

Pearson BTEC Level 1 Award in Photography

Specification

BTEC Specialist qualification

For first teaching September 2010

Issue 2

Edexcel, BTEC and LCCI qualifications

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About Pearson

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This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously known as:

Pearson BTEC Level 1 Award in Photography (QCF).

The QN remains the same.

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All information in this specification is correct at time of publication.

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Summary of Pearson BTEC Level 1 Award in Photography specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page number
All references to QCF have been removed throughout the specification	
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	1
TQT value added	6
Guided learning definition updated	13
QCF references removed from unit titles and unit levels in all units	16-52
The Level 1 Certificate and Diploma and the Level 2, Award, Certificate and Diploma in Photography have been removed from the specification as they are no longer available.	

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Welcome to the BTEC Level 1 Award in Photography

This document contains the units and associated guidance for the Pearson BTEC Levels 1 Award, in Photography.

This qualification is designed to meet a range of different needs. It offers:

- the opportunity to certificate smaller blocks of learning, which are designed to motivate learners and encourage widening participation in education and training
- a course that relate to the particular training and employment patterns in the photography industry
- the opportunity to use a range of teaching methods
- opportunities for learners to develop skills that support career and professional development
- a programme that can enable progression either to higher levels of study or to other courses at the same level of study.

Straightforward to implement, teach and assess

Implementing BTECs couldn't be easier. They are designed to easily fit into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment simpler.

Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and learner needs — in this case Creative and Cultural Skills, the Sector Skills Council for crafts, cultural heritage, design, literature, music, performing, and visual arts, the Design Council, and Skillset, the Sector Skills Council for the creative media industries. Many industry and professional bodies offer successful BTEC learners exemptions for their own accredited qualifications.

All you need to get started

To help you off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching BTEC. This includes:

- a framework of equivalencies, so you can see how this qualification compares with other Pearson vocational qualifications
- information on rules of combination, structures and quality assurance, so you can deliver the qualification with confidence
- explanations of the content's relationship with the learning outcomes
- guidance on assessment, and what the learner must produce to achieve the unit.

Don't forget that we're always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.

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What are BTEC Specialist qualifications?

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Sizes of Specialist qualifications

For all regulated qualifications, Pearson specify a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are generally available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

Key features of the Pearson BTEC Level 1 Award in Photography

At Level 1 the focus is on the basic skills and knowledge required to work as a photographer.

The Pearson BTEC Level 1 Award in Photography has been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques in photography, and the personal skills and attributes essential for successful performance in working life
- achieve a nationally recognised Level 1 vocationally related qualification in photography
- possibly progress to employment in a photography-related job
- progress to related general and/or vocational qualifications.

National Occupational Standards

Where relevant, Pearson BTEC Level 1 qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Pearson BTEC Level 1 qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Each unit in the specification identifies links to elements of the NOS in *Annexe C*.

The Pearson BTEC Level 1 Award in Photography relate to the following National Occupational Standards:

Skillset

- Animation
- Camera
- Design for the Moving Image
- Interactive Media and Computer Games
- Photo Imaging

Creative and Cultural Skills

- Crafts
- Design
- Jewellery.

BTEC Specialist qualification title covered by this specification

Pearson BTEC Level 1 Award in Photography

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

The Qualification Number (QN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a unit code.

The qualification and unit codes will appear on learners' final certification documentation.

The Qualification Number for the qualification in this publication is:

Pearson BTEC Level 1 Award in Photography 501/0605/3

This qualification title will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

Rules of combination

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded.

Rules of combination

When combining units for the Pearson BTEC Level 1 Award in Photography, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Pearson BTEC Level 1 Award in Photography

1. The Total Qualification Time (TQT) for this qualification is 100.
2. The Guided Learning Hours (GLH) for this qualification is 60.
3. Qualification credit value: a minimum of 10 credits.
4. Minimum credit to be achieved at, or above, the level of the qualification: 10 credits.

All credits must be achieved from the units listed in this specification.

Pearson BTEC Level 1 Award in Photography

The Pearson BTEC Level 1 Award in Photography is a 10-credit and 60-guided-learning-hour (GLH) qualification.

To achieve the whole qualification, a learner must successfully complete **10 credits** from the following specialist optional units.

Pearson BTEC Level 1 Award in Photography			
Unit	Specialist optional units	Credit	Level
1	Photographic Equipment, Processes and Techniques	10	1
2	Creative Camera Techniques	10	1
3	Photographic Images for Presentation	10	1
4	Experimental Photographic Images	10	1
5	Lighting for Photography	10	1
6	Working to Photography Briefs	10	1

Assessment

All units within this qualification are internally assessed. The qualification is criterion referenced, based on the achievement of all the specified learning outcomes.

Each unit within the qualification has specified assessment criteria and grading criteria which must be used. A summative unit grade can be awarded at pass, merit or distinction:

- To achieve a 'pass' a learner must have successfully completed **all** the assessment criteria
- To achieve a 'merit' a learner must **additionally** have successfully completed **all** the merit grading criteria
- To achieve a 'distinction' a learner must **additionally** have successfully completed **all** the distinction grading criteria.

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

All the assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms, including performance observation, presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated in the assignments briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignments briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues
- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade.

In the Pearson BTEC Level 1 Specialist qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

Quality assurance of centres

Pearson BTEC Level 1 qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering the Pearson BTEC Level 1 must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Pearson.

The Pearson quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for the Pearson BTEC Level 1 qualifications and units
- **compulsory** Pearson-provided training and standardisation for internal verifiers and assessors leading to the accreditation of lead internal verifiers via the OSCA system
- quality review of the centre verification practice
- centre risk assessment by Pearson of overarching processes and quality standards
- remedial training and/or assessment sampling for centres identified through standardisation or risk assessment activities as having inadequate quality, assessment or internal verification processes.

Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

Quality Assurance Guidance

Details of quality assurance for Pearson BTEC Level 1 qualifications are set out in centre guidance which is published on our website (qualifications.pearson.com).

Programme design and delivery

Mode of delivery

Pearson does not normally define the mode of delivery for Pearson BTEC Entry to Level 3 qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

Pearson BTEC Level 1 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Pearson.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Pearson BTEC Level 1 qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

Access and recruitment

Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

Restrictions on learner entry

The Pearson BTEC Level 1 Award in Photography is accredited for learners aged 14 and above.

Access arrangements and special considerations

Pearson's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality Act 2010) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Pearson website (qualifications.pearson.com). This policy replaces the previous Pearson policy (Assessment of Vocationally Related Qualifications: Regulations and Guidance Relating to Learners with Special Requirements, 2002) concerning learners with particular requirements.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website, qualifications.pearson.com

Unit format

All units in the Pearson BTEC Level 1 Specialist qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Credit value

When a learner achieves a unit, they gain the specified number of credits.

Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit aim

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria and grading grid

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below shows the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.

- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Pearson to offer the qualification.
- *Indicative resources* – gives a list of learner resource material that benchmarks the level of study.

Units

Unit 1: Photographic Equipment, Processes and Techniques	18
Unit 2: Creative Camera Techniques	24
Unit 3: Photographic Images for Presentation	30
Unit 4: Experimental Photographic Images	36
Unit 5: Lighting for Photography	42
Unit 6: Working to Photography Briefs	48

Unit content

1 Be able to use photographic equipment, processes and techniques

Photographic equipment: camera eg film-based, digital; tripod; lighting eg available, artificial, studio

Film-based equipment: film stock; printing paper; processing equipment (spiral tank, changing bag, chemicals, thermometer, measuring cylinders); printing equipment (enlarger, frame, contact printer, timer, dishes, tongs, chemicals)

Digital equipment: memory card; computer; software; printing paper; printer; scanner

2 Be able to explore ideas for photographs

Applications: eg press, advertising, fashion, reportage, documentary, exhibition, gallery, fine art

Idea selection: exploration eg individual notes, group discussion, mindmapping, development exercises, sketches, drawings; limitations eg resources, time, permissions, restrictions, costs

3 Be able to produce photographs

Plan: eg shooting schedule, studio booking, location, props, costume

Produce: image control eg aperture, shutter, film speed, pixel count; post-capture eg developing, downloading to computer, printing, image manipulation

4 Be able to comment on own photographic work

Format: eg sketchbook, mounted work, annotations, written notes, video diary, illustrated oral presentations

Work: eg strengths, weaknesses, processes, technical issues, skills development, future improvements, suitability for intended purpose, impact, aesthetics

Assessment criteria and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p>P1 use photographic equipment, processes and techniques</p> <p>P2 explore basic ideas for photographs</p> <p>P3 produce basic photographs</p> <p>P4 identify strengths and weaknesses of own photographic work.</p>	<p>M1 effectively use photographic equipment, processes and techniques</p> <p>M2 explore effective ideas for photographs</p> <p>M3 produce effective photographs</p> <p>M4 comment on the strengths and weaknesses of own photographic work.</p>	<p>D1 confidently use photographic equipment, processes and techniques</p> <p>D2 explore imaginative ideas for photographs</p> <p>D3 produce imaginative photographs</p> <p>D4 comment with some detail on the strengths and weaknesses of own photographic work.</p>

Essential guidance

Delivery

This unit requires a structured approach to the development of skills and the exploration of basic film-based and digital techniques for the production of photographs.

Any briefs set should provide information on requirements, limitations, and deadlines.

Learners must understand the health and safety issues associated with the use of specific photographic materials and equipment. Health and safety practices should therefore be demonstrated to learners as required by the type of work they are undertaking.

Learners should be encouraged to approach photography as a means of visual expression and communication. An introduction into understanding narrative imagery could be of benefit to the learner.

Assessment

Learners should use the appropriate traditional or digital resources to produce a small portfolio or folder of evidence. When producing their work they should consider aspects related to formal elements such as composition, editing, cropping and image manipulation, and record their thoughts about these as part of the submission. Examples of practical exploration should be submitted even if initially considered unsuccessful by learners as these can be used to provide evidence for the commentary required for learning outcome 4.

Employer engagement and vocational contexts

Centres should develop links with practising photographers in order to develop assignments for learners or to provide work experience. A lecture or visit by a photographer can provide useful and pertinent information on working practice.

Vocational learning support resources:

- Learning and Skills Network – www.vocationallearning.org.uk
- business and finance advice, and local business links – www.businesslink.gov.uk.

Creative and Cultural Skills, the Sector Skills Council for design, has launched the web portal Creative Choices (www.creative-choices.co.uk). This portal has a range of information about careers in the design sector, including job descriptions.

Skillset, the Sector Skills Council for creative media, provides details on its website about careers and the industry (www.skillset.org) and has a regularly updated news and events page.

Essential resources

Learners should have access to film-based and digital equipment, in order to explore the characteristics of each. These will include some but not all from the following: basic cameras including 35 mm compact, basic 35 mm single lens reflex cameras, disposables, digital cameras and other facilities such as lighting, darkroom, computers and printers, and software for the manipulation of digital images.

Indicative resources

Textbooks

Andrews P and Langford M — *Langford's Starting Photography: The Guide to Creating Great Images* (Focal Press, 2008) ISBN 978-0240521107

Badger G — *The Genius of Photography* (Quadrille Publishing Ltd, 2007) ISBN 978-1844003631

Collins Complete Photography Manual (Collins, 2007) ISBN 978-0007243945

Stepan P — *50 Photographers You Should Know* (Prestel, 2008) ISBN 978-3791340180

Szarkowski J — *The Photographer's Eye* (The Museum of Modern Art, 2006) ISBN 978-0870705274

Journals

Amateur Photographer

British Journal of Photography

Digital Photo

Digital Photographer Magazine

Websites

www.nationalmediamuseum.org.uk National Media Museum, Photography Collection

www.photonet.org.uk the Photographers' Gallery

www.vam.ac.uk/collections/photography Victoria and Albert Museum, Photography Collection

Unit 2: Creative Camera Techniques

Unit reference number: F/602/1055

Level: 1

Credit value: 10

Guided learning hours: 60

Unit aim

This unit aims to provide learners with the skills and visual language needed to explore the creative use of photography and to capture images using photographic technology.

Unit introduction

In this unit learners will be taught the skills and techniques of camera operation to enable them to produce creative images using either traditional or digital cameras. Learners will explore photography using appropriate visual language including composition and other formal elements.

Learning outcomes

To achieve this unit a learner must:

- 1 Be able to use a camera
- 2 Understand the use of visual language in photography
- 3 Be able to produce photographs which demonstrate exploration of visual language
- 4 Be able to comment on outcomes of own photographic work.

Unit content

1 Be able to use a camera

Cameras: digital; film-based eg compact rangefinder, disposable cameras, SLR

Camera operation: focus; exposure; shutter speed; depth of field; types of film eg black and white, colour, film speed; lighting eg natural, artificial, flash

2 Understand the use of visual language in photography

Formal elements: eg shape, form, texture, pattern, line, tone, colour, composition, viewpoint

Composition: shot eg close-up, mid-shot, long shot; framing; structure; lighting

3 Be able to create photographs which demonstrate exploration of visual language

Exploration: eg of viewpoint, of form, of texture, of pattern, of line, of tone

4 Be able to comment on outcomes of own photographic work

Format: eg sketchbook, mounted work, annotations, written notes, video diary, illustrated oral presentations

Work: eg strengths, weaknesses, processes, technical issues, skills development, future improvements, suitability for intended purpose, impact, aesthetics

Assessment criteria and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p>P1 operate a camera applying one function with care</p> <p>P2 outline examples to illustrate the use of visual language in photography</p> <p>P3 produce photographs which demonstrate some exploration of visual language</p> <p>P4 identify strengths and weaknesses of own photographic work.</p>	<p>M1 operate a camera applying two functions with care</p> <p>M2 describe a range of examples to illustrate the use of visual language in photography</p> <p>M3 create photographs which demonstrate an effective exploration of visual language</p> <p>M4 comment on the strengths and weaknesses of own photographic work.</p>	<p>D1 operate a camera applying more than two functions with care</p> <p>D2 describe with some detail a wide range of examples to illustrate the use of visual language in photography</p> <p>D3 create photographs which demonstrate an imaginative exploration of visual language</p> <p>D4 comment with some detail on the strengths and weaknesses of own photographic work.</p>

Essential guidance

Delivery

This unit has been designed for learners to discover and explore photography using basic cameras to produce creative images successfully. Learners may use film or digital cameras, or both.

It is anticipated that learners will be encouraged to explore the creative aspects of image making using a range of camera equipment such as compact rangefinder, disposable and SLR cameras. Where possible, learners should have access to SLR equipment for at least part of the unit. For film-based work, learners may use trade processing to process and produce their prints.

Learners will need assistance for downloading digital images and in using editing software to create contacts and prints.

Learners should be given projects that encourage the use of the formal elements of visual language. Discussion should revolve around the editing and cropping of images for suitability on the theme set.

Learners should be taught about the capabilities and limitations of the equipment they are using and, through looking at the work of others, make suggestions of images they might wish to explore themselves.

Assessment

Evidence for assessment should be provided through observation, critical feedback and submission of final photographic outcomes presented in an appropriate format. Learners should also keep a file that evidences the use of materials, techniques and equipment.

Evidence for outcomes 1 and 2 could be in the form of a workbook or sketchbook recording the photographic ideas and activity with examples, contacts etc. Comments on the processes used are expected to be concise and factual. Information and research notes on other artists and photographers are helpful where they have been an influence on the final work. Evidence for outcome 4 could be in the form of sketchbooks, mounted work, annotations, written notes, video diaries, and illustrated oral presentations.

Final outcomes should be appropriately presented and care should be evident in the appearance of all work.

Employer engagement and vocational contexts

Centres should develop links with practising photographers in order to develop assignments for learners or to provide work experience. A lecture or visit by a photographer can provide useful and pertinent information on working practice.

Vocational learning support resources:

- Learning and Skills Network – www.vocationallearning.org.uk
- business and finance advice, and local business links – www.businesslink.gov.uk.

Creative and Cultural Skills, the Sector Skills Council for design, has launched the web portal Creative Choices (www.creative-choices.co.uk). This portal has a range of information about careers in the design sector, including job descriptions.

Skillset, the Sector Skills Council for creative media, provides details on its website about careers and the industry (www.skillset.org) and has a regularly updated news and events page.

Essential resources

Learners will require access to an appropriate range of cameras, facilities and processing equipment and resources. Basic mounting materials and equipment should be available.

Indicative resources

Textbooks

Andrews P and Langford M — *Langford's Starting Photography: The Guide to Creating Great Images* (Focal Press, 2008) ISBN 978-0240521107

Badger G — *The Genius of Photography* (Quadrille Publishing Ltd, 2007) ISBN 978-1844003631

Collins Complete Photography Manual (Collins, 2007) ISBN 978-0007243945

Stepan P — *50 Photographers You Should Know* (Prestel, 2008) ISBN 978-3791340180

Szarkowski J — *The Photographer's Eye* (The Museum of Modern Art, 2006) ISBN 978-0870705274

Journals

Amateur Photographer

British Journal of Photography

Digital Photo

Digital Photographer Magazine

Websites

www.nationalmediamuseum.org.uk

National Media Museum, Photography Collection

www.photonet.org.uk

the Photographers' Gallery

www.vam.ac.uk/collections/photography

Victoria and Albert Museum, Photography Collection

Unit 3: Photographic Images for Presentation

Unit reference number: K/602/1020

Level: 1

Credit value: 10

Guided learning hours: 60

Unit aim

The aim of this unit is to enable learners to acquire skills and techniques in photographic image making to produce final photographic outcomes in appropriate formats for presentation.

Unit introduction

This unit should enable learners to produce final photographic images either as paper prints or electronic files.

Learners should explore techniques and processes including cropping, editing and other image manipulation techniques either in the darkroom or on computer. They should learn how to select and prepare images for presentation, considering quality of image and technical issues.

Learners should learn about the techniques used when presenting work, and develop a presentation of images that displays their work to its full potential.

Learning outcomes

To achieve this unit a learner must:

- 1 Be able to select and prepare photographic images for presentation
- 2 Be able to use equipment and materials to create photographic images for presentation
- 3 Be able to present final photographic images
- 4 Be able to comment on own photographic image presentation.

Unit content

1 Be able to select and prepare photographic images for presentation

Select: images eg from contact sheets, from thumbnails; process eg mark up, identify quality, form digital files; considerations eg composition, contrast, subject, lighting

Prepare: film-based eg contact prints, testing, cleaning negatives, storage; digital eg thumbnail views, selecting files, basic image control, manipulation

2 Be able to use equipment and materials to create photographic images for presentation

Film-based equipment and materials: eg enlargers, masking easels, timers, contact printers, chemical trays; paper types; finishes eg resin coated, variable contrast, glossy, matt, pearl; chemicals (developer, stop-bath, fixer); safety equipment eg tongs, rubber gloves, aprons, footwear

Digital equipment and materials: computers eg Mac, PC; scanners; negative scanners; card readers; USB sticks; external hard drives; digital imaging software eg tools, filters, cropping, resizing (scaling), contrast, brightness; printers

3 Be able to present final photographic images

Format: eg slide shows, PowerPoint, projectors, websites, CD ROMs, mounted display, foamboard, exhibition

Present: select eg mount board colour, positioning, composition, borders; presentation skills eg window mount, flat mount, simple book; digital eg colour, accompanying text, sequence, PPT

4 Be able to comment on own photographic image presentation

Working processes: eg sketchbook annotations, written notes, verbal feedback, video recordings, witness statements, illustrated oral presentations, technical logs, personal reflection, ideas development, selection process

Comment: eg choices made, materials, equipment, techniques, final work, successes, strengths, weaknesses, future work, improvements, impact, aesthetics

Assessment criteria and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p>P1 select and prepare photographic images for presentation</p> <p>P2 use appropriate equipment and materials to produce basic photographic images</p> <p>P3 present final photographic images in an appropriate format</p> <p>P4 identify strengths and weaknesses of own photographic presentation work.</p>	<p>M1 carefully select and prepare photographic images for presentation</p> <p>M2 use appropriate equipment and materials to produce effective photographic images</p> <p>M3 present final photographic images in an effective format</p> <p>M4 comment on the strengths and weaknesses of own photographic presentation work.</p>	<p>D1 confidently select and prepare photographic images for presentation</p> <p>D2 use appropriate equipment and materials to produce imaginative photographic images</p> <p>D3 present final photographic images in an imaginative format</p> <p>D4 comment with some detail on the strengths and weaknesses of own photographic presentation work.</p>

Essential guidance

Delivery

Technical skills can be developed in practical workshop sessions giving learners the opportunity to explore a range of materials, techniques and equipment.

Demonstrations will be a fundamental aspect of such workshop activities with health and safety issues being consistently reinforced.

Tutors may offer any combination of film-based and digital photographic resources.

Learners should be taught how to keep a record of the materials, techniques and equipment they are using with personal observations on their work and working practices.

Assessment

Evidence for assessment should be provided through observation, critical feedback and submission of final photographic outcomes presented in an appropriate format. Learners should also keep a file that evidences the use of materials, techniques and equipment.

Evidence for outcome 4 could be in the form of sketchbooks, mounted work, annotations, written notes, video diaries, and illustrated oral presentations.

Final outcomes should be appropriately presented and care should be evident in the appearance of all work.

Employer engagement and vocational contexts

Centres should develop links with practising photographers in order to develop assignments for learners or to provide work experience. A lecture or visit by a photographer can provide useful and pertinent information on working practice.

Vocational learning support resources:

- Learning and Skills Network – www.vocationallearning.org.uk
- business and finance advice, and local business links – www.businesslink.gov.uk.

Creative and Cultural Skills, the Sector Skills Council for design, has launched the web portal Creative Choices (www.creative-choices.co.uk). This portal has a range of information about careers in the design sector, including job descriptions.

Skillset, the Sector Skills Council for creative media, provides details on its website about careers and the industry (www.skillset.org) and has a regularly updated news and events page.

Essential resources

Learners should be provided with film-based and digital photographic facilities. Photographic studios and any darkroom facilities should be risk assessed. Digital studios should be equipped with image capture and manipulation software. A suitable studio space should be provided for preparing and mounting final images.

Indicative resources

Textbooks

Andrews P and Langford M — *Langford's Starting Photography: The Guide to Creating Great Images* (Focal Press, 2008) ISBN 978-0240521107

Badger G — *The Genius of Photography* (Quadrille Publishing Ltd, 2007)
ISBN 978-1844003631

Collins Complete Photography Manual (Collins, 2007) ISBN 978-0007243945

Jeffrey I — *The Photography Book* (Phaidon, 2000) ISBN 978-0714839370

Stepan P — *50 Photographers You Should Know* (Prestel, 2008)
ISBN 978-3791340180

Szarkowski J — *The Photographer's Eye* (The Museum of Modern Art, 2006)
ISBN 978-0870705274

Journals

Amateur Photographer

British Journal of Photography

Digital Photo

Digital Photographer Magazine

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www.nationalmediamuseum.org.uk

National Media Museum, Photography
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www.photonet.org.uk

the Photographers' Gallery

www.vam.ac.uk/collections/photography

Victoria and Albert Museum,
Photography Collection

Unit 4: Experimental Photographic Images

Unit reference number: M/602/1021

Level: 1

Credit value: 10

Guided learning hours: 60

Unit aim

This unit aims to develop learners' creativity in producing photographic images through experimentation with materials, techniques and processes.

Unit introduction

This unit explores creative image manipulation using a range of either traditional or digital imagery, or a combination of both. Learners should explore the use of cameras and printing techniques to produce a range of experimental imagery. In doing this they may explore and recognise the creative and experimental potential of photography, and develop skills in photographic image production. They should develop awareness and understanding of specific photographic materials, techniques and processes, and review their approaches to generating experimental work through applying these.

Learning outcomes

To achieve this unit a learner must:

- 1 Be able to experiment with photographic materials, techniques and processes
- 2 Be able to present selected experimental photographic outcomes
- 3 Be able to comment on experimental photographic work.

Unit content

1 Be able to experiment with photographic materials, techniques and processes

Equipment: cameras eg film-based, digital, pinhole, instant, polaroid; scanners

Materials: eg film, memory cards, paper, mixed media, masks

Processes: capture eg exposure, filters; processing eg push processing, printing, manipulation, compression, photocopying

Techniques: eg hand-colouring, toning, tinting, baseboard print distortion, combination and sandwich printing, photograms, continuous tone, painting with developer, solarisation, altering scale, degeneration of image, colour changes, movement during copying, collage, montage, photographing results

2 Be able to present selected experimental photographic outcomes

Outcomes: eg series, sequenced images, narrative, abstract, prints, installation, mixed media piece, artwork

Format: eg paper-based, web-based, electronic, PowerPoint presentation, blog, exhibition

3 Be able to comment on experimental photographic work

Format: eg sketchbook, mounted work, annotations, written notes, video diary, illustrated oral presentations, working prints, roughs, final prints

Work: eg strengths, weaknesses, characteristics of media, processes, technical issues, skills development, future improvements, suitability for intended purpose, impact, aesthetics

Assessment criteria and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p>P1 produce simple photographic outcomes through experimenting with photographic materials, techniques and processes</p> <p>P2 present selected experimental photographic outcomes in an appropriate format</p> <p>P3 identify strengths and weaknesses of own experimental photographic work.</p>	<p>M1 produce effective photographic outcomes through experimenting with a range of photographic materials, techniques and processes</p> <p>M2 effectively present experimental photographic outcomes in a considered format</p> <p>M3 comment on the strengths and weaknesses of own experimental photographic work.</p>	<p>D1 produce imaginative photographic outcomes through experimenting with a wide range of photographic materials, techniques and processes</p> <p>D2 confidently present experimental photographic outcomes in an imaginative format</p> <p>D3 comment with some detail on the strengths and weaknesses of own experimental photographic work.</p>

Essential guidance

Delivery

Learners should be given a range of techniques, processes and materials to explore depending on available resources, and demonstrations of more advanced techniques and processes could be given.

Learners may work individually to explore each technique, process or material on a roundabout basis. Alternatively, small groups may explore a particular technique, process or material and present findings to the other groups.

Learners should be encouraged to adapt and combine techniques, processes and materials. Emphasis should be placed on the potential for unexpected, exciting discoveries and outcomes offered by this unit.

Learners should be shown how to keep a work journal to record their experimentation and results.

Assessment

Evidence for assessment of learning outcomes 1 and 2 will be generated through the work journal and outcomes selected for presentation. Evidence may also be generated through the practical activities, discussion, question and answer sessions, group and individual presentations and research material. Work should be submitted even if initially considered unsuccessful by learners as this can be used to provide evidence for the commentary required for learning outcome 4.

Evidence for outcome 4 could be in the form of sketchbooks, mounted work, annotations, written notes, video diaries, and illustrated oral presentations.

Employer engagement and vocational contexts

Centres should develop links with practising photographers in order to develop assignments for learners or to provide work experience. A lecture or visit by a practising fine art photographer can provide useful and pertinent information on working practice.

Vocational learning support resources:

- Learning and Skills Network – www.vocationallearning.org.uk
- business and finance advice, and local business links – www.businesslink.gov.uk.

Creative and Cultural Skills, the Sector Skills Council for design, has launched the web portal Creative Choices (www.creative-choices.co.uk). This portal has a range of information about careers in the design sector, including job descriptions.

Skillset, the Sector Skills Council for creative media, provides details on its website about careers and the industry (www.skillset.org) and has a regularly updated news and events page.

Essential resources

Learners will need access to a range of darkroom and digital imaging resources, possibly with relevant technical support, in order to develop practical skills. Learners will also require access to general purpose studios in order to explore mixed media work, and prepare work for presentation.

Indicative resources

Textbooks

Ephraums E — *Creative Elements* (Amphoto, 1995) ISBN 978-0863433979

Frost L — *The A-Z of Creative Photography* (Watson-Guptill Publications, 2003) ISBN 978-0817433139

Renner E — *Pinhole Photography: Rediscovering a Historic Technique* (Focal Press, 1995) ISBN 978-0240802374

Journal

British Journal of Photography

Digital Photo

Pinhole Journal (available from www.pinholeresource.com)

Websites

www.nationalmediamuseum.org.uk	National Media Museum, Photography Collection
www.photonet.org.uk	The Photographers' Gallery
www.vam.ac.uk/collections/photography	Victoria and Albert Museum, Photography Collection

Unit 5: Lighting for Photography

Unit reference number: T/602/1022

Level: 1

Credit value: 10

Guided learning hours: 60

Unit aim

The aim of this unit is to enable learners to acquire knowledge of photographic lighting effects and to develop the skills needed to apply this creatively to their own photographic work.

Unit introduction

This unit introduces learners to the effects that can be achieved through a range of lighting techniques both natural and artificial. Learners should have the opportunity to explore the use of lighting when producing photographic images.

Learners will gain knowledge and practical experience of the differences between natural and artificial lighting conditions, and the degree of control they need to exercise over lighting when taking photographs.

Learners will review the strengths and weaknesses in their work, and present final prints where lighting has been explored and exploited.

Learning outcomes

To achieve this unit a learner must:

- 1 Know about photographic lighting equipment and techniques
- 2 Be able to produce photographs which demonstrate the use of lighting
- 3 Be able to present photographs which demonstrate the use of lighting
- 4 Be able to comment on photographic lighting work.

Unit content

1 Know about photographic lighting equipment and techniques

Light sources: natural light eg ambient light, daylight, sunsets, winter light, summer light; artificial light eg tungsten, flash, modelling light, room lights, torches; mixed light; reflected light; diffused light

Equipment: spots; floods; flashguns; stands; accessories eg reflectors, diffusers, barn doors, soft boxes, snoots; gels; light meters

Effects: high and low key; enhanced eg shape, form, texture, silhouettes; drawing with light eg torches, flash guns

2 Be able to produce photographs which demonstrate the use of lighting

Applications: eg still life, environmental portraiture, studio portraiture, close-up, abstraction, 3D objects, texture, manufactured forms, natural forms, landscapes, cityscapes

Lighting: type eg natural, artificial, mixed, available; qualities eg soft, diffused, hard, contrast, directional, highlights, shadows

Health and safety: lifting equipment; hot surfaces; electrical connections; electrical cables

3 Be able to present photographs which demonstrate the use of lighting

Select: eg aesthetic quality, visual effects, visual language, impact, fitness for purpose, message

Present: eg mounted, website, PowerPoint, slide show

4 Be able to comment on photographic lighting work

Format: eg sketchbook, mounted work, annotations, written notes, video diary, illustrated oral presentations, working prints, roughs, final prints

Work: eg strengths, weaknesses, characteristics of media, processes, technical issues, skills development, future improvements, suitability for intended purpose, impact, aesthetics

Assessment criteria and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p>P1 outline examples to illustrate how photographic lighting equipment is used to create different effects</p> <p>P2 produce photographs applying the basic principles of lighting</p> <p>P3 present photographs which demonstrate the use of lighting</p> <p>P4 identify strengths and weaknesses of own photographic lighting work.</p>	<p>M1 describe a range of examples to illustrate how photographic lighting equipment is used to create different effects</p> <p>M2 produce photographs which demonstrate an effective use of lighting</p> <p>M3 effectively present photographs which demonstrate the use of lighting</p> <p>M4 comment on the strengths and weaknesses of own photographic lighting work.</p>	<p>D1 describe with some detail a wide range of examples to illustrate how photographic lighting equipment is used to create different effects</p> <p>D2 produce photographs which demonstrate an imaginative use of lighting</p> <p>D3 confidently present photographs which demonstrate the use of lighting</p> <p>D4 comment with some detail on the strengths and weaknesses of own photographic lighting work.</p>

Essential guidance

Delivery

Teaching of this unit should focus on practical work and demonstration of techniques, though learners should also investigate the work of professional photographers in order to develop their understanding of the possibilities of lighting techniques. In their own work, sound technical skills should be demonstrated, as well as creative approaches such as handheld lighting and drawing with light.

Tutors should set assignments that are appropriate to the level of lighting equipment and resources within the centre.

At this level a high degree of support and guidance will need to be given to learners.

Assessment

To provide evidence of achievement of learning outcome 1 learners should comment on uses of lighting as used by others and as they occur in their own work.

Evidence for assessment of learning outcomes 2 and 3 should be provided primarily through final photographic outcomes presented in an appropriate format.

For assessment of achievement of learning outcome 4 learners should keep a technical log or file that clearly evidences their investigation of and commentary upon the techniques and equipment used.

Employer engagement and vocational contexts

Centres should develop links with practising photographers in order to develop assignments for learners or to provide work experience. A lecture or visit by a photographer can provide useful and pertinent information on working practice.

Vocational learning support resources:

Learning and Skills Network – www.vocationallearning.org.uk

business and finance advice, and local business links – www.businesslink.gov.uk.

Creative and Cultural Skills, the Sector Skills Council for design, has launched the web portal Creative Choices (www.creative-choices.co.uk). This portal has a range of information about careers in the design sector, including job descriptions.

Skillset, the Sector Skills Council for creative media, provides details on its website about careers and the industry (www.skillset.org) and has a regularly updated news and events page.

Essential resources

Centres offering this unit will need to have access to an appropriate studio space and lighting. Equipment should be kept as simple and straightforward as possible and centres may well find that tungsten lamps are the preferred choice for artificial light. Camera equipment should also be straightforward to operate. Centres may use trade processing or their own facilities to produce prints from film.

Indicative resources

Textbooks

Andrews P and Langford M — *Langford's Starting Photography: The Guide to Creating Great Images* (Focal Press, 2008) ISBN 978-0240521107

Badger G — *The Genius of Photography* (Quadrille Publishing Ltd, 2007) ISBN 978-1844003631

Collins Complete Photography Manual (Collins, 2007) ISBN 978-0007243945

Stepan P — *50 Photographers You Should Know* (Prestel, 2008) ISBN 978-3791340180

Szarkowski J — *The Photographer's Eye* (The Museum of Modern Art, 2006) ISBN 978-0870705274

Journals

Amateur Photographer

British Journal of Photography

Digital Photo

Digital Photographer Magazine

Websites

www.nationalmediamuseum.org.uk National Media Museum, Photography Collection

www.photonet.org.uk the Photographers' Gallery

www.vam.ac.uk/collections/photography Victoria and Albert Museum, Photography Collection

Unit 6: Working to Photography Briefs

Unit reference number: F/602/1024

Level: 1

Credit value: 10

Guided learning hours: 60

Unit aim

The aim of this unit is to enable learners to develop the skills required in order to work to a photographic brief.

Unit introduction

This unit provides the opportunity for learners to work to a photographic brief. Learners should gain an understanding of their role as photographer and will need to recognise and understand what the brief is asking them to do.

Learners should develop creative responses to a brief that demonstrate their abilities in selecting and using photographic equipment and resources. They should gain practical experience in addressing the brief through applied research and ideas generation, and manage the production of final prints.

They should present their work and gauge its effectiveness in meeting the brief through recording both their own responses and the feedback of others.

Learning outcomes

To achieve this unit a learner must:

- 1 Be able to research and generate ideas from primary and secondary sources in response to photographic briefs
- 2 Be able to produce and present final outcomes in response to photographic briefs
- 3 Be able to comment on own work produced in response to photographic briefs.

Unit content

1 Be able to research and generate ideas from primary and secondary sources in response to photographic briefs

Organise research: planning eg identify creative intention, sequence, targets, audience needs, requirements; techniques eg individual or group ideas generation, word and image associations, lists, thumbnail sketches, spider charts

Primary sources: eg exhibitions, museums, galleries, shows, collections

Secondary source: eg libraries, journals, online publications, audio-visual sources

Record: research process; research material; development work; alternative options; appropriate annotation

Select: ideas; techniques; materials; equipment

Format: eg sketchbooks, work journals, files, digital sketchbooks

2 Be able to produce and present final outcomes in response to photographic briefs

Produce: organise equipment eg cameras, lighting, accessories, lighting, props, location; use eg materials, techniques, processes; post shooting eg process images, output images, prints

Refine: eg select, crop, manipulate, adjust, save

Present: eg select, trim, mount; support eg written information, verbal presentation; format eg album, website, slide show, PowerPoint

3 Be able to comment on own work produced in response to photographic briefs

Format: eg sketchbook, mounted work, annotations, written notes, video diary, illustrated oral presentations, working prints, roughs, final prints

Work: eg strengths, weaknesses, characteristics of media, processes, technical issues, skills development, future improvements, suitability for intended purpose, impact, aesthetics, client feedback, audience response

Assessment criteria and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p>P1 generate and research ideas from primary and secondary sources to develop ideas in response to a photographic brief</p> <p>P2 produce and present final outcomes in response to photographic briefs using an appropriate format</p> <p>P3 identify strengths and weaknesses of own photographic work.</p>	<p>M1 generate and research effective ideas from primary and secondary sources to develop a range of ideas in response to a photographic brief</p> <p>M2 produce and present an effective final outcome in response to a photographic brief in a considered format</p> <p>M3 comment on the strengths and weaknesses of own photographic work.</p>	<p>D1 generate and research imaginative ideas from primary and secondary sources to develop a wide range of ideas in response to a photographic brief</p> <p>D2 produce and present an imaginative final outcome in response to a photographic brief in an imaginative format</p> <p>D3 comment with some detail on the strengths and weaknesses of own photographic work.</p>

Essential guidance

Delivery

Learners will need to be given a set brief, which provides reasonable constraints in order that they produce realistically achievable outcomes. Assignments based on set themes such as self-image, home, environment, community, and technology should encourage personal exploration and development.

Learners should be encouraged to discuss and clarify the requirements of the brief as a group or individual.

Sessions on how to compile and effectively present research and developmental work are also required.

Learners should be encouraged to record observations, reflections and descriptions to show chronological project development.

Technical skills should be taught through practical demonstrations.

Assessment

Learners' understanding of the requirements may be determined through question and answer sessions and developmental work. Evidence for assessment can be provided through ongoing workshop and classroom observation, critical feedback and the final photographic outcomes presented in an appropriate format.

Learners should also keep a sketchbook or work journal that clearly evidences their descriptions of how research has informed the final outcomes and materials, techniques and presentation methods used. Learners should be encouraged to make this evidence as visually stimulating as possible.

Employer engagement and vocational contexts

Centres should develop links with practising photographers in order to develop assignments for learners or to provide work experience. A lecture or visit by a photographer can provide useful and pertinent information on working practice.

Vocational learning support resources:

- Learning and Skills Network – www.vocationallearning.org.uk
- business and finance advice, and local business links – www.businesslink.gov.uk.

Creative and Cultural Skills, the Sector Skills Council for design, has launched the web portal Creative Choices (www.creative-choices.co.uk). This portal has a range of information about careers in the design sector, including job descriptions.

Skillset, the Sector Skills Council for creative media, provides details on its website about careers and the industry (www.skillset.org) and has a regularly updated news and events page.

Essential resources

Learners will require access to facilities that may include a black-and-white darkroom with enlargers, timers, masking easels etc if this approach is being used. Outside laboratories may also be used for the processing and printing of colour and monochrome film. Alternatively if a digital approach is taken, learners will need access to a computer facility with appropriate basic level image editing software.

Indicative resources

Textbooks

Andrews P and Langford M — *Langford's Starting Photography: The Guide to Creating Great Images* (Focal Press, 2008) ISBN 978-0240521107

Badger G — *The Genius of Photography* (Quadrille Publishing Ltd, 2007) ISBN 978-1844003631

Collins Complete Photography Manual (Collins, 2007) ISBN 978-0007243945

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the Photographers' Gallery

www.vam.ac.uk/collections/photography

Victoria and Albert Museum, Photography Collection

Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

How to obtain National Occupational Standards

Creative and Cultural Skills

Lafone House
The Leathermarket
Weston St
London
SE1 3HN

Telephone: 020 7015 1800
Fax: 020 7015 1847
Email: info@ccskills.org.uk
Website: www.ccskills.org.uk

Skillset

Focus Point
21 Caledonian Road
London
N1 9GB

Telephone: 020 7713 9800
Fax: 020 7713 9801
Email: info@skillset.org
Website: www.skillset.org

Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit our website.

Your Pearson support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.
- Please visit our website at qualifications.pearson.com/en/support/contact-us.html

Annexe A

The Pearson qualification framework for the Art and Design sector

Progression opportunities within the framework.

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
8				
7				
6				
5		BTEC Level 5 HND Diploma in Art and Design/Fashion and Textiles/Fine Art/Graphic Design/ Interactive Media/ Photography/3D Design		
4		BTEC Level 4 Foundation Diploma in Art and Design BTEC Level 4 HNC Diploma in Art and Design/Fashion and Textiles/Fine Art/Graphic Design/Interactive Media/ Photography/3D Design		Level 4 NVQ Design Management

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
3	<p>GCE AS in Art and Design</p> <p>GCE Advanced in Art and Design</p> <p>AS in Applied Art and Design</p> <p>Advanced in Applied Art and Design</p>	<p>BTEC Level 3 Foundation Diploma in Art and Design</p> <p>BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Art and Design/Art and Design (Textiles)/Art and Design (Graphic Design)/Art and Design (3D Design)/Art and Design (Fine Art)/Art and Design (Design Crafts)/Art and Design (Fashion and Clothing)/Art and Design (Photography)/Art and Design (Interactive Media)</p>	<p>BTEC Level 3 Award, Certificate and Diploma in Interactive Media/ 3D Design/ Design Crafts/Textiles/Graphic Design/Photography/Fashion and Clothing/Fine Art</p>	<p>Level 3 NVQ Design</p>
2	<p>GCSE in Art and Design</p> <p>GCSE Short Course in Art and Design</p>	<p>BTEC Level 2 Certificate, Extended Certificate and Diploma in Art and Design</p>	<p>BTEC Level 2 Award, Certificate and Diploma in Interactive Media/ 3D Design/ Textiles/Graphics/ Photography/Fashion and Clothing/Fine Art</p> <p>BTEC Level 2 Subsidiary Certificate, Certificate and Diploma in Design</p>	<p>Level 2 NVQ Design Support</p>

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
1	GCSE in Art and Design GCSE Short Course in Art and Design	BTEC Level 1 Award/Certificate/Diploma in Art and Design	BTEC Level 1 Award, Certificate and Diploma in Interactive Media/3D Design/Textiles/Graphic Design/Photography/Fashion and Clothing/Fine Art	
Entry		BTEC Entry Level Award in Art and Design (Entry 3)		

Annexe B

Wider curriculum mapping

Pearson BTEC Level 1 qualifications give learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

Spiritual, moral, ethical, social and cultural issues

Throughout the delivery of these qualifications learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

Citizenship

Learners undertaking these qualifications will have the opportunity to develop their understanding of citizenship issues.

Environmental issues

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

European developments

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

Health and safety considerations

Health and safety is embedded within many of the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

Equal opportunities issues

There will be opportunities throughout this qualification to explore different kinds of rights and how these affect both individuals and communities, for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.

Annexe C

National Occupational Standards mapping

The grid below maps the knowledge covered in the Pearson BTEC Level 1 Award in Photography against the general categories of the Skillset and Creative and Cultural Skills National Occupational Standards.

KEY

indicates partial coverage of the specified category of National Occupational Standards
 a blank space indicates no coverage.

Level 1

National Occupational Standards						
Skillset	1	2	3	4	5	6
Animation						
Camera						
Interactive Media and Computer Games						
Photo Imaging	#	#	#	#	#	#
Creative and Cultural Skills						
Design	#	#	#	#	#	#

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