Higher Nationals

Photography for England

Specification

For use with the Higher National Certificate in Photography for England

First teaching from September 2025
First certification from 2026

Higher National Certificate Lvl 4

Undergraduate Level Qualification

Pearson
BTEC

About Pearson

We are the world's leading learning company operating in countries all around the world. We provide content, assessment and digital services to learners, educational institutions, employers, governments and other partners globally. We are committed to helping equip learners with the skills they need to enhance their employability prospects and to succeed in the changing world of work. We believe that wherever learning flourishes so do people.

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1.0   Introduction

BTEC is one of the world's most recognised applied learning brands, engaging students in practical, interpersonal and thinking skills for more than three decades.

BTECs are work-related qualifications for students taking their first steps into employment, or for those already in employment and seeking career development opportunities. BTECs provide progression into the workplace, either directly or via study at university, and are also designed to meet employers' needs. Therefore, Pearson BTEC Higher National qualifications are widely recognised by industry and higher education as the principal career-related qualification at Levels 4 and 5.

When developing our BTEC Higher National qualifications, we work with a wide range of students, employers, higher education providers, colleges and subject experts to make sure the qualifications meet their needs and expectations. We also work closely with professional organisations to make sure the qualifications are in line with recognised professional standards.

The Pearson BTEC Higher National qualifications are designed to reflect the increasing need for high-quality professional and technical education at undergraduate Levels 4 and 5. They provide students with a clear line of sight to employment and to a degree at Level 6 if they choose.

1.1   Qualifications indicated 'for England'

Qualifications that are indicated as 'for England' are designed to align to the requirements of specific occupational standards that meet the Institute for Apprenticeships and Technical Education's (IfATE) current occupation criteria. Meeting the requirements of the occupational standards relates to:

- qualifications that are 'quality marked' as Higher Technical Qualifications (HTQs)

- the knowledge, skills and behaviours for identified occupations associated with the relevant occupational standards.

1.2　The student voice

Students are at the heart of what we do. That is why we consult them from the start when developing our Higher National qualifications. We involve them in writing groups, seek their feedback and take note of their opinions.

This helps us develop the best possible qualifications and learning experience for students worldwide.

1.3　Why choose Pearson BTEC Higher Nationals?

Pearson BTEC Higher National qualifications take a student-centred approach to the curriculum. There is a flexible, unit-based structure that focuses on developing the practical, interpersonal and thinking skills the student will need to succeed in employment and higher education. They represent the latest in professional standards and provide opportunities for students to develop skills and behaviours for work, for example by taking part in a group project or meeting a client brief. A student may be exempted from professional or vendor qualifications and membership of selected professional organisations, in order to help students on their journey to professional recognition or membership.

Pearson BTEC Higher Nationals are intended to keep doors open for future study if a student wishes to take their education further after completing a Higher National programme. They do this by allowing space for students to develop their higher education study skills, such as the ability to research. The study programme is clearly set out in line with the Quality Assurance Agency for Higher Education's Framework for Higher Education qualification standards at Levels 4 and 5. This means that students who want to progress to Levels 5 or 6 study should feel well prepared.

The Pearson BTEC Higher Nationals meet these requirements by providing:

- a range of general and specialist study units, both core and optional, each with a clear purpose, so there is something to suit each student's choice of programme and future progression plans

- up-to-date content, closely in line with the needs of employers, professional bodies and higher education, for a skilled future workforce

- learning outcomes mapped against professional body standards, where appropriate

- support for tutors, including authorised assignment briefs, curriculum planning support and assessment guidance, and

- support for students, including digital learning resources and communities, through HN Global.

1.4   HN Global

Our HN Global website provides a specially designed range of digital resources to give tutors and students the best possible experience during their BTEC Higher Nationals course. More information is available at: https://hnglobal.highernationals.com/.

1.5   Qualification titles

1.5.1 Pearson BTEC Level 4 Higher National Certificate in Photography for England

1.6   Qualification codes

Ofqual Regulated Qualifications Framework (RQF) qualification numbers:

- Pearson BTEC Level 4 Higher National Certificate in Photography **610/4076/9**

1.7   Awarding organisation

Pearson Education Ltd.

1.8   Key features

Pearson BTEC Higher National qualifications in Photography offer the following:

- an exciting and informative study programme that stimulates and challenges students

- a simple and flexible structure that gives students an opportunity to follow specialist routes of interest, gaining the knowledge and skills they need to progress to higher education or employment in their specialist area

- core competencies developed throughout the curriculum, to support lifelong learning skills for personal and professional development

- the opportunity for centres to offer assessments that consider cognitive skills (what students know) along with effective and applied skills (how they behave and what they can do) to support a practical and dynamic approach to learning

- a curriculum designed to encourage thorough and analytical learning, challenge students and develop skills in critical thinking, personal responsibility and decision-making

- a flexible approach to assessment that supports progression to higher education or work and allows for different learning styles

- quality assurance measures that assure professional organisations, universities, businesses, colleges and students of the integrity and value of the qualifications, and

- a programme of learning designed to meet skills gaps in the current workforce and build today's talent to meet tomorrow's needs in an international environment.

1.9   Qualification frameworks

Pearson BTEC Higher National qualifications are recognised higher education qualifications in the UK. They are in line with the Framework for Higher Education Qualifications (FHEQ) in England, Wales and Northern Ireland, and Quality Assurance Agency (QAA) Subject Benchmark Statements, where applicable. These qualifications are part of the Regulated Qualifications Framework (RQF).

1.10 Collaborative development

We are very grateful to the university and further education tutors, employers, professional body representatives and other individuals who have generously shared their time and expertise to help us develop these new qualifications:

- Alexandra Dao Photography

- Anthony Milner

- Barnes Ross Agency

- Bedford College

- Belfast Metropolitan College

- Boston College

- Carlos Dominguez

- Chalk Studios

- Creative Industries Federation (CIF)

- ESAT

- ETIC

- Garth Twa

- Halesowen College

- Jade Kesiha Gordon/JKG Photography

- Jess Rose Photography

- Leicester College

- Lucent Agency

- Monika S Jakubowska

- Nottingham Trent University

- Priestley College

- Raindance Film School

- Tatiana Gorilovsky

- Them Studios

- UK Black Female Photographers Organisation

- University of East London

- University of Sunderland

- Walsall College

- Warren Woodcraft Design

- Wigan & Leigh College

- Women in Jazz Media

- Women in Journalism.

2.0 Programming purpose and objectives

2.1 Purpose

The purpose of these qualifications is to develop students as independent-thinking professionals who can meet the demands of employers and adapt to a constantly changing world. The qualifications aim to widen access to higher education and improve the career prospects of those who take them.

2.2 Objectives

The objectives of these qualifications are:

- to develop the skills, knowledge and understanding that students need to achieve high performance in the photography environment

- to develop students with enquiring minds, who have the abilities and confidence to work across different photography functions and to lead, manage, respond to change, and tackle a range of complex photography situations

- to provide the core skills required for a range of careers in photography

- to offer a balance between employability skills and the knowledge essential for students with entrepreneurial, employment or academic ambitions

- to develop students' understanding of the major impact that new digital technologies have on the photography environment

- to provide insight into photography operations and the opportunities and challenges presented by a global marketplace

- to equip students with knowledge and understanding of culturally diverse organisations, cross-cultural issues, diversity, and values, and to allow flexible study to meet local and specialist needs.

2.2.1 Health and safety in the Pearson BTEC Higher Nationals in Photography

Health and safety in photography is both a regulatory responsibility and a matter of ethical practice. It is important that everyone working in the industry, including those in education and training, is aware of the legislation, regulation and practice of ensuring the safety of those working in photography.

Pearson has taken the approach that health and safety be integrated throughout the qualification where appropriate. This is to ensure that students do not see health and safety matters as being separate or 'standalone' activities. Rather, health and safety should be understood as a standard feature of typical photography practices.

The content within this qualification includes curriculum related to health and safety, regulations and statutory requirements. Where such topics are included in the Essential Content it is a requirement that they are taught in sufficient depth to ensure that students understand the importance of the topic. Where there are assessment criteria that call specifically for students to evidence aspects of health and safety, risk assessment, legislation or regulation, it is required that this be designed in the assessment.

2.3 Aims of the Level 4 Higher National Certificate in Photography

The Level 4 units lay the foundations of learning by providing a broad introduction to photography. This develops and strengthens core skills while preparing students for specialist subjects at Level 5 or to enter employment with the qualities necessary for job roles that require some personal responsibility.

Students will gain a wide range of photography knowledge linked to practical skills gained through research, independent study, directed study and workplace scenarios. Students are involved in vocational activities that help them to develop vocational behaviours (the attitudes and approaches required for competence) and transferable skills. Transferable skills are those such as communication, team work, research and analysis, which are highly valued in higher education and in the workplace.

By the end of Level 4, students will have sound knowledge of the basic concepts of photography. They will be competent in a range of subject-specific skills as well as in general skills and qualities relevant to key areas of photography.

2.4 Developing students' employability skills and academic study skills

Employability skills (sometimes referred to as transferable skills) are vital to increase students' career prospects and contribute to their personal development. Our BTEC Higher National in Photography supports students in developing the key skills, qualities and strengths that employers are looking for.

We divide employability skills into five main categories.

Problem-solving skills

These include:

- critical thinking
- using expert and creative solutions to solve non-routine problems
- using systems and digital technology, and
- generating and communicating ideas creatively.

Independent skills

These include:

- self-management
- adaptability and resilience
- self-monitoring and self-development
- self-analysis, and
- reflection, planning and prioritising.

Interpersonal skills

These include:

- leadership skills
- communicating effectively
- working with others
- negotiating and influencing, and
- presentation skills.

Commercial skills

These include:

- awareness of the business sector
- sales
- marketing and promotion, and
- managing and monitoring budgets.

Business skills

These include:

- awareness of types of companies and legal structures
- invoicing
- presenting financial information, and
- business management.

Students also benefit from opportunities for deeper learning, where they can make connections between different study units and select areas of interest for detailed study. In this way, the BTEC Higher National in Photography provides a vocational context in which students can develop the knowledge and academic study skills they need to progress to university degree courses.

These academic study skills include:

- active research
- effective writing
- analytical skills
- critical thinking
- creative problem-solving
- decision-making
- preparing for exams, and
- using digital technology.

Students can also develop their academic skills through independent study modules and resources on the HN Global website: https://hnglobal.highernationals.com/.

2.4.1 Use of maths and English within the curriculum

A career in photography requires both technical skills and broader employability skills. For example, appropriate communication with clients and colleagues is an essential skill, so the ability to use maths and English in a professional context is a key area for student development.

This type of development is embedded throughout BTEC Higher Nationals, in line with industry requirements. During their course, students may, for example, be involved in:

- preparing written reports
- giving formal presentations
- taking part in informal conversations
- using professional, sector-specific language.

Some aspects of photography require maths skills and we strongly recommend that all students complete diagnostic maths assessments before beginning a Higher National course, as well as having a grade A* to C or 9 to 4 in GCSE Maths. (See *Section 5.2* for more information.)

2.5 What could these qualifications lead to?

The Level 4 Higher National Certificate provides a solid grounding in photography, which students can build on if they decide to continue their studies and allows students to specialise by committing to specific career paths and progression routes to degree-level study.

Once students have achieved the Level 4 Higher Certificate, they can further develop their careers in the photography sector by:

- entering employment
- continuing existing employment
- linking with the appropriate professional body

- linking with the appropriate vendor accredited certificates (if appropriate)

- committing to continuing professional development (CPD)

- progressing to the Level 5 Higher National Diploma in Photography

- progressing to university.

2.5.1 Progression to university

The Level 4 Higher National Certificate is recognised by higher education providers as meeting admission requirements to many relevant undergraduate photography related courses, for example:

- BA (Hons) Photography

- BA (Hons) Photography and Film

- BA (Hons) Photography and Creative Writing

- BA (Hons) Digital Photography

- BA (Hons) Photography and the Arts

- BA (Hons) Photography and Imaging

- BA (Hons) Journalism and Photography.

2.5.2 University recognition and articulations

We work with a range of higher education institutions around the world that accept Pearson BTEC Higher Nationals as a qualification for entry to their undergraduate degree courses. Many universities allow advanced entry to the second or third year of the course. Agreements can include transferring learning credits from one course or qualification to the other, articulation and case-by-case admission. An articulation agreement involves a university mapping the learning content of a Higher National against their degree programme(s). This process helps them understand how strong the alignment is between the Higher National and degree, and supports them in providing more guidance for learners during the admissions process.

Students should be aware that each university sets its own admission criteria and that those criteria can change. Before applying, students should understand the course entry requirements for the subject and year in which they want to study. For more information on entry requirements, including 2+1 articulations, please visit: https://hnglobal.highernationals.com/degree-finder.

3.0　Preparing students for employment

3.1　Designing with employers, for employers

As a large employer and qualification-awarding organisation, Pearson understands the value of developing the skills and talent of the future workforce. We believe in, and champion, higher technical education that is relevant to employers.

We work with employers, students, professional bodies, education providers and other experts to design qualifications with the future workforce in mind. Higher National qualifications blend employability skills with academic, business and technical knowledge. They support trainees and apprentices in their higher apprenticeship and other technical education programmes, as well as students working towards a degree. We update our programmes regularly to maintain their high quality and meet the changing needs of the workforce.

Employers contribute to our Higher Nationals in several ways:

- They are involved in every stage of designing our qualifications, from developing the structure and pathways to selecting subjects, developing content and approving qualifications.

- They help us deliver qualifications, for example through vendor accreditation, letters of support and co-badging. Our qualifications actively encourage training providers to work with employers. Work placements and work-related learning are key features of BTEC Higher Nationals.

- They help us review and update our qualifications to meet occupational standards and provide supporting material such as case studies to reflect the real world of work.

We are committed to equipping apprentices, trainees and organisations with the tools and resources they need to support high-quality, innovative technical education and Higher Apprenticeship programmes that work.

Including a Higher National qualification as part of a higher apprenticeship or technical education programme gives students:

- an internationally recognised higher-level qualification in line with the Framework for Higher Education Qualifications, and

- a stepping-stone to continue their education or training and gain a recognised degree or professional qualification.

To find out more, and to access detailed mapping to higher apprenticeships and occupational standards for your qualification, please visit the following pages: https://qualifications.pearson.com/en/qualifications/apprenticeships.html and https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/higher-nationals/higher-technical-qualifications.html on our website.

3.1.1 Employability skills and competencies for student career success

Pearson is committed to delivering learning that is rooted in the real world and to developing work-ready graduates with the professional skills and behaviours that employers need. The Pearson BTEC Higher National curriculum provides a clear line of sight to employment, depending on which specialist areas students complete. The aim is to produce students who are equipped to thrive in the changing world of work, whether they leave with an HNC or an HND qualification.

The table below shows the type of position in which a student graduating at each educational level might expect to start and gives some examples of the competencies expected.

Levels of competency			
Employability level at learning level	**Level 4 Operational**	**Level 5 Managerial**	**Level 6 Professional**
General employment outcomes for graduates at each level	Graduates can: • perform key photography tasks • understand processes and operations, and • work effectively.	Graduates can: • increase performance through strategic planning to meet photography aims, and • manage photography functions to work effectively in lower- or middle-management positions.	Graduates can: • take the lead and direct others, and • manage change effectively in middle-management positions.

Table 1: Levels of competency at employability level and examples of roles in different areas of photography at each level

3.1.2 Developing competencies for the workplace

Core competencies developed on the specialist pathways of the programme will support students in preparing for a range of employment opportunities in their chosen sector. These core competencies collectively summarise the key capabilities that are important across the sector, covering areas of relevant expertise and technical skills that would be required within the sector to successfully perform a job, as defined in current advertised job vacancies.

Core competencies are developed on the programme within a balanced framework of cognitive (knowledge), affective (behaviours) and psychomotor (practical) learning outcomes to encourage a more vocational and practical approach to learning.

3.1.3 Higher apprenticeships and occupational standards

The Pearson BTEC Higher Nationals in Photography are mapped to the following occupational standard:

- Level 4 Photographer (ST1388).

The programme structures set out in *Section 6* provide information about the units that are required to meet the knowledge, skills and behaviours defined within this occupational standard.

The Level 4 content specified within the programme structures provides occupationally relevant knowledge, skills and behaviours that further prepare students for employment and progression associated with the occupational standard.

4.0   Centre support

You can access a wide range of resources and support to help you set up and deliver our Pearson BTEC Higher Nationals in Photography with confidence.

4.1   Specification

This specification gives you details of the administration of the qualifications and information on the units included in them.

4.2   HN Global

HN Global is a dedicated online learning platform for all Pearson BTEC Higher National students and delivery centres. You can find various free resources to support staff in delivering a Pearson BTEC Higher National programme and to guide students on their learning journey. The HN Global Forum connects students and tutors, and provides the opportunity to discuss common themes and to share good practice. HN Global also provides access to the following:

The Learning Zone includes student study materials such as core textbooks, study skills modules, a 'Progression hub' featuring opportunities to develop employability skills, an e-library and subject materials.

The Tutor Resources section hosts a wealth of delivery materials, reading lists, blended learning resources, video guidance on assessment and professional development opportunities. Staff can also access the QA Hub for templates and more centre support.

Short Courses provides support for curriculum planning, developing schemes of work and developing students' academic skills.

These are available from the HN Global website at:
https://hnglobal.highernationals.com/.

4.3   Assessment and assignment guidance

We provide an Assessment and Assignment Guidance booklet that includes example assessment briefs. These briefs have been developed to support centres with their assessment strategy for the delivery of a sample of modules, as well as providing guidance and inspiration for effective planning and design of future assignment briefs. The briefs have been written to assess students' knowledge, understanding and skills specifically relevant to the module Learning Outcomes, but they have not been contextualised to meet local need and international diversity and therefore cannot be used as authorised assignments, and would need to be modified and customised to meet localisation.

The briefs offer a range of real and simulated assessment activities, for example group work to encourage cooperation and social skills or a solution-focused case study to develop cognitive skills.

All assignments must still be moderated in line with the internal verification process. Further guidance can be found in the *Assessment and Assignment Guidance for the Higher Nationals in Photography* booklet available on HN Global at: https://hnglobal.highernationals.com/.

The tutor resources section on HN Global also offers a wide range of resources and guidance documents to help you plan and design assessments effectively.

4.5   Pearson English

Pearson provides a full range of support for English learning, including diagnostics, qualifications and learning resources. Please see: https://www.pearson.com/languages.

The Pearson Languages portal also offers a variety of digital resources. The portal encourages users to get involved, and improves teaching and results.

5.0　Planning your programme

5.1　Delivering Higher Nationals

As a large employer and qualification-awarding organisation, Pearson understands the value of developing the skills and talent of the future workforce. We believe in, and champion, higher technical education that is relevant to employers.

You play a central role in helping your students choose the right Pearson BTEC Higher National qualification.

Assess your students very carefully to make sure they take the right qualification and the right pathways and optional units. This will allow them to progress to the next stage in their learning or employment journey. You should also check the qualification structures and unit combinations carefully when giving students advice.

Make sure your students have access to a full range of information and advice to help them choose the right qualification and units. When students are recruited, you need to give them accurate information on the title and focus of the qualification they are studying for. Centres must provide a programme specification for approvals but it is also essential that centres produce:

- a staff handbook to support full- and part-time members of your team; and

- a student handbook to guide students through the course requirements so they know what is expected of them and understand their rights.

You can find more information in the *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment* handbook, available to download on our website: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html.

5.1.1　Centre approval

We need to approve all centres before they can offer our qualifications. This is to make sure that centres are ready to assess students and that we can provide the support you need.

For more information about becoming a centre and gaining approval to run our qualifications, please see 'Centre/Qualification approvals' in the support section of our website at: https://support.pearson.com/uk/s/article/Centre-Qualification-Approvals.

5.1.2   Tutor knowledge

Pearson does not currently explicitly stipulate any qualification or experience requirements for staff involved in the delivery, assessment and internal verification of BTEC higher education qualifications. This is because it would not be practical to impose such stipulations to cover the very wide range of subject areas and field of experience that the BTEC higher education qualifications encompass.

However, it is expected that centres recruit all delivery, assessment and internal verification staff with integrity; and have robust staff recruitment processes in place. It is expected that staff hold a nationally recognised qualification at or above the level of the qualification being delivered and/or equivalent relevant experience.

You can find more information in the *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment* handbook, available to download on our website: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html.

5.1.3   Resources

As part of your centre approval, you will need to show that the right resources and workspaces are available to deliver Pearson BTEC Higher Nationals. Some units need specific resources. This is clearly explained in the unit descriptions, where appropriate.

5.1.4   Delivering learning

With our approval, you can deliver our Pearson BTEC Higher Nationals using a mixture of learning options that meet your students' needs. We recommend you offer full-time, part-time, blended learning and distance learning modes of delivery.

If you are delivering distance learning, please see the *Pearson distance learning and assessment policy* available to download at: https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html.

5.1.5   Support from Pearson

For each programme with active registrations, we will provide an external examiner to help you plan and review assessments. You will also be able to access training events and support from a dedicated team of Pearson Higher National subject leads. Please see: https://qualifications.pearson.com/en/support/training-from-pearson-uk.html.

5.2   Entry requirements and admissions

Pearson does not set formal entry requirements for our qualifications but, as a centre, you are responsible for making sure that the students you recruit have a reasonable chance of success on the programme.

Students who have recently been in education are likely to need:

- a BTEC Level 3 qualification in photography

- a GCE Advanced Level profile that demonstrates strong performance in a relevant subject or adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades at A* to C (or equivalent) and/or 9 to 4 (or equivalent) in subjects such as maths and English

- other related Level 3 qualifications

- an Access to Higher Education Diploma from an approved further education institution

- relevant work experience, or

- an international equivalent to the above qualifications.

Our recognition of prior learning policy means that students' previous learning and experience can be taken into account and they may be awarded certain qualifications or units of a qualification based on that learning or experience. Please see *Section 9* for more information.

5.2.1   English language requirements

Pearson's mission is to help people make more of their lives through learning.

To assist centres to recruit students who have the skills to benefit from undertaking a Higher National programme of study, we are providing the following clarification regarding the English language **admission requirements** when offering places to applicants.

All centres delivering Pearson BTEC Higher National qualifications in English must ensure that each applicant can demonstrate their capability to learn and be assessed at the relevant level in English.

Students applying for a Pearson BTEC Higher National qualification that is **taught and assessed completely in English** will need a certain level of English language skills.

Before accepting students onto a programme, you must make sure that those who are non-native English speakers and who have not carried out their final two years of schooling in English can demonstrate ability at a standard equivalent to:

- Common European Framework of Reference (CEFR) level **B2**

- Pearson Test of English (PTE) Academic **51**

- International English Language Testing System (IELTS) **5.5** (reading and writing must be at **5.5**).

Students who have completed a Pearson BTEC Higher National qualification delivered partly or completely in another language but assessed in English will need to demonstrate ability in English to the standard above but at the **end** of the programme.

It is up to you to decide what proof of ability students will need to provide.

5.3   Access to study

This section focuses on the administration you will need to carry out when delivering our Pearson BTEC Higher National qualifications. It will be most relevant to quality controllers, programme leaders and examinations officers.

Our qualifications should:

- be available to everyone able to reach the required standards

- be free from any barriers that restrict access and progress, and

- provide equal opportunities for all those who want to access the qualifications.

For more information, please see our *Equity, diversity and inclusion in Pearson qualifications and related services policy*, available at: https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html.

Please recruit with integrity when registering students to our Pearson BTEC Higher National programmes. You should:

- make sure that students applying have the information and advice they need about the qualification to be sure it meets their needs

- check each student's qualifications and experience to make sure they have the potential to achieve the qualification, and

- for students with disabilities and specific needs, consider the support available to them during teaching and assessment. For more guidance, please see *Section 5.6.2* on reasonable adjustments.

5.4   Student registration and entry

All students should be registered on the qualification they are studying and suitable arrangements need to be made for internal and external verification. For information on making registrations, please see the information manual available in the support section of our website at: https://qualifications.pearson.com/en/support/support-for-you/exam-officers-administrators/entries-information-manual.html?view=manual.

Students can be formally assessed only for a qualification on which they are registered. If a student changes the qualification they want to study for (for example if they decide to choose a different specialist pathway), you must transfer their registration to the new pathway. We cannot sample a student's work unless they are registered on the correct pathway.

5.5 Access to assessments

Assessments need to be managed carefully so that all students are treated fairly and that results and certificates are published without delay.

Our equity, diversity and inclusion policy requires that:

- all students have an equal opportunity to access our qualifications and assessments, and
- our qualifications are awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic as defined by law (for example race, sexuality, religious belief) are not disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for taking a qualification, and
- this achievement can be compared fairly to the achievement of their peers.

For more information on access arrangements, please visit the Joint Council for Qualifications (JCQ) website at: https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/.

5.6 Administrative arrangements for internal assessment

5.6.1 Records

You are required to retain records of assessment for each student. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information on quality and assessment can be found in our UK and international guides available in the support section on our website: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html. We may ask to audit your records, so they must be retained as specified. All student work must be retained for **a minimum of 12 weeks** after certification has taken place.

5.6.2 Reasonable adjustments to assessment

A reasonable adjustment is one that is made before a student takes an assessment, to ensure that they have fair access to demonstrate the requirements of the assessments.

You are able to make adjustments to internal assessments to take account of the needs of individual students. In most cases this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments, if necessary.

Further details on how to make adjustments for students with protected characteristics are available in the support section of our website: https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html.

5.6.3 Special consideration

Special consideration is given after an assessment has taken place for students who have been affected by adverse circumstances, such as illness, and require an adjustment of grade to reflect normal level of attainment. You must operate special consideration in line with Pearson policy. You can provide special consideration related to the period of time given for evidence to be provided, or for the format of the assessment (if it is equally valid). You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the JCQ guide to the special consideration process, which can be downloaded from the JCQ website: https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/.

Please note that your centre must have a policy for dealing with mitigating circumstances if students are affected by adverse circumstances, such as illness, which result in non-submission or late submission of assessment.

5.6.4 Appeals against assessment

Your centre must have a policy for dealing with appeals from students. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Programme Leader or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to students. If there is an appeal by a student, you must document the appeal and its resolution. Students have a final right of appeal to Pearson, but only if the procedures that you have put in place have been followed.

Further details of our policy on enquiries and appeals are available in the support section of our website: https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html/ and can be downloaded from the JCQ website: https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/.

If your centre is located in England or Wales and the student is still dissatisfied with the final outcome of their appeal, they can make a further appeal to the Office of the Independent Adjudicator (OIA) by emailing: enquiries@oiahe.org.uk. In Northern Ireland a further appeal may be lodged with the Northern Ireland Public Service Ombudsman (NIPSO) by emailing: nipso@nipso.org.uk.

5.7   Dealing with malpractice in assessment

'Malpractice' refers to acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted actions of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by learners, please see Pearson's *Centre guidance: dealing with malpractice and maladministration*, available to download on our website: https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html.

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre guidance: dealing with malpractice and maladministration* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a centre is failing to conduct internal assessment according to our policies. The malpractice guidance document gives further information and examples, and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

5.7.1 Student malpractice

The Heads of Centres are required to report incidents of suspected student malpractice that occur during Pearson qualifications. We ask centres to complete a *JCQ Form M1* available to download at: www.jcq.org.uk/malpractice and email it with any accompanying documents (signed statements from the student and invigilator, copies of evidence etc.) to the Investigations Processing team at: candidatemalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on students lies with Pearson.

Students must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Students found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

5.7.2 Tutor and centre malpractice

Heads of Centres are required to inform Pearson's Investigations Processing team of any incident of suspected malpractice (which includes maladministration) by centre staff, before any investigation is undertaken. The Heads of Centres are requested to inform the investigations team by submitting a *JCQ Form M2* (downloadable from: www.jcq.org.uk/malpractice) with supporting documentation to: pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the investigations team will conduct the investigation directly or may ask the Head of Centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurance processes. You will be notified within a reasonable period of time if this occurs.

5.7.3 Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties, such as:

- mark reduction for affected external assessments
- disqualification from the qualification, or
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures, we may impose sanctions such as:

- working with centres to create an improvement action plan

- requiring staff members to receive further training

- placing temporary suspensions on certification of learners

- placing temporary suspensions on registration of learners

- debarring staff members or the centre from delivering Pearson qualifications, or

- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the Head of Centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the JCQ Appeals booklet available to download at: https://www.jcq.org.uk/exams-office/appeals.

6.0   Programme structure

6.1   Modules, assessment units, credits and total qualification time (TQT)

The Higher National Certificate (HNC) is a Level 4 qualification made up of 120 credits. It is usually studied full time over one year, or part time over two years.

Pearson BTEC Higher Nationals in Photography use modules to define the overall structure of the qualification. Each module includes at least one assessment unit, which provides the definition of Learning Outcomes and Essential Content for delivery.

Modules are designed around the amount of time it will take for a student to complete them and receive a qualification. This is known as the total qualification time (TQT). TQT includes guided learning activities, directed learning activities and assessment.

- **The total qualification time for Higher National Certificate (HNC) = 1,200 hours.**

Examples of activities that can contribute to TQT include:

- guided learning
- independent and unsupervised research and learning
- unsupervised creation of a portfolio of work experience
- unsupervised e-learning
- unsupervised e-assessments
- unsupervised coursework
- watching a recorded podcast or webinar, and
- unsupervised work-based learning.

6.1.1   Guided learning hours

These are the hours where a tutor is present to give specific guidance towards the learning aim being studied. Guided learning hours include lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. They also include supervised assessment activities such as invigilated exams, observed assessments and observed work-based practice.

- **The total guided learning hours for Higher National Certificate (HNC) = 480 hours.**

Examples of activities that can contribute to guided learning include:

- classroom-based learning supervised by a tutor
- work-based learning supervised by a tutor
- a live webinar or telephone tutorial with a tutor

- live e-learning supervised by a tutor, and

- all forms of assessment guided or supervised at the time by a tutor or other education or training provider. This includes where the assessment is competence based and turned into a learning opportunity.

6.1.2 Independent learning hours

These are the hours where a student is learning without the direct guidance of a member of centre staff. They are critical to the student's ability to develop knowledge and skills, as well as providing them with the opportunity to develop key transferable skills such as self-discipline, time management and self-motivation.

- **The total independent learning hours for Higher National Certificate (HNC) = 720 hours.**

Some examples of activities that can contribute to independent learning include:

- self-directed research and investigation

- reading set texts or other sources of information

- watching subject-related videos as part of investigation and research

- reviewing recordings of scheduled sessions or notes from those sessions

- peer activities, such as group meetings and online discussions, where students explore their learning together, and

- reviewing and recording thoughts on their own learning.

Modules

Each module defines the following:

- A broad area of creative practice where the student will learn, develop work and be assessed.

- An Introduction, which provides an overview of the module, highlighting what students will learn and how this fits into their overall development of creative practice.

- An Assessment Summary, which provides a brief overview of the approach to assessment and the Learning Outcomes, defined within the assessment units (see below).

- The Essential Content that must be taught to support the student in achieving the Learning Outcomes:

  o Essential Content is divided into key areas that correspond to the standard assessment criteria

  o Essential Content *may* be further divided to include specific Subject Domain content where there are differences between what may be necessary for different domains.

- Essential Information for Assessment, which provides support for teaching and assessment teams:

  o Recommended Evidence provides an overview of the strategy for assessment and types of evidence that may be appropriate for the assessment unit. These are provided for guidance only and teaching assessment teams are encouraged to explore other forms of evidence that may be appropriate to the module, assessment unit and subject.

Assessment units

Each assessment unit defines the following:

- The level of the assessment unit

- The required number of guided learning hours

- Learning Outcomes that articulate what the student should be able to evidence at the end of the learning period:

  o each Learning Outcome corresponds to one of the standard assessment criteria for the level
  o the number of Learning Outcomes will match the number of standard assessment criteria.

6.2   Programme structures

Programme structures specify the:

- total credit value of the qualification, and

- minimum credit to be achieved at the level of the qualification.

6.2.1 Pearson BTEC Level 4 Higher National Certificate in Photography

- Requires at least 120 credits, all at Level 4

- Total qualification time = 1,200 hours

- Total guided learning hours = 480 hours.

	Guided learning hours
Module A Process and Practice	**480**
A1 Concept and Development	340
A2 Creative Project	140

Table 2: Module guided learning hours

6.3　Module descriptor example

The module descriptor is how we define the individual units of study that make up a Higher National qualification. Students will complete the assessment units included in the programme that you offer at your centre.

We have described each part of the module as follows:

Module title	A general statement of what the module will cover.
Unit code	The Ofqual unit reference number.
Unit level	The Pearson BTEC Higher National Certificate in Photography content is at Level 4.
Credit value	The credit value relates to the total qualification time (TQT) and unit learning hours (ULH). To complete a Higher National Certificate students must achieve all of the credits required. Refer to *Section 7.5* in the programme specification.
Introduction	Some general notes on the module: ● setting the scene ● stating the purpose and aim, and ● outlining the topics to be learnt and skills gained through the unit.
Learning Outcomes	These clearly explain what students will be able to do after completing the unit. There are five Learning Outcomes for each module.
Essential Content	This section covers the content that students can expect to study as they work towards achieving their Learning Outcomes.
Learning Outcomes and Assessment Criteria	Tutors can refer to this table when grading assignments. The table connects the unit's Learning Outcomes with the student's work. Assignments can be graded at 'Pass' (P), 'Merit' (M) and 'Distinction' (D), depending on the quality of the student's work.

Table 3: Module descriptor content outline

7.0   Assessment

Pearson BTEC Higher Nationals are assessed using centre-developed internal assignments that are set and assessed by centres.

7.1   Principles of internal assessment

This section summarises the main features of internal assessment and explains how you can offer it effectively. Full details are given in the *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment* handbook, downloadable in the enhanced quality assurance section of our website: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html. All of your assessment team will need to refer to this document.

For Pearson BTEC Higher Nationals, you must meet the expectations of stakeholders and the needs of students by providing a programme that is practical and applied. You can tailor programmes to meet local needs and should use links with local employers and the wider business sector.

Effective internal assessment is challenging, engaging, practical and up to date. It must also be fair to all students and meet national standards.

7.1.1   Assessment through assignments

For internally assessed modules, assessment takes the form of an assignment carried out after the module (or part of the module if several assignments are used) has been delivered. An assignment may take a variety of forms, including practical and written. It is a distinct activity completed independently by students (alone or in a team). It is separate from teaching, practice, exploration and other activities that students complete with direction from tutors.

Students should receive each assignment as an assignment brief with a hand-out date, a completion date and clear requirements for the evidence they must provide. There may also be specific practical activities which the student must complete under tutor observation as part of the assignment. Assignments can be divided into separate parts and may require several forms of evidence. A valid assignment will enable a clear and formal assessment grade based on the assessment criteria.

7.1.2 The assessment team

You will need an effective team for internal assessment. There are three key roles involved, each with different responsibilities. These roles are listed below:

- The **Programme Leader** is responsible for the programme, its assessment and internal monitoring to meet our requirements. They must register with us each year. They are also responsible for:
  - record-keeping
  - liaising with the standards verifier
  - acting as an Assessor
  - supporting the rest of the assessment team
  - making sure that the team has the information it needs about our assessment requirements
  - organising training, and
  - using our guidance and support materials.

- **Internal Verifiers** oversee all assessment activity with the Programme Leader. They check that assignments and assessment decisions are valid and meet our requirements. All Internal Verifiers will follow the same standards and procedures as instructed by your Programme Leader. Internal Verifiers are usually also Assessors, but they do not verify their own assessments.

- **Assessors** set assignments or use assignments to assess students to national standards. Before taking any assessment decisions, they are trained by the Programme Leader to all work to the same standards and procedures. They also work with the Programme Leader and Internal Verifiers to make sure the assessment is planned and carried out in line with our requirements.

Our external examiner will sample student work across your Assessors. They will also want to see evidence of how you have verified assignments and will assess your decisions.

Full information is provided in the *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment*, available in the enhanced quality assurance section of our website: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html.

7.1.3 Effective organisation

Internal assessment needs to be well organised so that you can track student progress and so that we can make sure your assessments are in line with national standards. It is particularly important that you manage the overall assignment programme and deadlines to make sure that all your students can complete their assignments on time.

When developing an overall plan for delivering and assessing your programme, you will need to consider:

● the order in which you deliver units

● whether delivery will take place over short or long periods of time, and

● when assessment can take place.

We support you in this through:

● assessment and feedback guidance documents available on HN Global, and

● training materials and sample templates for curriculum planning.

Please also see the *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment*, available in the enhanced quality assurance section of our website: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html.

7.1.4 Preparing students

You need to make sure that your students understand their responsibilities for assessment and the centre's arrangements. From induction onwards, you will want to make sure that students are motivated to work consistently and independently to achieve their qualifications. They need to understand:

● how assignments are used

● the importance of meeting assignment submission deadlines, and

● that all the work submitted for assessment must be their own.

To support them, you should provide a guide that explains:

● how you use assignments for assessment

● how assignments relate to the teaching programme

● how to use and reference source materials, including how to avoid plagiarism, and

● your centre's approach to assessments – for example how students must submit assignments, what happens if they submit late work and how they can request an extended deadline in special circumstances.

7.2 Assessment using standard criteria

7.2.1 Standard assessment criteria

Assessment criteria are not a series of tasks to be done separately. Rather, they are a means to allow the assessment team to determine the level of achievement of Learning Outcomes.

A creative practitioner will use the knowledge, skills and behaviours that are included within assessment criteria as they develop their body of work. As such, each criterion is equally weighted, meaning they should be given equal importance in students' development.

The standard criteria for the BTEC Higher Nationals in Photography are:

Criterion	Description
Contextual knowledge	The knowledge and understanding of the underlying concepts and practices associated with the subject, based on historic and contemporary precedent.
Ideas generation and development	The development of propositions based on research and analysis. The ability to evaluate solutions based on research and analysis.
Technical knowledge and skill	The use of existing skills, and development of new skills, that enable the production of creative outcomes. The ability to determine the appropriate skills to complete creative work.
Professional practice	Awareness of contemporary professional practice in the subject and the behaviours appropriate for employment in the sector.
Communication	The ability to share ideas and processes accurately and reliably to diverse audiences and recognise the appropriate forms of output to address different audiences.

Table 4: Higher Nationals in Photography standard criteria

7.2.2 Standard criteria for Level 4

Criterion	Ungraded Limited/insufficient/superficial/generic	Pass Competent/appropriate/adequate	Merit Effective/considered/clear/ consistent/secure	Distinction Confident/perceptive/proficient/ highly skilled/comprehensive
Contextual knowledge	Insufficient evidence of an understanding of the underlying concepts and principles within the area of practice. Superficial interpretation of the impact of relevant contextual factors within the area of practice.	Competent understanding of relevant concepts and principles within the area of practice. Appropriate interpretation of the impact of relevant historical, social and cultural contexts within the area of practice.	Clear understanding of relevant concepts and principles within the area of practice. Considered interpretation of the impact of relevant historical, social and cultural contexts within the area of practice.	Comprehensive understanding of relevant concepts and principles within the area of practice. Perceptive interpretation of the impact of relevant historical, social and cultural contexts within the area of practice.
Ideas generation and development	Insufficient use of research and analysis to develop ideas and solve creative problems. Limited application of iterative development processes.	Competent use of research and analysis to develop ideas and solve creative problems. Appropriate application of iterative development processes incorporating adequate exploration, testing and review.	Considered use of research and analysis to develop ideas and solve creative problems. Effective application of iterative development processes incorporating considered exploration, testing and review.	Perceptive use of research and analysis to develop ideas and solve creative problems. Confident application of iterative development processes incorporating comprehensive exploration, testing and review.
Technical knowledge and skill	Insufficient development and application of technical practices to undertake creative work. Work demonstrates limited understanding of how tools, materials, techniques and processes are used within the area of practice.	Appropriate development and application of technical practices to undertake creative work and produce appropriate outcomes. Work demonstrates competent understanding of how tools, materials, techniques and processes are used within the area of practice.	Effective development and application of technical practices to undertake creative work and produce consistent outcomes. Work demonstrates secure understanding of how tools, materials, techniques and processes are used within the area of practice.	Highly skilled development and application of technical practices to undertake creative work and produce high-quality outcomes. Work demonstrates perceptive understanding of how tools, materials, techniques and processes are used within the area of practice.
Professional practice	Limited understanding of contemporary professional practices used within the sector. Insufficient application of professional behaviours, processes and transferable skills.	Competent understanding of contemporary professional practices used within the sector. Appropriate application of professional behaviours, processes and transferable skills necessary for employment within the sector.	Clear understanding of contemporary professional practices used within the sector. Consistent application of professional behaviours, processes and transferable skills necessary for employment within the sector.	Comprehensive understanding of contemporary professional practices used within the sector. Confident application of professional behaviours, processes and transferable skills necessary for employment within the sector.
Communication	Superficial communication of development and outcomes of work and ability to convey ideas and concepts. Generic use of media and formats to convey intentions, with superficial understanding of the needs of the audience.	Competent communication of development and outcomes of work and ability to convey ideas and concepts. Appropriate use of media and formats to convey intentions, supported by adequate understanding of the needs of the audience.	Effective communication of development and outcomes of work and ability to convey ideas and concepts. Considered use of media and formats to convey intentions, supported by clear understanding of the needs of the audience.	Proficient communication of development and outcomes of work and ability to convey ideas and concepts. Confident use of media and formats to convey intentions, supported by perceptive understanding of the needs of the audience.

Table 5: Standard criteria for Level 4

7.3   Formative assessment

Not all assessment results in a final grade. Formative assessment is intended to provide students with a sense of their progress and support them to improve and develop their knowledge and skill as they work towards summative (final) assessment.

Formative assessment may be undertaken through many of the same types of activity that are used in summative assessment. An approach to formative assessment that supports students to build their knowledge and skill, through ungraded activities that 'model' aspects of what will be required in summative assessment, provides students with learning that is focused on their development.

The feedback associated with formative assessment is often the most challenging and critical element. Tutors must seek to provide students with a clear understanding of their progress and how to continue to improve, but must avoid coaching the student.

Formative assessment should:

● be aligned to the five common assessment criteria

● include formative feedback that is used to support the development of knowledge and skills, but not to provide an indicative grade or to direct learners on what to do to achieve higher grades

● be recorded as evidence and be sampled by the external examiner, and

● allow learners to submit the same work for formative assessment and summative assessment.

7.3.1   Frequency and timing of formative assessment

Pearson does not define a maximum number of formative assessment points. However, students must have some formative assessment for each assignment, in order to provide them with an understanding of their progress and to identify areas for continued development.

Students should receive formative assessment feedback while working towards the following assessment units:

● A1 – at least twice

● A2 – at least once.

Formative assessment that is too frequent can be detrimental to students' development. On the one hand it will create an environment where students are working to produce *for* the formative assessment, rather than using the outcomes of formative assessment to support their learning and development towards the summative assessment. In addition, too much formative assessment risks becoming 'coaching' as students will have time to respond only to what has been indicated in formative feedback.

Therefore, the frequency of formative feedback should be considered carefully, as part of an overall curriculum plan, to occur at points where there is a clear benefit for the student in gaining further insight into their development and progress.

The timing of formative assessment should also be considered. Formative assessment that is too close to a summative assessment does not provide effective learning for the student. With limited time between formative and summative assessment there is less opportunity for the student to make effective use of the feedback from formative assessment to address any issues in the work towards summative assessment. Again, there is also a risk that the feedback from formative assessment becomes simply instructions (coaching) for the student.

Care should be taken to ensure that formative assessment takes place with sufficient time for the student to reflect upon the feedback from the formative assessment and make whatever adjustments they deem necessary to improve their future work or performance towards summative assessment.

It is important to recognise that formative assessment can, in some cases, be continuous, depending on the learning and teaching strategy that has been adopted for a unit or programme. For example, where students may be undertaking a large project, which they are working on throughout the semester/term, you may have regular tutorials (either group or individual) to review work-in-progress and provide students with feedback that helps them to understand their progress and development. In this context, the tutorials are a form of continuous formative assessment. The feedback from these tutorials still needs to avoid coaching and tutors should plan for tutorials (formative assessment) to stop at a point where there is sufficient time, before the summative assessment, to make effective use of the feedback in the later tutorials.

Please also see the *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment*, which can be found on our website: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html.

7.3.2   Formative feedback

While assessment and feedback always constitute a part of the student's learning, the purpose of assessment will vary, depending on when it is undertaken and the aim of the assessment activity.

Formative assessment feedback is given to students during the learning journey. This is to say that it relates to formative assessment that may be undertaken, at any point, prior to the summative assessment. Just as formative assessment is undertaken to support students to understand their progress, the associated feedback must be aimed at helping the student to recognise their current position and how to move forwards.

Formative assessment should always result in qualitative feedback: not a grade. When giving formative assessment feedback it is important to avoid giving students advice that directly informs the work that they may do for summative assessment. This is referred to as 'coaching' and is inappropriate. Feedback should provide students with general advice on how to progress in their studies, but should not tell them what to do. For example, a tutor might say:

"...your analysis of the research is not clear, you will need to look at the research more critically..."

rather than

"...what you should be writing is..."

In the former, the tutor is supporting the student to understand their current progress and how to improve. While the latter is 'coaching' the student.

Formative assessment can be either formal or informal. We might schedule specific points where students present work for formative assessment. Such instances can be valuable opportunities for group discussion and peer assessment. In such cases, it is expected that students will receive written formative assessment feedback. In other instances, the formative assessment feedback may be during tutorials or classroom activities.

Please also see the *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment*, which can be found on our website: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html.

7.4   Making valid assessment decisions

7.4.1 Authentic student work

An Assessor must assess only student work that is authentic – in other words, the student's own independent work. Students must sign a declaration for each assessment to confirm that it is their own work. This declaration must confirm that:

- any evidence submitted for the assignment is the student's own, and

- the student understands that if this is not the case, they may face penalties for malpractice.

Assessors must make sure that evidence is authentic by setting valid assignments and supervising students during the assessment period. Assessors must also take care not to provide direct input, instructions or specific feedback that may influence the student's work and final grade.

You can use Pearson templates or your own templates to document authentication.

If your Assessor suspects that a student's evidence is not authentic, they must take action in line with our policies for malpractice. Please see *Section 5.7* for more information.

7.4.2   Use of artificial intelligence (AI)

The Joint Council for Qualifications (JCQ) guidance in relation to the use of AI can be found [here](#). While the principles above remain, centres may wish to consider additional assessment methods to address the potential use of AI.

The Quality Assurance Agency for Higher Education (QAA) has also provided updated guidance for providers in relation to the increase in use of artificial intelligence within higher education, and potential risks to academic integrity. The guidance can be found [here](#).

7.4.3   Use of artificial intelligence (AI) in creative subjects

The capabilities of AI are developing rapidly and are already having a deep impact on working practices and society. There is potential for positive and exciting impacts on the creative industries and on creative education when used in conjunction with genuine learner ideas, technical skill and creativity that cannot be replicated by AI. As an awarding body we will continually review AI developments and their impact on learning and qualifications to ensure the benefits and potential are harnessed while mitigating risks to assessment.

We would like to provide some guidance and information on the use of AI by students in work that is produced for assessment.

Pearson understands that these powerful tools are being used as a valid part of creative work, but that there are also inherent risks to their use, particularly in an educational or assessment context. It is important that students understand the appropriate use of AI in creative contexts to be prepared for a future in the creative sectors, but also that they develop and demonstrate their own skills in generating ideas, research, use of technical and practical processes etc., independent of AI input.

The guidance published by JCQ on the use of AI states that *"all work submitted for qualification assessments must be the students' own".* This means ensuring that the final product/outcome is their own work, and is not copied, paraphrased or heavily derived from another source, including content generated by AI. Within a creative assessment, this means that students must independently develop work beyond any AI input to evidence their own skills and knowledge. If AI is being used by students to produce creative content without sufficient demonstration of their own independent input, they cannot be rewarded for it. JCQ guidance also notes that all Assessors must be trained on identifying and reporting suspected malpractice.

However, it is also noted that the use of AI may be appropriately incorporated into the research, ideas generation, development and production phases of creative work, in the same way that taking inspiration from the work of others can be. Bearing this in mind, when AI is used by students as part of the development of creative work, it is important for tutors and Assessors to consider the following:

- Ensure that you are familiar with the students' styles and work so you can confidently authenticate their independent work.

- Supervise/check on the iteration and development phases of student work, ensuring that their independent demonstration of having met assessment criteria is clearly evidenced.

- Ensure any use of AI tools in the research, ideas generation, development and/or production of creative work is **properly referenced and annotated**. It should also contain details of how the tool was used and reflection on how the results impacted their own work.

Further support and guidance can be found in the *Assessment and Assignment Guidance Booklet for the Higher National Certificate in Photography for England*.

7.4.4   Making assessment decisions using criteria

Assessors must use our criteria to make assessment decisions. They can judge the evidence from a student using all the relevant criteria at the same time but they must be satisfied that there is enough detailed evidence for each criterion required. For example, including a concluding section may not be enough evidence to meet the criterion requiring 'evaluation'.

Assessors should use the information and support available to help them reach their decisions. This includes:

- examples of moderated assessed work, and

- their Programme Leader and assessment team's experience.

7.4.5   Dealing with late assignments

For assessment to be fair, it is important that students are all assessed in the same way and that some students are not given an advantage by having extra time or the opportunity to learn from others. You should develop and publish your own regulations on late assignments and circumstances where you may agree to an extension.

Students must understand your policy on completing assignments by the deadlines you give them. You may agree to extend a deadline for a genuine reason such as illness in line with your centre policies. Please see *Section 5.6* for more information.

You can apply a penalty to assignments that are submitted late. To do this, you should:

- assess the assignment normally

- apply the penalty or cap to the grade awarded

- tell the student their uncapped grade to recognise the learning they have achieved and provide genuine assessment feedback

- record both the uncapped and capped grades, and

- have both grades verified by a suitable Assessment Board, taking into account any genuine reasons for the assignment being late.

Please also see the *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment*, which can be found on our website: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html.

7.4.6   Providing assessment decisions and feedback

Once your assessment team has completed the assessment process for an assignment, they will provide a formal assessment decision. This should be recorded formally and reported to the student. The information given to the student:

- must show the formal decision and how it has been reached, including how assessment criteria have been met

- may show why they have not demonstrated achievement against assessment criteria

- must not provide feedback on how to improve evidence, and

- may provide feedback on how to improve in the future.

7.4.7   The opportunity to resubmit an assignment

If a student's assignment does not pass after the first assessment, they must have the opportunity to resubmit the assignment for reassessment. In this case:

- students can have the assignment reassessed once only

- if coursework and project-based or portfolio-based assignments need to be reassessed, this will usually involve carrying out the original activity again

- for examinations, reassessment will involve completing a new activity

- the grade for a reassessed assignment will be capped at a Pass, and

- assignments already graded at a Pass or higher cannot be reassessed.

7.4.8 Repeat modules

If a student fails to achieve a Pass for a module following reassessment, your Assessment Board may agree that they can repeat the module. In this case:

- the student must pay the module fee and study the module again, with full attendance, and

- the grade for the module (if successfully completed) will be capped at a Pass.

Students can repeat a module once only.

7.4.9 Assessment Boards

It is a formal Pearson requirement that centres hold an Assessment Board for all your Pearson BTEC Higher National programmes. The main purpose of an Assessment Board is to make recommendations on:

- the grades achieved by students on the units

- extenuating circumstances

- cases of cheating and plagiarism

- students progressing to the next stage of the programme

- the awards to be made to students, and

- students resubmitting assignments and repeating modules.

Assessment boards may also monitor academic standards. The main board meetings normally take place at the end of the session, but if your centre operates on a semester system there may be meetings at the end of the first semester. There may also be separate meetings to deal with referrals.

If you do not have an Assessment Foard, our external examiner will discuss this with your quality nominee and Programme Leader. Assessment Board reports and minutes provide valuable evidence of your quality assurance processes.

7.5   Planning and record-keeping

For internal processes to be effective, your assessment team needs to be well organised and keep effective records. We will work closely with you to make sure you are meeting national standards. This process gives stakeholders confidence in your assessment approach.

Your Programme Leader must have an assessment plan, produced as a spreadsheet. This plan should include:

- the time required to train the assessment team and make sure they are working to the same standards and procedures

- the time available for teaching and carrying out assessments, including when students may complete assessments and when quality assurance will take place

- the completion dates for different assignments

- who is acting as Internal Verifier for each assignment and the date by which the assignment needs to be verified

- a procedure for Internal Verifiers to sample Assessors' decisions that covers all assignments, Assessors and a range of students

- a process to assess and verify students' work so that they receive formal decisions quickly, and

- a system for scheduling resubmissions.

The Programme Leader must also keep records of all assessments carried out. The key records are:

- checking of assignment briefs

- student declarations

- Assessor decisions on assignments, with feedback given to students, and

- confirmation of assessment decisions.

Examples of records and more information are available in the *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment*, available in the enhanced quality assurance process section of our website: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html.

7.6   Calculating the final qualification grade

7.6.1   Conditions for the award

7.6.1.1   Conditions for awarding our HNC

To achieve our Pearson BTEC Level 4 Higher National Certificate qualification, a student must have:

- completed modules equivalent to 120 credits at Level 4

- students must achieve a minimum pass in each of the 5 assessment criteria areas.

7.6.2   Compensation

7.6.2.1   Compensation for the HNC

Students who have attempted but not achieved a Pass in one of their Level 4 17-credit units can still be awarded an HNC as long as they have completed and passed the remaining units.

7.6.3   Calculating the overall qualification grade

A student's overall qualification grade is based on their performance in all modules. They are awarded a Pass, Merit or Distinction using the points gained through all 120 credits, at Level 4 for the HNC.

Students must have attempted all modules and assessment units. The conditions of award and compensation arrangements will apply as explained above. If a student has been granted compensation for a unit attempted but not achieved, that module will appear as unclassified (a 'U' grade) on the notification of performance provided with their certificate.

7.6.3.1   Points per credit

Grade	Points
Pass	1
Merit	2
Distinction	3

Table 6: Points per credit

7.6.3.2   Point boundaries

Grade	Point boundaries
Pass	10
Merit	16
Distinction	23

Table 7: Grade point boundaries

7.6.4 Modelled student outcomes

7.6.4.1 Pearson BTEC Level 4 Higher National Certificate

Module A										
	Student 1		Student 2		Student 3		Student 4		Student 5	
	Grade	Grade points	Grade	Grade points	Grade	Grade points	Grade	Grade points	Grade	Grade points
Assessment Unit A1										
A1.AC1	P	1	P	1	M	2	P	1	M	2
A1.AC2	P	1	M	2	M	2	M	2	M	2
A1.AC3	P	1	D	3	D	3	D	3	P	1
A1.AC4	P	1	M	2	D	3	D	3	P	1
A1.AC5	P	1	P	1	D	3	M	2	D	3
Assessment Unit A1 total points		5		9		13		11		9

Table 8: Example model outcomes for Unit A1

Module A										
	Student 1		Student 2		Student 3		Student 4		Student 5	
	Grade	Grade points	Grade	Grade points	Grade	Grade points	Grade	Grade points	Grade	Grade points
Assessment Unit A2										
A2.AC1	P	1	P	1	M	2	P	1	M	2
A2.AC2	M	2	P	1	M	2	M	2	M	2
A2.AC3	P	1	D	3	D	3	D	3	P	1
A2.AC4	D	3	D	3	D	3	D	3	M	2
A2.AC5	P	1	D	3	M	2	M	2	M	2
Assessment Unit A2 total points		8		11		12		11		9
Total qualification points		13		20		25		22		18
Overall Higher National Certificate grade	Pass		Merit		Distinction		Merit		Pass	

Table 9: Example model outcomes for Unit A2

The tables above are provided as general examples of using unit grades to calculate qualification grades. They do not reflect the specifics of this qualification.

8.0   Quality assurance

The quality assurance system for all Pearson BTEC Higher National programmes is linked to Level 4 and Level 5 of the Quality Assurance Agency (QAA) Framework for Higher Education Qualifications (FHEQ). This means that centres have effective quality assurance processes to review their programme delivery. It also means that assessment grades are in line with national standards.

The quality assurance process for centres offering our Pearson BTEC Higher National programmes has five main features:

1. The approval process.

2. Monitoring internal systems.

3. Independent review of assessments.

4. Annual programme monitoring report.

5. Annual student survey.

8.1   The approval process

If you want to deliver our programmes at your centre, you must apply first through the existing centre approval process and then through the programme approval process. We can consider your application by:

- carrying out a desk-based review, or

- visiting your centre.

You will need to provide evidence that your centre:

- has the human and physical resources needed to deliver and assess the programme effectively

- understands the rules of independent assessment and agrees to follow them

- has a strong internal assessment system supported by 'fit for purpose' assessment documentation, and

- has a system to internally verify assessment decisions so that they are consistent across all Assessors and sites.

Your application must be supported by the Head of Ccentre (your principal or chief executive). It must include a declaration that you will operate the programmes strictly and in line with our requirements.

If your centre is already approved and you want to renew approval, you may be able to use our automatic approval process.

We may withdraw qualification or centre approval if we believe you can no longer quality assure your programme delivery or assessment standards.

8.2   Centre and qualification approval

As part of the approval process, your centre must meet the conditions listed below before offering the qualification:

- you must have suitable physical resources (for example equipment, IT, learning materials, teaching rooms) to support delivery and assessment of the qualifications

- you must provide the specific resources required for individual units

- staff involved in the assessment process must have relevant skills or experience

- you must have systems to provide continuing professional development for staff delivering the qualification

- you must have suitable health and safety policies for students and staff using equipment, and

- you must deliver the qualification in line with current equality legislation.

In this way, we can provide qualifications that meet the needs and expectations of students worldwide.

8.3   Monitoring internal system

You will need to demonstrate that you continue to meet our centre approval criteria over time and across all Higher National programmes. This involves providing evidence to our external examiners for review.

Our examiners will check that:

- your systems and the way you use them remain suitable for supporting the programmes

- you apply student registration and appeals policies consistently, and

- you have effective internal examination and standardisation processes.

In some cases, you may present evidence of your operation within a recognised code of practice such as that of the Quality Assurance Agency for Higher Education. However, we may still want to confirm independently that these arrangements are operating to our standards.

If our examiners identify problems with your internal systems, we will take steps to help you correct them.

8.4 Independent review of assessments

The external examiner will review your internal assessments for all Pearson BTEC Higher National programmes benchmarked to Levels 4 and 5 of the Quality Assurance Agency (QAA) Framework for Higher Education Qualifications. They will either:

- confirm that your internal assessments meet national standards and allow certification, or

- provide actions to improve the quality of your assessments before allowing certification.

8.5 Annual programme monitoring report (APMR)

This annual review form gives you the opportunity to analyse and reflect on the most recent teaching year. It also provides us with information to help us improve the quality assurance of the Pearson BTEC Higher National programmes. An overview report is produced to outline the findings of the APMR each year.

8.6 Annual student survey

Pearson will conduct an annual survey of Pearson BTEC Higher National students. This provides us with a snapshot of every Higher National student's experience as part of the quality assurance process. Each centre with enough students taking part in the survey will get its own report about their results. You can access the report on HN Global at: http://hnglobal.highernationals.com.

8.7 Continuing quality assurance and standards verification

Each year we update our *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment*, available in the enhanced quality assurance section of our website: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html.
The handbook contains detailed guidance on the quality processes you should follow.

8.7.1 Our key principles of quality assurance

- A centre delivering Pearson BTEC Higher National programmes must be approved by us and must have our approval for the programmes or groups of programmes it is delivering.

- As part of gaining our approval, the centre agrees always to follow our terms and conditions for delivering programmes effectively and assessment quality assurance.

- We provide approved centres with a range of materials and opportunities for reviewing internal materials through our assessment-checking service. This service demonstrates the processes required for effective assessment and provides examples of effective standards. You must use these materials and services to make sure that all staff delivering Pearson BTEC Higher National qualifications keep up to date with the guidance on assessment.

- You must follow agreed processes for:
  - planning, monitoring and recording assessment processes, and dealing with special circumstances, appeals and malpractice
  - making sure that Assessors and verifiers all work to the same standards.

- We will work in partnership with you to help you achieve quality assured assessment.

- We will help you follow best practice and use suitable technology to support quality assurance processes.

- We will try to make sure our quality assurance processes do not create unnecessary administrative work for you.

- We will monitor and support you in achieving effective assessment and quality assurance.

We will do this by:

- making sure that you complete a suitable declaration at the time of approval

- carrying out approval visits to your centre

- making sure that you have a well-trained, effective team of Assessors and verifiers

- sampling and verifying your assessments, assessed student work and other relevant documents, and

- reviewing your strategy for assessing and quality assuring your BTEC programmes.

As an approved centre, you must advertise your certification only with our permission and in line with our reporting requirements.

If you do not have and maintain a strong approach to quality assurance, you will not be able to apply for certification for any Pearson BTEC Higher National qualifications.

If you do not follow our recommendations for improving your quality assurance, we may withdraw approval for you to deliver our qualifications.

8.8   Use of Higher Technical Qualifications (HTQ) quality mark

When delivering the BTEC Higher Nationals in Photography centres must take care to ensure that they use the HTQ quality mark with due care and attention on promotional material.

The quality mark must be only used by centres in relation to an approved Higher Technical Qualification to demonstrate that the qualification has been:

- approved by the Institute for Apprenticeships and Technical Education (IfATE), and to advertise a specific course leading to a Higher Technical Qualification

- for careers advisory purposes, to explain and promote the Higher Technical Qualifications programme as a whole.

It should be used only to promote approved Higher Technical Qualifications and must not be used in a way that could reasonably be misinterpreted as a wider endorsement of any other qualifications or your centre overall.

For more information about who can use the quality mark and how it should be used, please refer to *The Higher Technical Qualification Quality Mark Guidelines* at: https://www.gov.uk/guidance/higher-technical-education-reforms.

9.0 Recognition of prior learning and attainment

Recognition of prior learning (RPL) is a way of awarding credit if a student can demonstrate they meet the assessment requirements for a unit through knowledge, understanding or skills they already have. As long as the assessment requirements are met, RPL can be used to accredit a unit, units or a whole qualification.

RPL provides a route for recognising the achievements of continuous learning from a range of activities using any valid assessment procedure. We encourage you to recognise students' previous achievements and experiences at work, at home, in leisure and in the classroom. Evidence of learning must be valid and reliable.

For full guidance on RPL, please see *Recognition of prior learning policy and process*, which can be downloaded from the support section of our website: https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html.

10.0 Equality, diversity and inclusion

Equality and fairness are central to our work. The design of these qualifications embeds equality, diversity and inclusion as set out in the qualification regulators' general conditions of recognition.

Promoting equality and diversity involves:

- treating everyone with equal dignity and worth, and

- raising ambitions and supporting achievement for people with different needs and backgrounds.

Creating an inclusive learning environment means anticipating students' varying needs and trying to make sure that all students have equal access to educational opportunities. This involves providing access for people who have differing individual needs and removing unnecessary barriers to learning. Qualification design must be inclusive so that students with and without disabilities have equal access to learning opportunities.

Our equality, diversity and inclusion policy requires that:

- all students have an equal opportunity to access our qualifications and assessments

- assessments should reflect the wide diversity of students, and

- our qualifications are designed and awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic as defined by law (for example race, sexuality, religious belief) are not disadvantaged in comparison with students who do not share that characteristic

- all students achieve the recognition they deserve for taking a qualification, and

- this achievement can be compared fairly to the achievement of their peers.

Our qualifications should:

- be available to everyone capable of reaching the required standards

- be free from any barriers that restrict access and progress, and

- offer equal opportunities for all those who want to access them.

Please see our *Equity, diversity and inclusion in Pearson qualifications and related services policy,* downloadable from the support section of our website: https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html.

Please use your integrity when recruiting students to our Pearson BTEC Higher National programmes. You should:

- make sure they have the information and advice they need about the qualification to be sure that it meets their needs

- check each student's qualifications and experience to make sure they have the potential to achieve the qualification, and

- for students with disabilities and specific needs, consider the support available to them and any other support they may need during teaching and assessment.

Please see our policy documents on students with particular needs.

10.1   Access to qualifications for students with disabilities or specific needs

Students can be assessed in a recognised regional sign language.

Further information on access arrangements can be found on the Joint Council for Qualifications (JCQ) website at: https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration, and *A guide to the special consideration process General and Vocational Qualifications* downloadable at: https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance.

Details on how to make adjustments for students with protected characteristics are provided in *Supplementary guidance for reasonable adjustments and special consideration ininternal assessments*. See the support section of our website for this document: https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html.

11.0 Modules in the BTEC Higher National Certificate in Photography

Module A: Process and Practice

Level: 4

Guided learning hours: 480

Introduction

Working in the photography industry requires working with a range of clients and customers and understanding their needs, producing, managing and delivering photographic assets to specific client briefs while also developing one's own artistic ideas and originality.

An understanding of historic and current developments in order to develop bespoke concepts and solve creative problems is essential. From artificial intelligence (AI) to new platforms for distributing images and new camera technologies to increasing image consumption, photographic practice and the audience's relationship to it is rapidly evolving. These changes bring significant challenges, as well as opportunities, for photographic practitioners.

Creating photographic content requires an understanding of the development processes, the technical skills and the photography business industry to produce successful outcomes. This is balanced with the need for professional practice skills and the ability to communicate to a range of audiences.

Through this module, students will develop the underlying knowledge and skills that will enable them to begin their journey in the photography industry. Combining research, development and production, students will explore the knowledge, understanding and technical skills required to progress within the sector.

The learning and teaching for this module integrate Essential Content across two assessment units.

Learning Outcomes for assessment units

A1: Concept and Development (340 GLH – 85 credits)

Unit code: M/650/4784

A1.1 Explore the history, theories and developments related to the area of practice.
A1.2 Explore and develop ideas, based on an iterative approach to problem-solving in creative practice.
A1.3 Explore technical knowledge and skills necessary to support creative practice.
A1.4 Explore professional knowledge, behaviours and practices within the sector.
A1.5 Explore techniques, media and formats to communicate ideas and concepts for diverse audiences.

A2: Creative Project (140 GLH – 35 credits)

Unit code: T/650/4786

A2.1 Apply relevant contextual knowledge to inform a creative project.
A2.2 Analyse a given brief to develop creative solutions, applying an iterative development process.
A2.3 Apply technical knowledge and skill in the production of a project outcome.
A2.4 Demonstrate professional knowledge, behaviours and practices in response to a given brief.
A2.5 Present the development process and outcomes of a creative project for a specified audience.

Essential Content

Students must engage with the following content before they are assessed. The content is designed to allow students to develop the knowledge and skills associated with practical vocational contexts related to the subject area.

Content may be delivered through a variety of different teaching and learning approaches that combine to provide a holistic learning journey.

Some aspects of the content are provided as generalised topics that allow teaching teams to develop detailed delivery to meet localised needs. In other cases, there are indications of the types of information that may be delivered in detail; these are indicated by (e.g., …).

The content defined here is not intended to be exhaustive or exclusive and should be taught within the context of the focus that the centre has identified for its students within the subject area.

Contextual knowledge

The knowledge and understanding of the underlying concepts and practices associated with the subject, based on historic and contemporary precedent.

Contextual influences

- Social:
  - demographic change
  - media and culture
  - traditions.

- Technological:
  - new technologies (e.g. drones)
  - AI
  - obsolete technologies.

- Economic:
  - global/national/regional economies
  - impact of broader economies and globalisation.

- Political:
  - conflict
  - government and laws.

- Geographic:
  - place
  - environment.

Historical developments

- Creative subject areas.

- Creative subject relationships.

- Development of the creative industries.

- Historical and contemporary precedents and practitioners (e.g., Annie Leibovitz, Raven Varona, Campbell Addy, Neil Kenlock, Vanley Burke).

- Movements, styles and trends, e.g.:
  - Pictorialism (e.g., Julia Margaret Cameron)
  - Straight Photography (e.g., Lewis Hine, Alfred Stieglitz)
  - Constructivism (e.g., Alexander Rodchenko)
  - Futurism (e.g., Anton Giulio Bragaglia, Mario Bellusi, Filippo Masoero)
  - <f64> Group (e.g., Ansel Adams, Edward Weston, Imogen Cunningham)
  - Farm Security Administration (e.g., Dorothea Lange, Walker Evans, Gordon Parks)
  - Dada (e.g., Man Ray, Lee Miller, Hannah Höch)
  - Bauhaus (e.g., László Moholy-Nagy, Walter Peterhans)

- o Modernism (e.g., Henri Cartier-Bresson, Eugène Atget, Irving Penn, Tina Modotti, Margaret Bourke-White)
  - o Magnum Photos
  - o documentary (e.g., Robert Frank, Paul Graham, Martin Parr, Joel Meyerowitz, Nan Goldin, Diane Arbus, Daido Moriyama)
  - o postmodern and conceptual photography (e.g., Cindy Sherman, William Eggleston, Jeff Wall, Andreas Gursky, Barbara Kruger, Lorna Simpson, Andres Serrano, Hiroshi Sugimoto)
  - o contemporary image manipulation and use of digital technology (e.g., Oleg Dou, Flora Borsi, Ewa Doroszenko, Lucas Blalock, Philipp Frank).

- Technological milestones, e.g.:
  - o pinhole cameras, camera obscura, cyanotypes (Anna Atkins)
  - o first permanent images (Joseph Nicéphore Niépce)
  - o dry plates (Richard Leach Maddox)
  - o instant cameras (e.g., Polaroid Model 95)
  - o instant printers (e.g., instax)
  - o Eastman (Kodak), flexible roll film, 35 mm film
  - o digital cameras, CMOS sensors, full-frame, mirrorless
  - o Creative Cloud
  - o Adobe Photoshop – generative fill (AI)
  - o Capture One
  - o tethering
  - o phones with inbuilt cameras
  - o Instagram
  - o 360 camera technology
  - o computational photography.
  - o stop motion.

Disciplines

- Documentary/photojournalism.

- Landscape.

- Street photography.

- Fine art.

- Fashion.

- Product.

- Food.

- Sports.

- Architectural.

- Portraiture.

- Commercial.

- Content creation (influencer photography).

Cultural theories and principles for interpreting the subject

- Audiences, stakeholders and users.

- Visual language and communication.

- Textual analysis.

- Globalisation.

- Subcultures.

- Purpose (e.g., commercial, educational, subversive, entertainment, political).

- Making connections (e.g., references, patterns, relationships, similarities, differences).

- Principles:
  o formal elements (e.g., line, tone, colour, pattern, shape, form, depth, scale etc.)
  o colour theory (e.g., contrasting colour, colour temperature, psychology of colour etc.)
  o compositional techniques (e.g., rule of thirds, golden ratio, focal points, hierarchy, framing, balance, proportion, rhythm, pattern, contrast)
  o engagement (e.g., interaction, narrative, guided, combined, journalistic)
  o ethics (e.g., representation, bias, stereotyping, manipulation, AI).

Ideas generation and development

The development of propositions based on research and analysis. The ability to evaluate solutions based on research and analysis.

Analysing the brief

- Aims and objectives.

- Competitors and the market.

- Demographics, psychographics and audience needs.

- Client types and expectations.

- Constraints (e.g., house and brand styles).

- Timeline.

- Budget.

- Deliverables.

- Context.

- Regulations.
- Mood boards

Research

- Research ethics.
- Research and analysis methodologies:
    o primary research
    o secondary research
    o market research
    o thematic research (e.g., visual and contextual references)
    o user studies
    o audience segmentation
    o data collection methods (e.g., focus groups, observation, interview)
    o bibliography, references and citation.
- Validity and reliability.
- Research bias.
- Quantitative and qualitative data.
- Interpreting and presenting data.
- Reputable sources.

Ideas generation

- Informing ideas with research.
- Techniques, e.g.:
    o mood and inspiration boards
    o storyboarding
    o mind mapping
    o reverse thinking
    o SCAMPER
    o simulation
    o forced relationships
    o solving problems through testing and reflection.
- Concepts.
- Techniques.
- Processes.
- Iterative design development (e.g., research, analyse, plan, ideate, explore, test, present, review, repeat).

- Stakeholder input:
  - user/audience
  - client
  - peer.
- Review:
  - evaluate
  - critique
  - questioning assumptions
  - making changes in response to feedback
  - the role of reflection for creative practitioners
  - reflective practice and lifelong learning:

Technical knowledge and skill

The use of existing, and development of new skills that enable the production of creative outcomes. The ability to determine the appropriate skills to complete creative work.

Camera, video and lens

- Cameras (e.g., film and digital, digital single-lens reflex (DSLR), mirrorless, point and shoot, rangefinder, 35 mm, medium format, large format, instant).
- Camera settings (e.g., aperture, shutter speed ISO, the exposure triangle).
- Camera control (e.g., focus, focus modes, focal length, depth of field).
- Sensor size and resolution.
- Lenses (e.g., fixed, zoom, macro, telephoto).
- Stabilisation (e.g., hand, tripod, gimbal, Steadicam).
- Experimental (e.g., pinhole, obscura).
- Memory cards (eg., speed, type eg., compact/flash).
- Equipment care and maintenance (e.g., common faults/issues).

Lighting

- Language properties and science of light (e.g., circle of confusion, reciprocity law failure, angle of incidence, light/colour temperature, law of reflection).
- Lighting styles (e.g., Rembrandt, split loop, short broad, high key, low key).
- Controlling natural light.
- Using flash (e.g., through-the-lens (TTL) meter on location, fill flash, speed light systems).
- Light modifiers (e.g., reflectors, diffusers, gels, soft box, umbrellas, cones, beauty dish).

- Metering (e.g., in camera, external, direct/indirect).

- White balance.

- Histograms.

- Power.

- Equipment care and maintenance (e.g., storage, protection, common faults/issues).

Principles of composition

- Rule of thirds.

- Leading lines.

- Symmetry.

- Golden ratio.

- Leafing lines/perspective.

Art direction, equipment and resources

- Location.

- Studio.

- Models (e.g., directing, booking, release forms).

- Props.

- Backdrops.

- Styling.

- Costume.

- Make-up.

- Drones

- Equipment care and maintenance (e.g., storage, protection, common faults/issues).

- Budget.

- Suppliers.

- Sustainability.

Digital production

- Editing techniques and tools (e.g., image correction, manipulation, special effects, VFX).

- Image manipulation.

- Storage and back up.

- Compression and resolution.

- Screen calibration.

- File types.

- File name conventions and version control.

- Metadata
  - technical
  - descriptive
  - administrative
  - EXIF
  - IIM
  - ICC
  - XMP.

- Colour space.

- Design (e.g., image and text, layout, typography).

- Scanner.

- Retouching panels.

- Infinite colour.

Output

- Print:
  - Colour management:
    - liquid light and cyanotype
    - transparency
    - CMYK
    - halftone
    - C-Type
    - Giclee
    - spot colour.

- Digital.

- Darkroom.

- Silkscreen.

- Projection:
  - installation
  - combination with audio.

- Screen-based:
  - devices
  - aspect ratio
  - resolution.

- Physical and digital publication:
    - sequencing
    - layout
    - copy and body text
    - binding (e.g., saddle stitch, perfect, concertina)
    - digital publishing software
    - image production for web
    - web-based file formats
    - website design.

- Moving image:
    - concepts and techniques
    - video sequencing
    - storytelling
    - codes and conventions
    - shot type
    - moving image file formats
    - editing
    - rendering and output.

Quality assurance

- Documentation.

- Technical.

- Aesthetic.

- Version control.

- Testing and inspection. (e.g., fault finding, equipment maintenance)

Professional practice

Awareness of contemporary professional practice in the subject and the behaviours appropriate for employment in the sector.

Roles

- Creative roles (e.g., creative director, photographer, creative assistant, stylist, creative art worker, editor, freelance practitioner, videographer, creative producer).

- Production roles (e.g., director, creative director, editor, post-production assistant, production coordinator).

- Management roles (e.g., project manager, studio manager, lead creative designer).

- Technical roles (e.g., technician, lighting technician, camera assistant).

- Support roles (e.g., curator, assistant, creative assistant, stylist, make-up/props assistant, sales assistant, editor, re-toucher, post-production assistant).

- Working in education (eg., delivering masterclasses).

Relationships

- Management/hierarchies.

- Workflow relationships.

- Creative relationships (eg., brand partnerships).

- Support relationships (eg., assistant).

- Collaboration (e.g., online, in person).

- Accountant.

Ethics

- Regulators (e.g., professional bodies, media regulators, censorship).

- Protecting vulnerable audiences/stakeholders.

- Professional ethics (e.g., codes of conduct).

- Artificial intelligence.

- Ownership (e.g., copyright, intellectual property).

- Accessibility and protected characteristics.

- Equality, diversity and representation.

- Release forms.

- Sustainability.

Project management

- Workflow and planning processes (e.g.,roles and responsibilities).

- Post production.

- Time management (e.g., schedule, milestones, deadlines).

- Asset management.

- Resource management (e.g., financial, equipment, human).

- Contingency.

Health, safety and wellbeing

- Workspace (e.g., screen, equipment, studio, location).

- Posture, manual handling and repetitive strain injury (RSI).

- Personal protective equipment (PPE).

- Safe systems of work (SSOW).

- Control of Substances Hazardous to Health (COSHH) Regulations.

- Mental health (e.g., support, guidance, awareness).

- Safe working environments (e.g., discrimination, time management, bullying and harassment).

- Resilience in the creative industries (e.g., critics, self-reflection, rejection).

- Disability and diversity in the workplace.

Sustainability

- Economic sustainability.

- Social sustainability.

- Environmental sustainability.

- Developing sustainable working practices
    - product lifecycle and disposal/recyclability
    - sustainable sources
    - energy consumption and carbon footprint.

- Innovation and creativity (e.g.: collaboration, stakeholder engagement).

Reflective practice and lifelong learning

- Competition (e.g., USP, staying up to date with new technologies and equipment).

- Evolving technologies (e.g., AI).

- Trends and platforms (e.g., equipment, social media, software).

- Mentors.

- Industry legislation and regulations (e.g., child protection, copyright, intellectual property, GDPR, professional indemnity, public liability).

- Sustainability.

- Equality, diversity and inclusion.

Employment

- Working as a freelancer:
  - contracts
  - tax, accountants
  - marketing
  - invoicing
  - terms and conditions.

- Networking (e.g., online, physical, building relationships).

- CV and portfolios.

Communication

The ability to share ideas and processes accurately and reliably to diverse audiences, and to recognise the appropriate forms of output to address different audiences.

Audiences

- Target market (e.g., users).

- Client.

- Professionals (e.g., team, collaborators).

- Peers.

- Stakeholders (e.g., financiers, publishers).

Communication purpose

- Collaboration and teamwork.

- Pitches.

- Research.

- Feedback.

- Testing.

- Outcomes.

- Customer relations (e.g., complaints, escalation, processes).

- Ideas and progress, e.g.:
  - RAW
  - contact sheets
  - mock-ups
  - visualisations.

Presentation

- Presentation formats (e.g., written, visual, audio-visual, interactive).
- Industry-standard presentation software.
- Industry conventions.
- Hierarchy of text-based and visual information.
- Presentation timing, structure, and delivery.
- Selection and editing of content.
- Presentation skills.

Characteristics of outcomes

- Visual and textual language.
- Mood, style and atmosphere.
- Message and impact.
- Timing (e.g., pace, suspense, narrative, experience).
- Applying/subverting codes and conventions.
- References and relationship to wider culture.
- In relation to brief:
    - clarity of concept and purpose
    - consistency and accuracy
    - management of constraints
    - suitability for market
    - audience interpretation and relevance.

12.0 Appendices

Appendix 1: Useful Resources

Books

Ainsworth, A.J (2022) *Sight Readings: Photographers and American Jazz, 1900–1960*, Bristol: Intellect

Beck, J. (2006) *No Ordinary Woman: The Story of Mary Schäffer Warren*.
Canada: Rocky Mountain Books.

Bright, S. (2017) *Feast for the Eyes: The Story of Food in Photography*.
New York: Aperture.

Leibovitz, A. (2008) *Annie Leibovitz at Work*. New York: Random House.

Nathan, E. (2019) *My Tiny Atlas.* London: Ten Speed Press.

Websites

Lindsay Adler – https://lindsayadlerphotography.com/

Micaela Belgiorno – www.vogue.com/photovogue/photographers/94864

The British Institute of Professional Photography – www.bipp.com/

Franck Gerard – https://frankgerardart.com

Zachary Goulko – www.goulko.com

Jake Hicks – https://jakehicksphotography.com/

Nori Inoguchi – www.norimichi.com/

Magnum Photo Agency – www.magnumphotos.com

Vivian Maier – www.vivianmaier.com

Bryan Rowe – www.instagram.com/bryanrowephoto/

Jessica Pettway – https://jessicapettway.com/

Daniel Schiffer – www.youtube.com/channel/UCwjZLzqHYImv4oCJQcZ8Hig

Hidenobu Suzuki – www.hidenobu.jp/art.html

Garry Winnogrand – https://fraenkelgallery.com/artists/garry-winogrand

Women Street Photographers – http://www.womenstreetphotographers.com

Gemmy Woud-Binnendijk – www.gemmywoudbinnendijk.com/Personal-projects-1

Podcasts

The Business of Photography Podcast
https://getsproutstudio.com/podcasts/

LensWork: Photography and the Creative Process
https://podcasts.apple.com/us/podcast/lenswork-photography-and-the-creative-process/id73802605

The Photographer's Podcast
https://podcasts.apple.com/us/podcast/the-photographers-podcast/id1630558500