

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

In accordance with Regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Task Team for

Visual Arts

registered by Organising Field 02 – Culture and Arts, publishes the following Qualification and Unit Standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the Qualification and Unit Standards. The full Qualification and Unit Standards can be accessed via the SAQA web-site at www.saqa.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, SAQA House, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the Qualification and Unit Standards should reach SAQA at the address below and **no later than 7 September 2009**. All correspondence should be marked **Standards Setting – SGB for Visual Arts** and addressed to

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ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:
Further Education and Training Certificate: Photography

SAQA QUAL ID	QUALIFICATION TITLE		
73298	Further Education and Training Certificate: Photography		
ORIGINATOR	PROVIDER		
Task Team - Visual Arts			
QUALIFICATION TYPE	FIELD	SUBFIELD	
Further Ed and Training Cert	2 - Culture and Arts	Visual Arts	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	128	Level 4	Regular-Unit Stds Based

This qualification does not replace any other qualification and is not replaced by another qualification.

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

Qualifying learners will be able to select relationships and contexts for photography, including the required interpretation, analysis, pre-visualising, conceptualisation and capturing of images.

A qualifying learner at this level will be a well-rounded entry-level photographer with a good fundamental knowledge of the photography field, coupled with interpersonal and business skills, preparing for later specialisation in specific photography or related fields.

The ability of the sector to develop its potential is dependent upon the development of these skills to provide the platform for expansion and to have a base of skilled photographers for further development.

Qualified learners will be able to follow a career as:

- Photographers for newspapers and media agencies (e.g. advertising agencies, web site developers, publishers, etc.).
- Self-employed freelance photographers and entrepreneurs, such as so-called street photographers, advertising photographers, etc. or with agencies.
- Photographer assistants.
- Technical assistants providing technical support for the sector in laboratories and printing companies.
- Curators or exhibitors at a gallery.
- A person who has something to say about and can reflect aspects of society.
- Information and science photographers.

The Further Education and Training Certificate: Photography is the entry level qualification for learners who are interested in a career in photography. This Qualification can serve as an entry to National Certificates in the field of Art, Craft or Design at NQF Level 5.

Qualified learners will be capable of:

- Interpreting and analysing general principles and concepts of photographic assignments.

Source: National Learners' Records Database

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- Pre-visualising, conceptualising and analysing approaches according to the given specifications.
- Capturing a range of images through the use of photographic equipment and light sensitive materials.
- Selecting, editing and rendering photographic images according to specific criteria.
- Documenting, managing and archiving photographic work.
- Developing career opportunities in photography.

Rationale:

This Qualification has been formulated such that it reflects the workplace-based and learner needs of the photography sector as expressed by its stakeholders and provides the learner with accessibility to be employed within the photography sector.

This Qualification addresses various trends that impact on education and training standards in the photography sector. There is a growing split between digital and analogue (traditional artistic) photography. Mass communication, for example, the cellular phone, makes the use of images more common than before and visual literacy is becoming part of popular culture, rather than an academic activity. Many more people can create images, and, therefore, it begs the question: who is a photographer? This Qualification also addresses the fact that the definition of quality and the skills required in photography are changing, requiring technical know-how against sector requirements. In the Post-modernist world there is a development towards genre pooling and this results in a need for multi-skilling (as opposed to specialisation) to ensure employability across genres. The sustainability in media for news photographers in South Africa is being affected by value chain changes, as publishing houses are buying photographs from agencies rather than employing photographers, requiring photographers to market themselves, to collaborate, and to freelance. Ethics, the style of images, acceptability, and leniency and other norms are changing, requiring awareness building, and staying up to date about what is acceptable.

The Further Education and Training Certificate: Photography is a qualification that will prepare a person for the following fields in this sector:

- Interpreting/reading images for public use, where intended meaning is a differentiator (e.g. design and usage, news, etc.).
- Photographic documentation/recording/evidence gathering.
- Fashion, studio, editorial, wildlife, etc. photography.
- Photo-journalism versus Creative photography.
- Post-production processing.

The Qualification also provides the learner with the flexibility to articulate with the Design, Visual Arts and Craft Industries and other industries where photography can play a major role, such as the Printing and Publishing Industries.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED IN PLACE

It is assumed that learners are competent in:

- Communication at NQF Level 3.
- Mathematical Literacy at NQF Level 3.
- Visual Art or Design elements and principles or equivalent at NQF Level 2.

Recognition of Prior Learning:

This Qualification can be achieved wholly, or in part, through recognition of prior learning. Evidence can be presented in a variety of forms, including previous international or local qualifications, reports, testimonials, mentoring, functions performed, portfolios, work records and performance records. As such, evidence should be judged according to the general principles of assessment described in the notes to assessors below. Learners who have met the requirements of any Unit Standard that forms part of this Qualification may apply for recognition of prior learning to the relevant Education and Training Quality Assurance body (ETQA). The applicant must be assessed against the specific outcomes and with the assessment criteria for the relevant Unit Standards. A Qualification will be awarded should a learner demonstrate that the Exit Level Outcomes of the Qualification have been attained.

Access to the Qualification:

Access to this Qualification is open.

QUALIFICATION RULES

The Qualification is made up of Unit Standards that are classified as Fundamental, Core and Elective. A minimum of 128 Credits are required to achieve this Qualification.

In this Qualification the Credits are allocated as follows:

- Fundamental Component: 56 Credits.
- Core Component: 62 Credits.
- Elective Component: 10 Credits.

Fundamental Component:

The Fundamental Component consists of Unit Standards in:

- Mathematical Literacy at NQF Level 4 to the value of 16 Credits.
- Communication at NQF Level 4 in a First South African Language to the value of 20 Credits.
- Communication in a Second South African Language at NQF Level 3 to the value of 20 Credits.
- It is compulsory therefore for learners to do Communication in two different South African languages, one at NQF Level 4 and the other at NQF Level 3.

All Unit Standards in the Fundamental Component are compulsory.

Core Component:

- The Core Component consists of Unit Standards to the value of 62 Credits all of which are compulsory.

Elective Component:

- The Elective Component consists of Unit Standards to the value of 42 Credits. Learners are to choose Unit Standards to a minimum of 10 Credits.

EXIT LEVEL OUTCOMES

1. Interpret and analyse general principles and concepts of photographic assignments.
2. Pre-visualise, conceptualise and analyse approaches according to the given specifications.
3. Capture a range of images through the use of photographic equipment and light sensitive materials.

4. Select, edit and render photographic images according to specific criteria.
Range: Render could also include display, present and portray.

5. Document, manage and archive photographic work.

6. Develop own career opportunities in photography.

Critical Cross-Field Outcomes:

The Critical Cross-Field Outcomes are achieved as follows:

- Identify and solve problems where responses to problems show that such critical and creative thinking has been used to make responsible decisions to pre-visualise, conceptualise and analyse approaches according to the given specifications and capture a range of images through the use of photographic equipment and light sensitive materials.
- Work effectively with others as a member of a team, group, organisation or community to develop own career opportunities in photography.
- Organise and manage oneself and one's activities responsibly and effectively when learner conduct and negotiation meets agreed upon criteria in terms of photographic assignment strategies and objectives.
- Collect, analyse, organise and critically evaluate information to document, manage and archive photographic work.
- Communicate effectively using visual, mathematic and/or language skills in the modes of oral and/or written presentation to interpret and analyse general principles and concepts of photographic assignments and select, edit and render photographic images according to specific criteria.
- Use science and technology effectively and critically, showing responsibility towards the environment and health of others to capture a range of images through the use of photographic equipment and light sensitive materials and select, edit and render photographic images according to specific criteria.
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

ASSOCIATED ASSESSMENT CRITERIA

Associated Assessment Criteria for Exit Level Outcomes 1:

- Principles and concepts of photographic assignments are demonstrated and explained in accordance with the specified industry requirements.
- Applicable research findings are presented correctly within the photographic process context.
- Photographic assignments are carried out in accordance with negotiated criteria and objectives.
- Professional Codes of conduct and ethical negotiation techniques are adhered to at all times when fulfilling an assignment.

Associated Assessment Criteria for Exit Level Outcomes 2:

- Principles and concepts are pre-visualised and result in a variety of solutions.
- Applicable subject matter and approaches are analysed and explained according to the given specifications.
- Logistical plans are presented with the aim of achieving outcomes and objectives of specifications.

Associated Assessment Criteria for Exit Level Outcomes 3:

- A variety of subjects within different photographic genres are photographed and captured.

- Applicable equipment and materials are selected, prepared and maintained to achieve the required results.
- Photographic production and logistical plans are implemented according to required specifications.

Associated Assessment Criteria for Exit Level Outcomes 4:

- Applicable photographic images are selected based on technical and conceptual specifications.
- Selected photographic images are edited according to post-production criteria.
- Resulting photographic work is presented and/or displayed in line with specified intention.

Associated Assessment Criteria for Exit Level Outcomes 5:

- Relevant documents and records of work and processes are compiled and collated accurately.
- Photographic images and documentation are organised and managed for future availability.
- All work is archived and stored to ensure permanence and further use.

Associated Assessment Criteria for Exit Level Outcomes 6:

- Career opportunities in photography are identified and selected in terms of relevancy and appropriateness for the learner.
- Personal creative development is evaluated against potential contribution to specific sectors and society.
- Assigned photography tasks are completed effectively in terms of photography business principles and industry accepted standards of practice.

Integrated assessment:

The assessment criteria in the unit standards are performance-based, assessing applied competence, rather than only underpinning knowledge, or only skills. The critical cross-field outcomes are also achieved in the unit standards. In addition to the competence assessed to achieve the unit standards, learners must demonstrate that they can achieve the outcomes in an integrated manner, dealing effectively with different and random demands related to occupational and learning contexts, to qualify, and assessment approaches used should be appropriate for assessing applied competence. Integrated assessment is meaningful if there are clear relationships between the purpose statement, exit level outcomes and integrated assessment of this Qualification.

Learners who qualify must be able to integrate concepts, ideas and behaviours across unit standards to achieve the purpose of the qualification. Evidence (as specified in the associated assessment criteria) is required that the learner is able to achieve the exit level outcomes of the qualification as a whole and in an integrated way, and thus its purpose, at the time of the award of the Qualification.

Evidence of integration may be presented by learners when being assessed against the unit standards, and separate assessment for integration may not be necessary. Workplace experience can be recognised when assessing towards this Qualification. Integrated assessment should include observable performance as well as the quality of thinking behind such performance. Formative assessment can be employed during learning towards the Unit Standards and during integration to achieve exit level outcomes, to ensure that integration takes place when summative assessment is employed.

- Focus the initial assessment activities on gathering evidence in terms of the main outcomes expressed in the titles of the Unit Standards to ensure assessment is integrated rather than

fragmented. The learner must be declared competent in terms of the qualification purpose and exit level outcomes.

- Where assessment across Unit Standard titles or at Unit Standard title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes. Take special note of the need for integrated assessment.
- Make sure evidence is gathered across the entire range, wherever it applies.

In particular, assessors should assess that the learner demonstrates an ability to consider a range of options by:

- Measuring the quality of the observed practical performance as well as the theory and underpinning knowledge.
- Using methods that are varied to allow the learner to display thinking and decision making in the demonstration of practical performance.
- Maintaining a balance between practical performance and theoretical assessment methods to ensure each is measured in accordance with the level of the Qualification.
- Taking into account that the relationship between practical and theoretical components is not fixed, but varies according to the type and level of Qualification.

All assessments should be conducted in line with the following well-documented principles:

- **Appropriate:** The method of assessment is suited to the performance being assessed.
- **Fair:** The method of assessment does not present any barriers to achievements, which are not related to the evidence.
- **Manage:** The methods used make for easily arranged cost-effective assessments that do not unduly interfere with learning.
- **Integrate into work or learning:** Evidence collection is integrated into the work or learning process where this is appropriate and feasible.
- **Valid:** The assessment focuses on the requirements laid down in the standards; i.e. the assessment is fit for purpose.
- **Direct:** The activities in the assessment mirror the conditions of actual performance as close as possible.
- **Authentic:** The assessor is satisfied that the work being assessed is attributable to the learner being assessed.
- **Sufficient:** The evidence collected establishes that all criteria have been met and that performance to the required Unit Standard can be repeated consistently.
- **Systematic:** Planning and recording is sufficiently rigorous to ensure that assessment is fair.
- **Open:** Learners can contribute to the planning and accumulation of evidence. Learners for assessment understand the assessment process and the criteria that apply.
- **Consistent:** The same assessor would make the same judgement again in similar circumstances. The judgement made is similar than the judgement that would be made by other assessors.

INTERNATIONAL COMPARABILITY

International Qualifications were examined to ensure that the Qualification structure and Unit Standards in the Further Education and Training Certificate: Photography is comparable in terms of level, scope and competencies covered. Very few countries in the world have developed full programmes or Qualifications on this level and most of the programmes were either short courses or separate Unit Standards.

Qualifications, courses and/or programmes were analysed from a number of countries:

- **Australasia:** Australia, New Zealand, China, Singapore, Malaysia, India.
- **Americas:** United State of America, Canada, Brazil.
- **Europe and UK:** England, Scotland, Ireland, Denmark, France, Italy, Germany.
- **Africa:** Mozambique, Namibia, Zanzibar, Botswana, Zambia, Zimbabwe, Mauritius, Lesotho.

In Australia there is the Technical and Further Education (TAFE) system with Photography programmes on equivalent level as this South African Qualification. The Technical and Further Education system in Australia offers vocational programmes in Photo-imaging certificate IV, an Advanced Digital Photography: Technical and Further Education plus Statement (that is a fast-track training system for employed learners).

Technical and Further Education; NQF Level; SA Qualification:

- Interpret and respond to a design brief; NQF Level 4; Core.
- Participate in OHS processes; NQF Level 4; Assessment criteria in Core.
- Work with others; NQF Level 4; Core.
- Prepare, store and maintain finished work; NQF Level 4; Core.
- Integrate colour theory and design processes in response to a brief; NQF Level 4; Embedded knowledge of Core.
- Source and apply photo-imaging industry Knowledge; NQF Level 4; Core.
- Research and apply information on the traditions which inform photo-imaging practice; NQF Level 4; Embedded knowledge of Core.
- Apply photo-imaging lighting techniques; NQF Level 4; Core.
- Plan and carry out image capture in response to a brief; NQF Level 4; Core.
- Process photo-images to work print/file stage; NQF Level 4; Core.
- Enhance, manipulate and output photo-images; Level 4; Core.
- Address copyright requirements; NQF Level 4; Embedded knowledge of Core.
- Use and adapt to changes in technology; NQF Level 4; Core.
- Develop self for photo-imaging industry; NQF Level 4; Core.
- Use a 35mm SLR camera or digital equivalent; NQF Level 4; Core.
- Use colour materials, processing and printing techniques in a wet darkroom context; NQF Level 4; Core.
- Use and extend wet darkroom techniques to produce monochrome photographs; NQF Level 4; Core.
- Produce digital images; NQF Level 4; Core.
- Research and experiment with techniques for digital image enhancement and manipulation; NQF Level 4; Core.
- Produce graphics using a graphics application; NQF Level 4; Elective.
- Electronically combine complex images; NQF Level 4; Elective.

At leading photography school in Melbourne, The Photo-Image School for photography is a one year programme with modules that compares to this South African Qualification. Modules that correlate are: Image and creative camera (core), Light and the creative image (core), Black and white photography (core), advanced image elements via practical studio and location work (core), Choice between four photographic categories that best suit your goals (core), and Business setup and operation (elective).

The Centre for Creative Photography in Adelaide offers a vocational programme, Certificate IV in Photo-Imaging on equivalent level as the Further Education and Training Certificate in Photography. The Certificate IV course is 648 notional hours in length, but with only introductory level outcomes, where this South African Qualification with also fundamental literacy and mathematical literacy, more advance photo-editing and business planning has 1280 notional hours.

Registered at the New Zealand Qualifications Authority is following related unit standards used in various vocational Qualifications:

New Zealand Qualifications Authority; Level; SA Qualification:

- Use a medium format camera; Level 3; Core.

- Take photographs by tungsten light; Level 3; Core.
- Use photographic light meters; Level 3; Core.
- Take photographs on a view camera; Level 3; Core.
- Demonstrate understanding of existing procedures and practices in photography; Level 3; Core.
- Produce and present photographs that demonstrate the use of available light; Level 3; Core.
- Explain photographic theory; Level 4; Embedded knowledge of Core.
- Evaluate film characteristics; Level 4; Embedded knowledge of Core.
- Operate a photographic archival storage system; Level 4; Core.
- Photograph motion; Level 4; Core.
- Take photographic studio portraits; Level 4; Core.

The Photo Access school of Photography in Christchurch offers short courses on the same level as this Qualification, but their full programmes are all pitched on the higher education and training levels. Short courses in How to use your camera, Camera and darkroom, Advanced camera and darkroom and Travel photography do relate to certain Unit Standard in this Qualification.

At the Photoblogtalk in Singapore is a Foundation programme in Photography with modules related to competencies in the South African Qualification:

- Knowing your camera equipment.
- Understanding Aperture, Shutter Speed and ISO.
- Understanding Focal length.
- Understanding Composition Rules.
- Techniques in daylight photography.
- Techniques in low light photography.
- Techniques in travel photography.
- Basic Image management and editing demonstration.

In countries like Malaysia, Japan and India (MassCoMedia Pvt. Ltd at New Deli) offers semester short courses in Still photography and Photo-journalism. These programmes offer both theoretical and practical insights into traditional and digital photography. In China at The Expert Learning Centre in Beijing is an intensive introductory programme with outcomes in line with this South African Qualification.

The City and Guild system in London in the United Kingdom offers Occupational and Vocational programmes in Photography on levels two and three that are lower do have modules that compare to unit standards in this Further Education and Training Certificate in Photography.

City and Guild; Level; South African Qualification:

- Certificates in Photography; Level 2 and 3.
- Principles of photography; Level 2; Core.
- Introduction to black and white photography; Level 2; Core.
- Digital image making; Level 2; Core.
- Images without lenses; Level 2; Core.
- Exploring colour photography; Level 2; Core.
- Introduction to video production; Level 2; Not included.
- Introduction to the history of photography; Level 2; Embedded knowledge of Core.
- The techniques and materials of photo-imaging; Level 3; Core.
- Black and white photography; Level 3; Core.
- Colour photography; Level 3; Core.
- Digital imaging; Level 3; Core.
- Still life imaging; Level 3; Core.

- Portrait photography; Level 3; Core.
- Photography of the landscape, architecture, people; Level 3; Core.
- Certificate in Photo-Imaging; Level 3.
- Introduction to the photo imaging industry; Level 3; Core.
- Working in the photo imaging industry; Level 3; Core.
- Business practice in the photo imaging industry; Level 3; Core.
- Legislation for the photo imaging industry; Level 3; Embedded knowledge in Core.
- Photo imaging equipment and materials; Level 3; Core.
- Photo image capture; Level 3; Core.
- Studio photography; Level 3; Core.
- Location photography; Level 3; Core.
- Photo image management; Level 3; Elective.
- Photo image storage; Level 3; Core.
- Photo image printing; Level 3; Core.
- Presenting photo images; Level 3; Core.
- Working to a photo imaging project brief; Level 3; Core.

On the Edexcel of the United Kingdom, countries like England, Scotland, Wales and Ireland offers a variety of courses for Photography with the Qualification BTEC National Diploma over two years for 16-19 years school leavers that relate to the content and competency in core and elective to this South African Qualification. The BTEC Foundation in Art and Design course with modules in Photography is on the same level as this Qualification. On the A-level photography pathway there is the AQA Art and Design (Photography) with units that refer to the understanding of materials, camera controls, presentation and printing and study in the history of photography that relate to this Qualification. On the GCSE there is a GCSE Photography course where candidates gain the full Qualification after completing 60% coursework assignments with 40% controlled tests, this is very much in line with this Qualification's competency composition. Many of the colleges also offers access courses on the same level as this qualification with Access to Art and Design with a range of subjects such as photography, design and drawing that also include some of the competencies that this Further Education and Training Certificate in Photography offers. The National Open College Network offers various photography Qualifications and courses on the same level as this Qualification.

In Italy the photography qualifications are mainly on a higher level as this South African qualification, but there are short courses and one year foundation programmes that compare to this Further Education and Training Certificate in Photography. At the Arte School of Art, Design and Photography, Florence, they offer a 1 year course that focus on black and white film, the use of a camera, and printing in a dark room. The Darkroom school of Photography also in Florence offers a one year course with modules:

- Introduction to classic photography, 3 Months-Hours In Total: 120.
- Black and white and fine art photography, 3 Months-Hours In Total: 120.
- Advanced level-colour and digital photography and studio techniques, 3 Months-Hours In Total: 120.

At the Copenhagen Technical Academy and Copenhagen Polytechnic in Denmark they offer a 2 year vocational diploma where part of the photographic subjects are photographic design, photographic imaging communication and presentation techniques, photographic production and equipment operation. There are also modules with reference to skills in image communication. The VET programmes design compares well with this South African Qualification.

In Germany at the BIBB-Federal institute for Vocational Education and Training in Bonn is a course which combines part-time vocational schooling with practical work experience that also specializes in extensive technical know-how which transfers in ways that are tailored to the individual customer's needs. Part of the course also refers to the transferring of image data from the camera to the computer that compare to the elective Unit Standard of this Qualification.

This BIBB 3 year Photographers apprentice vocational training at an employer include units that are all part of the core component of this South Africa Qualification:

- Advise customers in the process of composing and taking photographs and plan the sequence of operations.
- Produce picture concepts.
- Translate their own or other picture concepts into photographs.
- Process the photographs using analog and digital technology taking into account the content of the picture and necessary corrections.
- Make the prepared data available for further use in various media or output them on different output devices.
- Apply information and communications technology.

In France at the Spéos, Paris (Paris Photographic Institute) is also courses with modules like Critical Studies and Aesthetics (core embedded knowledge), Black and White Printing (core), Introduction to Studio Photography (core), Commercial Photography (core), Computer Lab (elective), Photojournalism (elective), Advanced Photo Reportage (elective), Working as a Photographer (core), Image management and Publication (core), that compare to the unit standards of competencies in the Further Education and Training Certificate in Photography.

In the United States of America and Canada are various qualifications on the Higher Education and Training band that do relate to certain criteria of this Qualification. The Professional photographers of America-an association with various schools, colleges in the USA that offers short courses, programmes on basic to advance level photography that relates very well to that of the South African Qualification. The American Academy at Salt Lake City, UT has a course for the High School Visual Arts Core Curriculum. This course in Photography includes the inventive use of light and photographic equipment to create art; studio production, art-related technology skill, art criticism, art history, and aesthetics. This course is also for either the use of digital or analogue photography.

In New York, the New York Institute of Photography is a distance training course over 30 lessons that compares to the Unit Standards of this Qualification.

Unit One:

Core:

- Parts of a camera; Different types of camera lenses, and lens qualities; Shutter Speed and Aperture; How to use your camera.
- Introduction to the business of photography.

Unit Two:

Core:

- Image capture; Exposure; Processing black-and-white film Digital processing; Filters.
- Developing Your Eye: Photo Composition.

Unit Three:

Core:

- Natural light; Travel Photography; Available light; Studio lighting; Flash photography.
- How to get a perfect print.
- Traditional darkroom.

Unit Four:

Core:

- Studio portraiture; Basic portrait lighting; Location portraiture; Child and pet photography; Wedding photography; The business of wedding photography.

Unit Five:

Core:

- Photojournalism and Sports photography; Fashion photography.

Embedded Knowledge:

- Using the zone system to achieve perfect exposure; Colour printing.

Core:

- Macro photography and photo-microscopy.
- Getting work as a freelance photographer.

Unit Six:

Core:

- View camera; Advertising and still life; Architectural photography.

Not included:

- Video camera basics.

Elective:

How to open a photography studio.

In Brazil the University Federal Do Rio Grande Do Sul, Sanata, offers foundation short courses in Introduction to Photography, Initiation to the Photography Workshop: Camera Obscura, Black and White Photographic Lab, Nature Photography Workshop, Tourism-Cultural Photography Course, and Visual Perception Course that compare to the unit standards and embedded knowledge of this South African Further Education and Training Certificate in Photography.

The photographic courses, programmes and short courses offered in Africa on the same level as this Further Education and Training Certificate in Photography is mainly short courses that are connected with tourism and traveling and under quality assurance of countries like the UK or Australia and Spain. In Kenya, Mozambique, Namibia and Zanzibar are courses that consist of Overview of camera functions, Suggested cameras and accessories, Film versus digital, Reportage style, Direction of light/Creative composition, Unusual viewpoints & tilting, Lens and linear perspective /Depth of field, Visual design/eliminating clutter, Candid & location portraiture, Landscapes/seascapes Reflections, Capturing motion, White balance and filters and ISO speed/shutter speeds. Due to the time allocation on these courses, between 2-4 days, the content and level of complexity is far below of this Qualification.

For the Southern African countries, no information was found for equivalent level programmes in Botswana, the Democratic Republic of the Congo, Lesotho, Madagascar, Malawi, Mozambique

and Seychelles. No information was available about equivalent level programmes at the Schools of Arts and Crafts in Angola, Mahatma Gandhi Institute in Mauritius, Paa ya Paa Art Centre in Tanzania, Evelyn Hone College of Applied Arts & Commerce in Zambia, or the Harare School of Arts in Zimbabwe.

In various countries internationally (e.g. in Namibia at the Windhoek International School) the University of Cambridge International Examinations is offered, including general qualifications and vocational qualifications. At the level of this South African qualification, the CIE upper secondary qualification applies. The Qualification includes an Art and Design subject area that requires that learners are able to show:

- An individual, sensitive and creative response to a stimulus; to develop an idea, theme or subject.
- Independence in concept and execution.
- Select and control materials, processes and techniques in an informed and disciplined way appropriate to an intention.
- Select and record analytically from direct observation and personal experience.
- Use and compose formal elements as appropriate (contour, shape, colour/tone, texture, structure and the relationships between form and space).
- Select and communicate information relevant to an idea, subject or theme and evaluate this in a systematic way.
- Make critical judgements and show a developing appreciation and cultural awareness through personal ideas and images.

All these requirements are met in this South African qualification, and this South African qualification contains more depth, as would be expected, given the additional notional hours.

Overall, this South African qualification compares favourably in terms of content and design with examples of international programmes from leading Photography countries. The Qualifications and Unit Standards have been constructed to be:

- Flexible in terms of levels and include options for both full time learning, learnerships, apprentices as well as those who advance more slowly.
- Generic so that they can be applied to any sophisticated photographic process.
- Future-orientated so that the qualification do not have to be revised frequently as technology changes.
- Linked to business drivers such as global competition, cost reduction, environmental impact, SMME development as well as recognition of prior learning.
- Broad skills set, not only for photography but also for personal building, customer handling, researching and assessing.

The South African Qualification is a local innovation, and it provides entry into the Photographic and Creative world at a level below that of most other countries. Direct comparison, therefore, is not possible, but this qualification provides access to higher level qualifications that compare internationally, and is set to provide a competitive advantage for South African companies by ensuring effective use of resources.

ARTICULATION OPTIONS

Vertical articulation possibilities:

- National Certificate: Design Techniques, NQF Level 5.
- National Certificate: Arts and Culture Development Practice, NQF Level 5.
- National Certificate: Journalism, NQF Level 5.

Horizontal articulation possibilities:

- Further Education and Training Certificate: Design Foundation.
- Further Education and Training Certificate: Craft Enterprise and through fundamentals of other NQF Level 4 Qualifications.

MODERATION OPTIONS

Moderation of Assessment and Accreditation of providers shall be at the discretion of a relevant ETQA as long as it complies with the SAQA requirements. The ETQA is responsible for moderation of learner achievements of learners who meet the requirements of this Qualification. Particular moderation and accreditation requirements are:

- Any institution offering learning that will enable the achievement of this qualification must be accredited as a provider with the relevant ETQA. Providers offering learning towards achievement of any of the unit standards that make up this qualification must also be accredited through the relevant ETQA accredited by SAQA.
- The ETQA will oversee Assessment and Moderation of assessment according to their policies and guidelines for assessment and moderation, or in terms of agreements reached around Assessment and Moderation between the relevant ETQA and other ETQAs and in terms of the moderation guideline detailed here.
- Moderation must include both internal and external moderation of assessments for the qualification, unless the relevant ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described in Unit Standards as well as the integrated competence described in the Qualification.
- Internal moderation of assessment must take place at the point of assessment with external moderation provided by a relevant ETQA according to the moderation guidelines and the agreed ETQA procedures.
- Anyone wishing to be assessed against this qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

To register as an assessor, the following are required:

- A relevant qualification at NQF Level 5 or above.
- Registration as an assessor with the relevant ETQA.
- relevant practical experience in the field of photography standard.

NOTES

N/A

UNIT STANDARDS

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	119472	Accommodate audience and context needs in oral/signed communication	Level 3	5
Fundamental	119457	Interpret and use information from texts	Level 3	5
Fundamental	119467	Use language and communication in occupational learning programmes	Level 3	5
Fundamental	119465	Write/present/sign texts for a range of communicative contexts	Level 3	5
Fundamental	9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6
Fundamental	119462	Engage in sustained oral/signed communication and evaluate spoken/signed texts	Level 4	5
Fundamental	119469	Read/view, analyse and respond to a variety of texts	Level 4	5

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	9016	Represent analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts	Level 4	4
Fundamental	119471	Use language and communication in occupational learning programmes	Level 4	5
Fundamental	7468	Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	6
Fundamental	119459	Write/present/sign for a wide range of contexts	Level 4	5
Core	244611	Apply problem-solving techniques to make a decision or solve a problem in a real life context	Level 3	2
Core	336095	Contextualise and pre-visualise photographic images	Level 4	12
Core	117509	Interpret and respond to brief	Level 4	5
Core	336096	Plan and organise logistical requirements for a photographic brief/assignment	Level 4	5
Core	336134	Produce and present final photographic images	Level 4	12
Core	336097	Select and present relevant and photographic images	Level 4	6
Core	336114	Use a still camera to capture a range of photographic images	Level 4	15
Core	117513	Use knowledge of self to make a life decision in the creative world	Level 4	5
Elective	110021	Achieve personal effectiveness in business environment	Level 4	6
Elective	120376	Conduct project documentation management to support project processes	Level 4	6
Elective	242868	Demonstrate and apply knowledge of role and responsibility of local government in South Africa	Level 4	6
Elective	117244	Investigate the possibilities of establishing and running a small business enterprise (SMME)	Level 4	3
Elective	263474	Manage finances of a new venture	Level 4	6
Elective	120370	Monitor and make recommendations on the application of health and safety principles regarding hazardous substances in the working place	Level 4	3
Elective	252208	Record raw data	Level 4	3
Elective	336094	Render photographic images with digital editing software	Level 4	8
Elective	117927	Use a Graphical User Interface (GUI)-based database application to solve a given problem	Level 4	6

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION**None**



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Render photographic images with digital editing software

SAQA US ID		UNIT STANDARD TITLE	
336094		Render photographic images with digital editing software	
ORIGINATOR		PROVIDER	
Task Team - Visual Arts			
FIELD		SUBFIELD	
2 - Culture and Arts		Visual Arts	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	8

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Select a workflow for using photographic digital images to execute a specified photographic brief.

SPECIFIC OUTCOME 2

Select photographic images for editing.

SPECIFIC OUTCOME 3

Render digital photographic images.

SPECIFIC OUTCOME 4

Ensure quality of digital photographic images.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	73298	Further Education and Training Certificate: Photography	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Contextualise and pre-visualise photographic images

SAQA US ID	UNIT STANDARD TITLE		
336095	Contextualise and pre-visualise photographic images		
ORIGINATOR		PROVIDER	
Task Team - Visual Arts			
FIELD		SUBFIELD	
2 - Culture and Arts		Visual Arts	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	12

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Research photographic subject matters and approaches to contextualise and pre-visualise photographic images.

SPECIFIC OUTCOME 2

Contextualise research on a photographic brief according to its criteria.

SPECIFIC OUTCOME 3

Apply photographic techniques to content according to accepted standards.

SPECIFIC OUTCOME 4

Deliver the pre-visualised proposal in a manner that will contextualise and pre-visualise the photographic images.

SPECIFIC OUTCOME 5

Evaluate and refine visual communication to improve contextualization and pre-visualisation process.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

ID	QUALIFICATION TITLE	LEVEL
Core 73298	Further Education and Training Certificate: Photography	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Plan and organise logistical requirements for a photographic brief/assignment***

SAQA US ID		UNIT STANDARD TITLE	
336096		Plan and organise logistical requirements for a photographic brief/assignment	
ORIGINATOR		PROVIDER	
Task Team - Visual Arts			
FIELD		SUBFIELD	
2 - Culture and Arts		Visual Arts	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	5

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Analyse the aims and outcomes of a photographic brief to identify logistical requirements.

SPECIFIC OUTCOME 2

Plan and organise the photographic work schedule according to identified criteria.

SPECIFIC OUTCOME 3

Present, evaluate and adjust work schedule to plan and organise logistical requirements of the photographic brief.

SPECIFIC OUTCOME 4

Document and file logistical requirements for safe keeping.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	73298	Further Education and Training Certificate: Photography	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Select and present relevant and photographic images

SAQA US ID		UNIT STANDARD TITLE	
336097		Select and present relevant and photographic images	
ORIGINATOR		PROVIDER	
Task Team - Visual Arts			
FIELD		SUBFIELD	
2 - Culture and Arts		Visual Arts	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	6

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Analyse outcomes of photographic brief to identify relevant and successful photographic images.

SPECIFIC OUTCOME 2

Analyse and select applicable photographic images according to brief criteria.

SPECIFIC OUTCOME 3

Present and evaluate choices to relevant stakeholders.

SPECIFIC OUTCOME 4

Document and evaluate decision making process.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	73298	Further Education and Training Certificate: Photography	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Use a still camera to capture a range of photographic images

SAQA US ID		UNIT STANDARD TITLE	
336114		Use a still camera to capture a range of photographic images	
ORIGINATOR		PROVIDER	
Task Team - Visual Arts			
FIELD		SUBFIELD	
2 - Culture and Arts		Visual Arts	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	15

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Select applicable photographic equipment to capture images according to the criteria of a photographic brief.

SPECIFIC OUTCOME 2

Prepare photographic equipment for photographic assignment/brief.

SPECIFIC OUTCOME 3

Use a camera and photographic equipment to capture a range of photographic images.

SPECIFIC OUTCOME 4

Save, document and evaluate photographic process.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	73298	Further Education and Training Certificate: Photography	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Produce and present final photographic images

SAQA US ID		UNIT STANDARD TITLE	
336134		Produce and present final photographic images	
ORIGINATOR		PROVIDER	
Task Team - Visual Arts			
FIELD		SUBFIELD	
2 - Culture and Arts		Visual Arts	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	12

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Select a suitable process for output according to brief criteria.

SPECIFIC OUTCOME 2

Process images for a chosen output media or application.

SPECIFIC OUTCOME 3

Render photographic image outputs according to specified criteria.

SPECIFIC OUTCOME 4

Present and store final photographic image according to identified criteria of a photographic brief.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	73298	Further Education and Training Certificate: Photography	Level 4