Photography
- Level 3 Diploma in Photography
- Level 3 Certificate in Art and Design
- Level 3 Certificate in Creative Craft

It may also be useful to those studying qualifications in the Arts, Media and Publishing sector.

Learners can progress from an Extended Certificate to a 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.

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## Barred units, equivalencies and exemptions

This qualification may contain barred units, equivalencies or exemptions. These will be identified in the summary for each unit.

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## 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.

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## 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.

## 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 <https://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.

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## 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 anticipated 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 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.

## Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification 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 internal quality assured. This may be gained through experience and/or qualifications.

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## Resource requirements

To assist in the delivery of this qualification, centres should provide learners with access to appropriate equipment for digital/film photography to meet the requirements of this specification.

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## Support for learners

### Learner's Evidence Tracking Log (LETL)

The LETL can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You don't have to use the LETL – you can devise your own evidence-tracking document instead.

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## Support for centres

There are a number of support documents available that you might find useful for delivery. These are available to download the NCFE website or can be requested by the customer support team on 0191 239 8000 or email [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk)

Our customer support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification.

## **Qualification Support Packs**

NCFE offers a free Qualification Support Pack (QSP) for this qualification.

QSPs are a free resource that Tutors can use when planning and delivering an NCFE qualification. Within a QSP, Tutors will find a Scheme of Work, PowerPoint presentations and a wide range of tasks and worksheets to help learners consolidate their knowledge.

QSPs are not intended to provide full coverage of learning outcomes, but the content is mapped to the qualification to ensure it is relevant and useful.

The QSP for this qualification can be downloaded from the NCFE website.

NCFE has also developed an Enhanced Delivery Pack for this qualification, which provides Tutors with additional support materials to aid the delivery of this qualification. This paid-for resource is available to purchase via the NCFE website.

## **Customer Support Guide**

This explains everything you need to know, from how to apply to become an NCFE-approved centre to registering your learners and claiming their certificates, and everything in between. Centres must seek approval to offer a qualification. Only learners from approved centres can be certificated.

## **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 the NCFE website.

## **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 the NCFE website.

## **Training and support**

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

## **Learning resources**

The resources and materials used in the delivery of this qualification 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.

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

### **Links to National Skills Standards**

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

This qualification can be used to develop learners':

- English skills
- Information and Communication Technology skills

Section 4 (page 59) shows how the units of this qualification relate to the skills above.

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 framework describes the qualities and skills needed for success in learning and life. The PLTS framework was developed over a number of years in consultation with employers, parents, schools, students and the wider public. For more detailed mapping please see Section 4 (page 59).

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# Section 2

## Assessment and moderation

# Assessment and moderation

## How the qualification is assessed

Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

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

The Level 2 Certificate in Photography is internally assessed.

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## Internal assessment

Each candidate must create a portfolio of evidence which demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit. On completion of each unit candidates must declare that the work produced is their own. The Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 3 (page 16).

The main pieces of evidence for the portfolio could include (in no particular order):

- Assessor observation – completed observational checklists and related action plans
- witness testimony
- candidate's proof of work
- worksheets
- assignments/projects/reports
- record of professional discussion
- record of oral and written questioning
- candidate and peer reports
- Recognition of Prior Learning (RPL).

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification. Acceptable methods of assessment could be drawn from the list above.

Assessors must be satisfied that candidates have achieved all learning outcomes and assessment criteria related to the unit being assessed, prior to deciding if candidates have been successful. Assessors are also responsible for supporting candidates through the assessment process.

For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team on 0191 239 8000.

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## Moderation

Moderation is the process by which we confirm that assessment decisions in centres are:

- made by competent and qualified Assessors
- the product of sound and fair assessment practice
- recorded accurately and appropriately.

We do this through:

- internal moderation – which you carry out
- external moderation – which we carry out through our External Moderators who, by supporting you, will make sure that assessments meet nationally agreed standards and that your quality assurance systems continue to meet our centre approval criteria.

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

If you'd like to know more about the responsibilities of Assessors and Internal and External Moderators please refer to our Customer Support Guide.

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# Section 3

## Structure and content



## Structure and content

This section provides details of the structure and content of this qualification.

The unit summary provides an overview of each unit including:

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

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

- unit title and number
- learning outcomes (the learner will) and assessment criteria (the learner can)
- guidance for developing assessment (an explanation of technical terms and the depth and breadth of coverage of the unit)
- assessment guidance (types of evidence for internal assessment)

The regulated unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and moderation easier, we've used a sequential numbering system in this document for each unit.

For further information or guidance about this qualification please contact our Research and Product Development team on 0191 239 8000.

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## Unit summaries

### Unit 01 Explore photographic equipment, techniques, materials and resources (F/506/0069)

This unit covers how to use a digital or film camera in a variety of different situations. Learners will be able to identify and correctly access the camera menus and settings in order to set relevant camera functions such as shutter speeds, aperture, white balance and focus.

Using a range of equipment, learners will produce a series of photographs exploring different photographic techniques. These will include the visual effects produced by the use of different lenses and shutter speeds. Following the capture of images, they will use image processing software to produce and evaluate a series of test images. They will also learn the basics of safe working practices.

This knowledge and understanding will form the basic underpinning technical and visual photographic practice throughout the qualification.

Guided learning hours: 30

Credit value: 4

Level: 2

This unit is a **core unit**

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### Unit 02 Develop and adapt photographic ideas (T/506/0070)

In order to develop their own photographic ideas, learners will research the work of other photographers. They will be able to describe the methods and visual language used by the chosen photographers, and use these as a foundation for their own photographic projects.

This initial study will be submitted for review and revision if necessary. Learners will identify resources needed and evaluate any health and safety requirements which may arise. They will produce a visual account reflecting the progression of the work and produce a series of exploratory images. During the project and after its completion, learners will assess their work and apply any changes in response to feedback.

Guided learning hours: 30

Credit value: 4

Level: 2

This unit is a **core unit**

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## Unit summaries (cont'd)

### Unit 03 Introduction to the photo imaging industry (A/506/0071)

This unit will provide learners with knowledge and understanding of the different roles and employment opportunities available within the photo imaging industry. They will be able to describe the market for photographic images and have a basic understanding of associated legislation relevant to photographic practice. This will include copyright, intellectual property and photographers' rights.

Guided learning hours: 30

Credit value: 4

Level: 2

This unit is a **core unit**

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### Unit 04 Darkroom processing and printing (F/506/0072)

For learners using film, this unit will give the necessary skills to correctly process film and prints. Learners will understand the basic chemistry of wet darkroom processing and will be able to describe the procedures to follow in order to produce high quality negatives and prints within a safe working environment. As part of the processing method, learners will be able to describe the problems that may occur and understand the importance and use of time and temperature variations at the development stage. In the printing stage they will be able to describe and use different types of printing processes and evaluate the quality of the final prints.

Guided learning hours: 60

Credit value: 8

Level: 2

This unit is **optional**

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## Unit summaries (cont'd)

### Unit 05 Studio photography (J/506/0073)

In this unit learners will research the work of influential studio photographers, historical and contemporary. Learners will be able to outline how the methods and visual language used by the chosen photographers could be used to influence their own photographic projects. They will be able to prepare, set up and manage a studio-based photographic shoot. This will include an appreciation of different types of studio lighting and how these can be used to modify the visual outcomes. They will produce a series of images taken in the studio and present them for evaluation and review.

Guided learning hours: 60

Credit value: 8

Level: 2

This unit is **optional**

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### Unit 06 Location photography (L/506/0074)

Learners will be able to describe different applications of location photography. This includes any photographic work carried out away from a studio and could include landscape, fashion or photojournalism. Learners will understand the need to manage health and safety, and understand possible legal and ethical issues that may be encountered. They will plan, set up and carry out a location-based shoot. The images produced during this shoot will be presented for evaluation and review.

Guided learning hours: 60

Credit value: 8

Level: 2

This unit is **optional**

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## Unit summaries (cont'd)

### Unit 07 Commercial photography (R/506/0075)

In this unit learners will research the historical evolution and influences of commercial photography and be able to apply them to current practice. Learners will understand the requirement to use photographic ideas and themes to realise a client brief. They will prepare and manage a commercial photography shoot and set up required equipment to operate in a safe working environment. The candidates will produce a series of photographic outcomes which they will present to the client for review and feedback. Following client feedback they will evaluate the images and identify strengths and weaknesses in the final product.

Guided learning hours: 60

Credit value: 8

Level: 2

This unit is **optional**

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### Unit 08 Documentary photography (Y/506/0076)

Learners will research the work of historical and contemporary documentary photographers and identify themes and influences that could be applied to their own work. The learners will select events suitable for a documentary shoot and they will present ideas for review. They will then prepare a managed documentary shoot within a safe working environment. Following the shoot they will present a panel of photographs which reflect their own individual approach to the subject. The documentary outcomes produced will be reviewed, evaluated and edited in order to produce a panel of images which accurately depict the chosen event or story.

Guided learning hours: 60

Credit value: 8

Level: 2

This unit is **optional**

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## Unit summaries (cont'd)

### **Unit 09 Experimental and alternative process photography (D/506/0077)**

In this unit learners will research the history and evolution of alternative process photography and describe how this may be applied to their own work. They will understand the strengths, limitations and health and safety implications of alternative photographic processes. They will safely set up any required equipment and produce a selection of images using different alternative photographic process techniques. They will evaluate the outcomes and present these for review and feedback.

Guided learning hours: 60

Credit value: 8

Level: 2

This unit is **optional**

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### **Unit 10 Presenting a portfolio of photographic images (H/506/0078)**

In this unit learners will gain the skills necessary to prepare and present final images in order to show these images to their best advantage. They will be able to correctly and safely mount photographic prints and prepare digital files for visual presentation. Learners will be able to compare the merits or otherwise of different presentation methods and present a panel of final images for review and feedback.

Guided learning hours: 60

Credit value: 8

Level: 2

This unit is **optional**

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**Unit 01 Explore photographic equipment, techniques, materials and resources (F/506/0069)**

The learner will:

- 1 Know how to use photographic equipment, techniques, materials and resources

The learner can:

- 1.1 Use digital or film camera including the functions of the controls, menus, settings and adjustments to suit different situations and requirements
  - 1.2 Use a range of equipment, materials, resources and techniques
  - 1.3 Produce a series of test shots and images for a selected area of photography
  - 1.4 Follow health and safety procedures
-

**Unit 01 Explore photographic equipment, techniques, materials and resources (F/506/0069) (cont'd)****Range**

- 1.1 **Menu:** digital cameras have many functions accessed through on-screen menus from which settings can be altered
  - 1.1 **Settings:** Aperture, shutter speeds, ISO depth of field, film speed, white balance
  - 1.1 **Image storage:** memory cards, computer, external hard drive
  - 1.1 **ISO:** effective sensitivity of the digital sensor
  - 1.2 **Equipment:** lenses, filters, tripod, cable release, macro adapters
  - 1.3 **Area of photography:** action and movement, buildings, close-up, landscape, portrait, nature, documentary, still life, studio
  - 1.4 **Health and safety:** hazard, risk, responsibilities, Display Screen Regulations, Health and Safety at Work Act
-



## **Unit 01 Explore photographic equipment, techniques, materials and resources (F/506/0069) (cont'd)**

### **Assessment guidance**

The preferred method of presentation for final work is high quality mounted prints with a nominal print size no less than 20 x 15cm (8 x 6 inches). The candidates should produce no less than 6 prints to illustrate their chosen subject. Centres may wish to present work digitally. Images for projection should be 1400 pixels x 1050 pixels (long side) and in the sRGB colour space. Any projectors used should be calibrated in conjunction with the computer to be used. Images presented digitally on a computer screen should be at the same size and quality for printing. The recommended printing resolution is 300 dpi and the image size should be 2400 pixels x 1800 pixels. The monitor used should be correctly calibrated.

Written material produced as a result of research, gallery visits etc should be approximately 1000 words. All sources should be identified as should the bibliography and lists of any visits.

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**Types of evidence:** workbook/journal and annotated notes, written comments justifying choices, screenshots, a series of exploratory images.

**Assessment criteria:** 1.1–1.4

**Additional information:** the portfolio should show how practical technical skills have been developed to form a foundation underpinning subsequent photographic projects.

The candidate should produce a workbook/journal containing evidence showing how each learning outcome has been met. For this unit the aim should be to show that the candidate has confidence and familiarity with the equipment being used in order to be able to develop the visual skills which will be required in subsequent units.

The visual evidence should clearly show that the candidate can produce images showing the effects of fast and slow shutter speeds, small and large depth of field. Digital images should show an understanding of the effects on image quality of high ISO settings.

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## **Unit 01 Explore photographic equipment, techniques, materials and resources (F/506/0069) (cont'd)**

### **Assessment guidance (cont'd)**

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

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.

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

- full exploration of the functions of a range of camera settings
- visual awareness of the effects of the use of different lenses
- an understanding of the elements of visual language and composition
- the use of a range of accessories
- constructive evaluation of the produced images showing appreciations of the connections between intentions and outcomes
- a basic understanding and introduction to health and safety practices. These could also be used as part of the evidence for subsequent units.

Evidence for health and safety could include a generic statement as to who is responsible for health and safety and how to report any hazards. A basic risk assessment could be produced for any areas in which candidates may be working either in the studio or on location. There should be awareness of relevant legislation and also awareness of the need to take regular breaks when working with visual display units.

The work at this level will primarily be tutor-led but the candidates should be able to show some independent work produced with support and supervision as necessary. As they progress through the course they should be able to demonstrate an increasing level of creativity. They should also appreciate the need to set and work to targets and deadlines.

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## **Unit 01 Explore photographic equipment, techniques, materials and resources (F/506/0069) (cont'd)**

### **Assessment guidance (cont'd)**

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

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## **Unit 02 Develop and adapt photographic ideas (T/506/0070)**

The learner will:

- 1 Understand how photographic ideas are developed

The learner can:

- 1.1 Research photographers' images
  - 1.2 Describe the photographers' methods and use of visual language
- 

The learner will:

- 2 Be able to develop photographic ideas

The learner can:

- 2.1 Develop ideas using a range of sources
  - 2.2 Produce exploratory images
  - 2.3 Adapt ideas in response to feedback
  - 2.4 Assess own work and reflect on the use of visual language
-

**Unit 02 Develop and adapt photographic ideas (T/506/0070)**  
(cont'd)**Range**

- 1.1 **Research:** using primary and secondary sources to explore and understand how photographers have responded to different themes, topics and situations
  - 1.2 **Methods:** techniques, equipment, timing
  - 2.1 **Sources:** locations, situations, exhibitions, own drawings or sketches
  - 2.4 **Assess own work:** sketchbook, journal, annotation to show how the learner is producing individual ideas, understanding what works and what doesn't work, understanding the relationship between intentions and outcomes
  - 2.4 **Visual language:** composition, rule of thirds, leading lines, colour, texture, pattern, viewpoint, framing, perspective, S curves, depth of field, motion blur, actuality, contemporary
-

## Unit 02 Develop and adapt photographic ideas (T/506/0070) (cont'd)

### Assessment guidance

**Types of evidence:** workbook/journal and annotated notes, written comments justifying choices, screenshots, a series of exploratory images.

**Assessment criteria:** 1.1, 1.2, 2.1–2.4

**Additional information:** candidates should produce a workbook/journal containing evidence showing the developmental and exploratory work leading to the production of their images. This should include reference to any technical, computer or image manipulation processes used in post-production.

The candidate should produce an illustrated essay of approximately 1000 words showing research carried out into the work of selected photographers. This should refer to visual language and evaluation of the photographer's work. The candidate should be able to show a clear connection between this work and their own ideas.

If film is being used there should be evidence of understanding the processes involved in the production of silver-based prints; developing and processing of film and producing contact sheets and a test print, silver-based image manipulation including burning and dodging and choice of paper grades and types: hard, soft, multigrade, gloss, matt and pearl.

With digital cameras the following areas should be evidenced: downloading, resizing, resolution, image manipulation, brightness contrast, colour cast correction, sharpening and the preparation of images for output, whether this is for projection, printing or inclusion into electronic presentation software such as PowerPoint. With printing there should be evidence describing the different types of printer paper and the reasons for the selected choice.

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

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## Unit 03 Introduction to the photo imaging industry (A/506/0071)

The learner will:

- 1 Understand the structure of the photo imaging industry

The learner can:

- 1.1 Describe the occupational areas within the photo imaging industry
  - 1.2 Explain the roles of the key participants in the photo imaging industry
  - 1.3 State the employment types within the photo imaging industry
  - 1.4 Describe the market for photo images
-

The learner will:

2 Understand legislation which affects working in the photo imaging industry

The learner can:

- 2.1 List the main legislation relating to:
- intellectual property
  - copyright
  - rights and permissions
  - photographers' rights
- 2.2 List the main civil law legislation that affects working in photo imaging
- 2.3 State how intellectual property law and patents apply to work
- 2.4 State when images can be used without permission
- 2.5 Outline copyright protection
- 2.6 List the procedures for assigning copyright
-

**Unit 03 Introduction to the photo imaging industry (A/506/0071)**  
**(cont'd)****Range**

- 1.1 **Occupational areas:** photography, corporate, commercial, fine art, industrial, forensic, scientific, medical, travel, general practice, picture libraries, press, manufacturers, servicing and repair, retail, marketing
- 1.2 **Key participants:** digital artist, processing technician, photographic assistant, photographers, set builders, studio managers, stylists, clients, technical support staff, art directors
- 1.3 **Employment types:** freelance, full-time, part-time, seasonal, contract
- 1.4 **Market:** commercial, social, portrait, wedding, advertising, press, editorial, photo agencies, agents, fine art
- 2.1 **Legislation:** Employers' Liability (Compulsory) Insurance Act; Children and Young Persons Act; Obscene Publications Act; Race Relations Act; Sexual Discrimination Act; Employment Rights Act; Disability Discrimination Act; Employment Act, Working Time Directive; Health and Safety Act; Health and Safety (Display Screen Equipment) Regulations
- 2.1 **Permissions:** model release, copyright, photographers' rights, trademarks, design rights, privacy, trespass, press freedom, photography of minors, Creative Commons, Royalty-Free licence
- 2.5 **Copyright:** registering copyright, marking or otherwise identifying the work, exemptions
-

**Unit 03 Introduction to the photo imaging industry (A/506/0071)  
(cont'd)****Assessment guidance**

**Types of evidence:** workbook/journal and annotated notes, written description of different legislative types and their application.

**Assessment criteria:** 1.1–1.4, 2.1–2.6

**Additional information:** candidates will be given an introduction to the various legal considerations when working both within the industry and capturing images as a photographer. The candidate will also be able to identify the main methods of copyrighting images and when these images could be used with or without permission.

At this level the candidate should produce a written outline of the different legislations and how these could affect them in employment.

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**Unit 04 Darkroom processing and printing (F/506/0072)**

The learner will:

- 1 Understand how to process black and white film

The learner can:

- 1.1 Describe methods of processing black and white film
  - 1.2 Identify the importance of timing and temperature in the film processing sequence
  - 1.3 Identify problems that can occur when loading and processing film
- 

The learner will:

- 2 Be able to process black and white film

The learner can:

- 2.1 Process black and white film using the correct procedures
  - 2.2 Prepare film after processing for later printing
  - 2.3 Follow health and safety procedures related to film processing
  - 2.4 Review quality of finished processed film
- 

The learner will:

- 3 Be able to print from black and white film

The learner can:

- 3.1 Identify problems that can occur when printing photographs
  - 3.2 Select tools and methods to adjust images
  - 3.3 Use processing and drying procedures to produce images
  - 3.4 Follow health and safety procedures during print production
  - 3.5 Review quality of finished images
-

**Unit 04 Darkroom processing and printing (F/506/0072) (cont'd)****Range**

- 1.1 **Methods:** dish, tank, agitation, fixing, washing
  - 1.2 **Time and temperature:** standard temperature and time, the effects of variation of either of these factors, grain, contrast, density
  - 1.3 **Problems:** fogging, dirt, scratches, drying marks, emulsion damage, uneven processing
  - 2.4 **Quality:** correct density, contrast, cleanliness
  - 3.1 **Printing:** cropping, exposure, development, test strips, paper grade, multigrade, fixing, washing, drying, glazing
  - 3.3 **Procedures:** wet darkroom, scan and digital process
  - 3.4 **Health and safety:** darkroom, electricity, chemicals, contamination, skin and eye protection
-

**Unit 04 Darkroom processing and printing (F/506/0072) (cont'd)****Assessment guidance**

**Types of evidence:** workbook/journal and annotated notes, exploratory images, contact sheets and test prints.

**Assessment criteria:** 1.1–1.3, 2.1–2.4, 3.1–3.5

**Additional information:** candidates should produce a minimum of 6 images of a subject of their choice to show their ability to correctly take, process and print images originated on film. Whilst the emphasis in this unit is on using the darkroom and producing silver prints, negatives could also be scanned and processed digitally if the necessary quality equipment is available. Test prints should be made to show evidence of process and the final prints should be no less than 20 x 15cm (8" x 6"). Any prints produced digitally should be of comparable quality to those produced in the darkroom.

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**Unit 05 Studio photography (J/506/0073)**

The learner will:

- 1 Know about historical and contemporary influences on studio photography

The learner can:

- 1.1 Describe the work of influential studio photographers both historical and contemporary
  - 1.2 Outline photographic intentions, themes and influences that could be applied to own work
- 

The learner will:

- 2 Know how to plan for a studio photographic shoot

The learner can:

- 2.1 Outline the main health and safety, legal and ethical issues when preparing for and managing a studio photographic shoot
  - 2.2 Outline the steps in the preparation and management of a studio photographic shoot
  - 2.3 Describe how the studio environment should be maintained
  - 2.4 Explain the importance of lighting for a studio photographic shoot
- 

The learner will:

- 3 Be able to produce studio photographic outcomes

The learner can:

- 3.1 Select, set up, prepare, handle and dismantle equipment safely
  - 3.2 Produce studio photographic outcomes
  - 3.3 Review image quality in own studio photographic outcomes
-

### **Unit 05 Studio photography (J/506/0073) (cont'd)**

The learner will:

- 4 Be able to present and evaluate own studio photographic outcomes

The learner can:

- 4.1 Present own studio photographic outcomes to audience and obtain feedback
  - 4.2 Review strengths and weaknesses of own studio photographic outcomes
-

**Unit 05 Studio photography (J/506/0073) (cont'd)****Range**

- 1.1 **Photographers:** including but not exclusively: Daguerre; Nadar; Julia Margaret Cameron; Fox Talbot; August Sander; Beaton; Karsh; Richard Avedon; Philippe Halsman; Angus McBean; Irving Penn; John French; Albert Watson; Peter Lindbergh; Platon; Bruce Weber; David Bailey; Norman Parkinson; Mario Testino; Annie Leibovitz; David LaChapelle
- 1.2 **Themes:** formal, informal, groups, pictorialist, minimalist, stylised, male, female, low-key, high-key, product, still life, industrial, macro
- 2.1 **Health and safety:** slips, trips, spillages, manual handling, electricity, working at heights, fire emergencies, access, lights, cables, equipment
- 2.1 **Legal and ethical:** copyright, ownership and assignation, image ownership, model release, photography of minors, obscenity, insurance, confidentiality
- 2.2 **Management:** concepts, ideas, client briefs, facilities, preparation of studio space, provision and checking of equipment and materials
- 2.4 **Lighting:** types of lighting, low-key, high-key, narrow, broad, Hollywood, tungsten, flash, LED, reflectors, snoots, honeycombs, lighting stands
- 3.1 **Equipment:** cameras, camera accessories, storage media, card readers, computers, studio accessories, tripods, background systems, exposure meters
- 3.2 **Produce outcomes:** techniques, camera settings, exposure measurement, histograms, lighting, image quality
- 3.3 **Evaluate/review:** quality, image outcomes and relationship to ideas/brief, feedback
-

**Unit 05 Studio photography (J/506/0073) (cont'd)****Assessment guidance**

**Types of evidence:** workbook/journal and annotated notes, exploratory images, test prints, portfolio of studio images. 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.

**Assessment criteria:** 1.1, 1.2, 2.1–2.4, 3.1–3.3, 4.1, 4.2

**Additional information:** candidates will research the work of photographers working in the studio and produce an illustrated essay of no less than 500 and no more than 1000 words. They will explore the different types of lighting needed for each of the different studio genres. Candidates should produce a minimum of 6 images to show their ability to correctly take, process and present images originated in the studio. Exploratory prints should be made to show evidence of process and the final prints should be no less than 20 x 15cm (8" x 6"). They will present their final images to an audience and obtain feedback. This feedback will enable them to evaluate their images and show what worked and what didn't work.

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**Unit 06 Location photography (L/506/0074)**

The learner will:

- 1 Know about the applications of location photography

The learner can:

- 1.1 Describe different applications of location photography
  - 1.2 Outline photographic intentions, themes and influences that could be applied to own work
- 

The learner will:

- 2 Know how to plan for a location photographic shoot

The learner can:

- 2.1 Outline the main health and safety, legal and ethical issues when preparing for and managing a location photographic shoot
  - 2.2 Outline the steps in the preparation and management of a location photographic shoot
  - 2.3 Describe how the location environment should be maintained
- 

The learner will:

- 3 Be able to produce location photographic outcomes

The learner can:

- 3.1 Select, set up, prepare, handle and dismantle equipment safely
  - 3.2 Produce location photographic outcomes
  - 3.3 Review image qualities in own location photographic outcomes
-



### **Unit 06 Location photography (L/506/0074) (cont'd)**

The learner will:

- 4 Be able to present and evaluate own location photographic outcomes

The learner can:

- 4.1 Present own location photographic outcomes to audience and obtain feedback
  - 4.2 Review strengths and weaknesses of own location photographic outcomes
-

**Unit 06 Location photography (L/506/0074) (cont'd)****Range**

- 1.1 **Applications:** interior, exterior, architectural, record, urban, landscape, street photography
  - 1.2 **Themes:** research the work of historical and contemporary photographers working in different location photography genres
  - 2.1 **Health and safety:** hazard, risk, location, environment, PPE, equipment, personnel, using equipment in public
  - 2.2 **Preparation:** equipment protection, lighting, permissions, authorities (local, national), owner, access
  - 3.1 **Equipment:** cameras, camera accessories, storage media, cable release, computers, tripods, exposure meters
  - 3.2 **Produce outcomes:** techniques, camera settings, exposure measurement, histograms, lighting, image quality
  - 3.3 **Evaluate/review:** quality, image outcomes and relationship to ideas/briefs
-

**Unit 06 Location photography (L/506/0074) (cont'd)****Assessment guidance**

**Types of evidence:** workbook/journal and annotated notes; exploratory images; test prints; portfolio of location images. 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.

**Assessment criteria:** 1.1, 1.2, 2.1–2.3, 3.1–3.3, 4.1, 4.2

**Additional information:** this is an optional unit which will give candidates the skills necessary to plan and carry out location photography. They will research the work of photographers working in the field of location photography and produce an illustrated essay of no less than 500 and no more than 1000 words. Choosing one or more genres of location photography they will explore the different techniques needed to produce a minimum of 6 final images showing interpretation and creativity in the chosen subject(s). They will understand the health and safety requirements when working away from the studio and be able to evaluate the hazards and risks involved. Exploratory prints should be made to show evidence of process and the final prints should be no less than 20 x 15cm (8" x 6"). They will present their final images to an audience and obtain feedback. This feedback will enable them to evaluate their images and show what worked and what didn't work.

---

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**Unit 07 Commercial photography (R/506/0075)**

The learner will:

- 1 Know about historical and contemporary commercial photography

The learner can:

- 1.1 Describe the different applications of commercial photography
  - 1.2 Outline photographic intentions, themes and influences that could be applied to meet a client brief
- 

The learner will:

- 2 Know how to plan for a commercial photographic shoot

The learner can:

- 2.1 Outline the main health and safety, legal and ethical issues when preparing for and managing a commercial photographic shoot
  - 2.2 Outline the steps in the preparation and management of a commercial photographic shoot
  - 2.3 Describe how the working environment should be maintained
- 

The learner will:

- 3 Be able to produce commercial photographic outcomes

The learner can:

- 3.1 Select, set up, prepare, handle and dismantle equipment safely
  - 3.2 Produce commercial photographic outcomes to meet a client brief
  - 3.3 Review image quality in own commercial photographic outcomes
-

### **Unit 07 Commercial photography (R/506/0075) (cont'd)**

The learner will:

- 4 Be able to present and evaluate own commercial photographic outcomes

The learner can:

- 4.1 Present own commercial photographic outcomes to the client and obtain feedback
  - 4.2 Review strengths and weaknesses of own commercial photographic outcomes in meeting the client brief
-

**Unit 07 Commercial photography (R/506/0075) (cont'd)****Range**

- 1.1 **Applications:** interior, exterior, architectural, product, fashion, wedding, portrait, still life, advertising
  - 1.2 **Themes:** research the work of historical and contemporary photographers working in commercial photography and show how these could be applied to own work. Discuss ideas in response to a client brief.
  - 2.1 **Health and safety:** hazard, risk, location, studio environment, working-at-height equipment, personnel, using equipment in public
  - 2.1 **Legal and ethical:** freedom to photograph, privacy, copyright, ownership and assignation, image ownership, model release, photography of minors, use of picture libraries, obscenity, insurance, confidentiality, trespass
  - 2.2 **Preparation:** equipment protection, lighting, permissions, studio, set building
  - 3.1 **Equipment:** cameras, camera accessories, storage media, cable release, computers, tripods, exposure meters
  - 3.2 **Produce outcomes:** interpretation of brief, techniques, camera settings, exposure measurement, histograms, lighting, image quality
  - 3.3 **Evaluate/review:** quality, image outcomes and relationship to ideas/briefs
-

**Unit 07 Commercial photography (R/506/0075) (cont'd)****Assessment guidance**

**Types of evidence:** workbook/journal and annotated notes, exploratory images, test prints, portfolio of location images. 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.

**Assessment criteria:** 1.1, 1.2, 2.1–2.3, 3.1–3.3, 4.1, 4.2

**Additional information:** candidates will research the work of commercial photographers, both historical and contemporary, and produce an illustrated essay of no less than 500 and no more than 1000 words.

Choosing one or more genres of commercial photography, candidates will explore the different techniques needed in order to respond to a client brief. They will produce a minimum of 6 final images showing interpretation and creativity to the brief. They will understand the health and safety requirements involved with commercial photography and be able to evaluate the hazards and risks involved. Exploratory prints should be made to show evidence of process and the final prints should be no less than 20 x 15cm (8" x 6"). They will present their final images to the client and obtain feedback. This feedback will enable them to evaluate their images and show what worked and what didn't work.

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**Unit 08 Documentary photography (Y/506/0076)**

The learner will:

- 1 Know about historical and contemporary documentary photography

The learner can:

- 1.1 Describe the work of influential historical and contemporary photojournalists
  - 1.2 Outline photographic intentions, themes and influences that could be applied to own work
- 

The learner will:

- 2 Know how to plan for a photographic shoot

The learner can:

- 2.1 Outline the main health and safety, legal and ethical issues when preparing for and managing a photographic shoot
  - 2.2 Describe how working environment should be maintained
  - 2.3 Outline the steps in the preparation and management of a planned photographic shoot
- 

The learner will:

- 3 Be able to produce documentary photographic outcomes

The learner can:

- 3.1 Select, set up, prepare, handle and dismantle equipment safely
  - 3.2 Produce documentary photographic outcomes
  - 3.3 Review image quality in own documentary photographic outcomes
-



### **Unit 08 Documentary photography (Y/506/0076) (cont'd)**

The learner will:

- 4 Be able to present and evaluate own documentary photographic outcomes

The learner can:

- 4.1 Present own documentary photographic outcomes to audience and obtain feedback
  - 4.2 Review strengths and weaknesses of own documentary photographic outcomes
-

**Unit 08 Documentary photography (Y/506/0076) (cont'd)****Range**

- 1.1 **Photographers:** including but not limited to: Henri Le Secq; Mathew Brady; Timothy H O'Sullivan; Jacob Riis; P.H. Emerson; Eugène Atget; Brassai; Lewis Hine; Walker Evans; Dorothea Lange; Robert Frank; Diane Arbus; Alfred Eisenstaedt; Robert Capa; George Rodger; Henri Cartier-Bresson; Don McCuillin; Robert Doisneau; Donovan Wylie; Martin Parr; Garry Winogrand; Joel Meyerowitz; Inge Morath; W. Eugene Smith
-

**Unit 08 Documentary photography (Y/506/0076) (cont'd)****Assessment guidance**

**Types of evidence:** workbook/journal and annotated notes; exploratory images; test prints; portfolio of location images. 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.

**Assessment criteria:** 1.1, 1.2, 2.1–2.3, 3.1–3.3, 4.1, 4.2

**Additional information:** candidates will research the work of documentary photographers, both historical and contemporary, and produce an illustrated essay of no less than 500 and no more than 1000 words. They will be able to describe how the work of the chosen photographers will relate to their own work.

Choosing a minimum of 2 themes for a documentary photography essay they will explore the different techniques needed in order to respond to the chosen themes. They will produce a panel with a minimum of 8 final images showing interpretation and creativity to the theme. They will understand the health and safety requirements involved with documentary photography and will be able to evaluate the hazards and risks involved. Exploratory prints should be made to show evidence of process and the final prints should be no less than 20 x 15cm (8" x 6"). They will present their final images to an audience and obtain feedback. This feedback will enable them to evaluate their images and show what worked and what didn't work.

---

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**Unit 09 Experimental and alternative process photography  
(D/506/0077)**

The learner will:

- 1 Know about historical and contemporary experimental and alternative process photography

The learner can:

- 1.1 Describe examples of historical and contemporary experimental and alternative process photographs
  - 1.2 Outline photographic intentions, themes and influences that could be applied to own work
- 

The learner will:

- 2 Know how to plan for an experimental photographic shoot

The learner can:

- 2.1 Outline the main health and safety, legal and ethical issues when preparing for and managing an experimental photographic shoot
  - 2.2 Outline the steps in the preparation and management of an experimental photographic shoot
  - 2.3 Describe how the working environment should be maintained
- 

The learner will:

- 3 Be able to produce experimental photographic outcomes

The learner can:

- 3.1 Select, set up, prepare, handle and dismantle equipment safely
  - 3.2 Produce experimental photographic outcomes
  - 3.3 Experiment with different techniques for post-camera image manipulation
  - 3.4 Review image quality in own experimental photographic outcomes
- 

The learner will:

- 4 Be able to evaluate own experimental photographic outcomes

The learner can:

- 4.1 Present own experimental images to audience and obtain feedback
  - 4.2 Review strengths and weaknesses of own experimental photographic outcomes
-

**Unit 09 Experimental and alternative process photography  
(D/506/0077) (cont'd)****Range**

- 1.1 **Experimental:** long exposure, pinhole, cross processing, high speed, motion blur, infra-red, night photography, intentional camera movement, smoke art, HDR, Instagram, solarisation
  - 1.1 **Alternative process:** albumen prints, bromoil, anthotypes, calotypes, cyanotypes, salt printing, gum bichromate
  - 2.1 **Health and safety:** hazard, risk, chemicals, location, environment
  - 2.1 **Legal and ethical:** freedom to photograph, privacy, photography of minors, obscenity, confidentiality, trespass, photographers' rights, permissions
  - 2.3 **Preparation:** equipment protection, permissions, darkroom, studio set up, lighting
  - 3.1 **Equipment:** cameras, camera accessories, lenses, storage media, exposure meters, backgrounds, lighting
  - 3.2 **Produce outcomes:** interpretation of experimental ideas, brief, techniques, camera settings, exposure measurement, histograms, lighting, image quality
  - 3.3 **Image manipulation:** negative, solarisation, tonal changes, colour inversion, filters, edges, distortion
  - 3.4 **Evaluate/review:** quality, image outcomes and relationship to ideas/briefs
-

## **Unit 09 Experimental and alternative process photography (D/506/0077) (cont'd)**

### **Assessment guidance**

**Types of evidence:** workbook/journal and annotated notes; exploratory images; test prints; portfolio of location images. 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.

**Assessment criteria:** 1.1, 1.2, 2.1–2.3, 3.1–3.3, 4.1, 4.2

**Additional information:** candidates will research the history of experimental and alternative process photography and produce an illustrated essay of no less than 500 and no more than 1000 words.

Candidates will be able to describe how their research will relate to their own work. Choosing a minimum of 2 alternative processes, they will produce a panel with a minimum of 6 final images showing creative use of experimental and alternative photography. They will understand the health and safety requirements involved with experimental and alternative process photography and be able to evaluate the hazards and risks involved. Exploratory prints should be made to show evidence of process and the final prints should be no less than 20 x 15cm (8" x 6"). They will present their final images to an audience and obtain feedback. This feedback will enable them to evaluate their images and show what worked and what didn't work.

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**Unit 10 Presenting a portfolio of photographic images  
(H/506/0078)**

The learner will:

- 1 Be able to present images for viewing

The learner can:

- 1.1 Describe methods of producing final images
  - 1.2 Describe the purpose and use of image presentation skills
  - 1.3 Outline the hazards and risks when using materials and equipment
  - 1.4 Produce final images
  - 1.5 Use materials and equipment to present images for viewing
  - 1.6 Compare the visual impact of different materials and presentation methods
- 

The learner will:

- 2 Know how to evaluate photographic images

The learner can:

- 2.1 Present own images and obtain feedback
  - 2.2 Evaluate photographic images and presentation
-

**Unit 10 Presenting a portfolio of photographic images  
(H/506/0078) (cont'd)****Range**

- 1.1 **Methods/materials:** photographic prints, digital projections, photobooks, mattes, frames, canvas mounting, digital picture frame, portfolio, audio-visual, digital presentation, dry mounting
- 1.2 **Purpose:** personal portfolio, publicity, presentation of commissioned work, employment
- 1.3 **Hazards and risks:** handling, electrical faults, location, environment, faulty equipment, cutting tools
- 1.6 **Visual impact:** surround, brightness, contrast, colour balance, ambient lighting, audio-visual
- 2.2 **Evaluate/review:** quality, image outcomes, presentation impact
-



## **Unit 10 Presenting a portfolio of photographic images (H/506/0078) (cont'd)**

### **Assessment guidance**

**Types of evidence:** workbook/journal and annotated notes; presentation of final images. 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.

**Assessment criteria:** 1.1–1.6, 2.1, 2.2

**Additional information:** candidates will be able to understand the hazards and risks involved in mounting their prints and using digital equipment to process the images suitably for presentation. Choosing a minimum of 3 presentation methods they will present the images to an audience and obtain feedback. This feedback will enable them to evaluate their presentation methods and show what worked and what didn't work.

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# Section 4

## Links to National Skills Standards

## Links to National Skills Standards

We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.

We've also highlighted which of the Personal Learning and Thinking Skills (PLTS) link into the units of this qualification.

The mapping is only at the level of the unit.

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### English

All units

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### Mathematics

There are no specific opportunities to develop this skill

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### ICT

All units

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### PLTS Independent Enquirers

All units

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### PLTS Creative Thinkers

All units

---

### PLTS Reflective Learners

All units

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**PLTS Team Workers**

There are no specific opportunities to develop this skill

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**PLST Self-managers**

There are no specific opportunities to develop this skill

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**PLTS Effective Participators**

There are no specific opportunities to develop this skill

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For further information please contact a member of the Research and Product Development team.

# Section 5

## Links to National Occupational Standards

## Links to National Occupational Standards

We've mapped this qualification against National Occupational Standards (NOS) in Photo Imaging. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.

| NCFE unit number/title                                                      | NOS unit number/title                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Unit 01 Explore photographic equipment, techniques, materials and resources | PI 07 Evaluate and select technology and/or equipment<br>PI 15 Undertake editing and selection of images<br>HSS 1 Make sure your own actions reduce risks to health and safety                                                       |
| Unit 02 Develop and adapt photographic ideas                                | PI 04 Originate and develop a visual idea for photo imagery<br>PI 06 Plan and capture photo imaging assignments<br>PI 07 Evaluate and select technology and/or equipment<br>PI 15 Undertake editing and selection of images          |
| Unit 03 Introduction to the photo imaging industry                          | PI 01 Understand the photo imaging sector in the UK and its opportunities<br>PI 02 Understand your photo imaging practice, business or organisation and its market<br>PI 03 Apply copyright and other laws relating to photo imaging |
| Unit 04 Darkroom processing and printing                                    | PI 26 Process exposed films<br>PI 27 Print photographic images by hand<br>HSS 1 Make sure your own actions reduce risks to health and safety                                                                                         |
| NCFE unit number/title                                                      | NOS unit number/title                                                                                                                                                                                                                |

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Unit 05 Studio photography   | <p>PI 03 Apply copyright and other laws relating to photo imaging</p> <p>PI 04 Originate and develop a visual idea for photo imagery</p> <p>PI 06 Plan and capture photo imaging assignments</p> <p>PI 07 Evaluate and select technology and/or equipment</p> <p>PI 09 Undertake photo imaging assignments</p> <p>PI 15 Undertake editing and selection of images</p> <p>PI 24 Maintain the imaging system</p> <p>HSS 1 Make sure your own actions reduce risks to health and safety</p> |
| Unit 06 Location photography | <p>PI 03 Apply copyright and other laws relating to photo imaging</p> <p>PI 04 Originate and develop a visual idea for photo imagery</p> <p>PI 06 Plan and capture photo imaging assignments</p> <p>PI 07 Evaluate and select technology and/or equipment</p> <p>PI 09 Undertake photo imaging assignments</p> <p>PI 15 Undertake editing and selection of images</p> <p>PI 24 Maintain the imaging system</p> <p>HSS 1 Make sure your own actions reduce risks to health and safety</p> |

| <b>NCFE unit number/title</b>                         | <b>NOS unit number/title</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Unit 07 Commercial photography                        | PI 03 Apply copyright and other laws relating to photo imaging<br>PI 04 Originate and develop a visual idea for photo imagery<br>PI 05 Agree the photo imaging brief<br>PI 06 Plan and capture photo imaging assignments<br>PI 07 Evaluate and select technology and/or equipment<br>PI 09 Undertake photo imaging assignments<br>PI 15 Undertake editing and selection of images<br>PI 24 Maintain the imaging system<br>HSS 1 Make sure your own actions reduce risks to health and safety |
| Unit 08 Documentary photography                       | PI 03 Apply copyright and other laws relating to photo imaging<br>PI 04 Originate and develop a visual idea for photo imagery<br>PI 06 Plan and capture photo imaging assignments<br>PI 07 Evaluate and select technology and/or equipment<br>PI 09 Undertake photo imaging assignments<br>PI 15 Undertake editing and selection of images<br>PI 24 Maintain the imaging system<br>HSS 1 Make sure your own actions reduce risks to health and safety                                        |
| Unit 10 Presenting a portfolio of photographic images | PI 15 Undertake editing and selection of images<br>PI 20 Prepare image output<br>HSS 1 Make sure your own actions reduce risks to health and safety                                                                                                                                                                                                                                                                                                                                          |



# Section 6

## Explanation of terms

## Explanation of terms

This table explains how the terms used at Level 2 in the unit content are applied to this qualification (not all verbs are used in this qualification).

|                                               |                                                                                                                                                             |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Apply</b>                                  | Link existing knowledge to new or different situations.                                                                                                     |
| <b>Assess</b>                                 | Consider information in order to make decisions.                                                                                                            |
| <b>Classify</b>                               | Organise according to specific criteria.                                                                                                                    |
| <b>Compare</b>                                | Examine the subjects in detail looking at similarities and differences.                                                                                     |
| <b>Define</b>                                 | State the meaning of a word or phrase.                                                                                                                      |
| <b>Demonstrate</b>                            | Show an understanding of the subject or how to apply skills in a practical situation.                                                                       |
| <b>Describe</b>                               | Write about the subject giving detailed information.                                                                                                        |
| <b>Differentiate</b>                          | Give the differences between two or more things.                                                                                                            |
| <b>Discuss</b>                                | Write an account giving more than one view or opinion.                                                                                                      |
| <b>Distinguish</b>                            | Show or recognise the difference between items/ideas/information.                                                                                           |
| <b>Estimate</b>                               | Give an approximate decision or opinion using previous knowledge.                                                                                           |
| <b>Explain</b>                                | Provide details about the subject with reasons showing how or why. Some responses could include examples.                                                   |
| <b>Give (positive and negative points...)</b> | Provide information showing the advantages and disadvantages of the subject.                                                                                |
| <b>Identify</b>                               | List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).                                |
| <b>Illustrate</b>                             | Give clear information using written examples, pictures or diagrams.                                                                                        |
| <b>List</b>                                   | Make a list of key words, sentences or comments that focus on the subject.                                                                                  |
| <b>Plan</b>                                   | Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format. |
| <b>Perform</b>                                | Do something (take an action/follow an instruction) which the question or task asks or requires.                                                            |
| <b>Provide</b>                                | Give relevant information about a subject.                                                                                                                  |

|                |                                                                                                                                  |
|----------------|----------------------------------------------------------------------------------------------------------------------------------|
| <b>Reflect</b> | Learners should look back on their actions, experiences or learning and think about how this could inform their future practice. |
| <b>Select</b>  | Choose for a specific purpose.                                                                                                   |
| <b>Show</b>    | Supply sufficient evidence to demonstrate knowledge and understanding.                                                           |
| <b>State</b>   | Give the main points clearly in sentences.                                                                                       |
| <b>Use</b>     | Take or apply an item, resource or piece of information as asked in the question or task.                                        |

# Section 7

## 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 our Diversity and Equality policy is available on the NCFE website.

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## 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 the NCFE website.

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