



## SEG Awards Level 3 Award in Wildlife Photography

England – 610/3750/3

## Qualification Guidance

### About Us

At Skills and Education Group Awards we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist, we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

Skills and Education Group Awards has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition, it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password:

[Skills and Education Group Awards Secure Login](#)

### Sources of Additional Information

Skills and Education Group Awards website [www.skillsandeducationgroupawards.co.uk](http://www.skillsandeducationgroupawards.co.uk) provides access to a wide variety of information.

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This document may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

### Specification Code

The specification code is A9262-03.

Issue	Date	Details of change
1.0	February 2024	New qualification guide

This guide should be read in conjunction with the Indicative Content document which is available on our secure website using the link above.

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*This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Guide is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.*

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### Introduction

The SEG Awards Level 3 Award in Wildlife Photography has been designed to develop knowledge and skills within wildlife photography.

### Pre-requisites

There are no entry requirements for this qualification however, Learners must be at least 16 years of age.

Skills and Education Group Awards expects approved centres to recruit with integrity on the basis of a trainee's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification.

### Qualification Structure and Rules of Combination

#### Rules of Combination: Level 3 Award in Wildlife Photography

Learners must achieve 5 credits. All credits must come from the mandatory units.

Unit	Unit Number	Level	Credit Value	GL
<b>Mandatory Group Min Credit Target - 5</b>				
Electronic Photography	M/651/0263	3	3	21
Nature and Wildlife Photography	R/651/0264	3	2	9

### Aim

The SEG Awards Level 3 Award in Wildlife Photography has been designed to provide learners with the knowledge, experience and acknowledgement of work in the wildlife. This qualification gives learners the experience to learn the basic techniques in digital photography. By obtaining this qualification, learners will be able to progress into further education within this field and the opportunity to gain employment within this field.

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### Target Group

The SEG Awards Level 3 Award in Wildlife Photography is designed for learners of the age of 16 and over, who are interested in wildlife photography and would like to gain experience and knowledge within this field. It is important for Learners to have a passion or interest in animals and be comfortable with working in an outside environment.

### Assessment

Internal assessment, internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

### Practice Assessment Material

Skills and Education Group Awards confirm that there is no practice material available for the SEG Awards Level 3 Award in Wildlife Photography.

### Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### Progression Opportunities

By obtaining this qualification, Learners will have the opportunity to be able to progress into employment within this field or self-employment. The learner will also gain the knowledge and experience to progress into the Level 3 Photography of Animals.

Learners could also look to progress within various other regulated qualifications within the Animal Care sector that Skills and Education Group

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Awards offers, to expand on their knowledge and experience in animal care further.

Centres should be aware that Reasonable Adjustments, which may be permitted for assessment, may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

## **Tutor / Assessor Requirements**

Skills and Education Group Awards require those involved in the teaching and assessment process to be suitably experienced and / or qualified. Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

Those responsible for Internal Quality Assurance (IQA) must be knowledgeable of the subject/occupational area to a suitable level to carry out accurate quality assurance practices and processes.

## **Language**

This specification and associated assessment materials are in English only.

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# Qualification Summary

<b>Qualification</b>	
SEG Awards Level 3 Award in Wildlife Photography	
<b>Qualification Purpose</b>	Prepare for further learning or training and/or develop knowledge and/or skills in a subject area
<b>Age Range</b>	<b>Pre 16</b>   <b>16-18</b> ✓   <b>18+</b> ✓   <b>19+</b> ✓
<b>Regulation</b>	The above qualifications are regulated by: <ul style="list-style-type: none"> <li>Ofqual</li> </ul>
<b>Assessment</b>	Portfolio of Evidence
<b>Type of Funding Available</b>	See FaLA (Find a Learning Aim)
<b>Grading</b>	Pass/Fail Only
<b>Operational Start Date</b>	16/02/2024
<b>Review Date</b>	16/02/2027
<b>Operational End Date</b>	
<b>Certification End Date</b>	
<b>Guided Learning (GL)</b>	30
<b>Total Qualification Time (TQT)</b>	50
<b>Credit Value</b>	5
<b>Skills and Education Group Awards Sector</b>	Media
<b>Regulator Sector</b>	9.3 – Media and Communication
<b>Support from Trade Associations</b>	

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### Unit Details

<b>Electronic Photography</b>	
<b>Unit Reference</b>	<b>M/651/0263</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning (GL)</b>	<b>21</b>
<b>Unit Summary</b>	Learners will acknowledge skills to begin in electronic photography with a particular aim towards animal and wildlife photography.
<b>Learning Outcomes (1 to 3)</b>	<b>Assessment Criteria (1.1 to 3.4)</b>
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>
1. Understand the features of electronic cameras, how they operate and put learnt methods in to practise	1.1 Evaluate the different types of electronic cameras and when they are best of use  1.2 Explain the main features of an electronic camera and in what scenarios they are to be used  1.3 Describe the contrast between frameworks applied to produce alternative types of photographs and what each framework manages  1.4 Describe what is meant by the following terms applied in photography: <ul style="list-style-type: none"> <li>• Exposure Time</li> <li>• Opening</li> <li>• ASA</li> <li>• Depth of Focus</li> <li>• Soft &amp; Hard Light</li> <li>• Focal Length &amp; FFD</li> </ul> 1.5 Evaluate a photograph to see if it shows accurate exposure, application of light and focal point



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<p>2. Understand the quality of structure in a photograph</p>	<p>2.1  2.2  2.3  2.4</p>	<p>Describe why the white stability impacts an image and how to apply the framework of imaginative photography</p> <p>Identify the difference between a quality and engaging image to one without focus or structure</p> <p>Describe the term 'photomacrography' and explain the required apparatus</p> <p>Describe the term 'telephotography' and explain the required apparatus</p>
<p>3. Understand the operation of photography with animals</p>	<p>3.1  3.2  3.3  3.4</p>	<p>Describe how to safely apply exterior flash with animals</p> <p>Describe the application of chronic exposure in photography</p> <p>Evaluate the significance of abiding the ethics code when photographing animals</p> <p>Describe the purpose of why an animal photographer is required to camouflage and understand the impact this can have on the quality of the photo</p>

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<b>Nature and Wildlife Photography</b>	
<b>Unit Reference</b>	<b>R/651/0264</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning (GL)</b>	<b>9</b>
<b>Unit Summary</b>	This unit will allow learners to understand the abilities and attributes required in wildlife photography, including how to portray a tale within a photo as well as alternative images of wild animals and environment.
<b>Learning Outcomes (1 to 5)</b>	<b>Assessment Criteria (1.1 to 5.3)</b>
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>
1. Understand the finest methods for photographing each type of animal breed	1.1 Define the different methods applied for photographing wildlife animals  1.2 Describe the alternatives of equipment and methods that provide alternative end products when taking photos of wildlife  1.3 Outline the importance of understanding a type of animal before attempting to photograph them in order to capture key moments
2. Understand how to use the finest methods for scenery and environment	2.1 Define the finest period of the day in order to enhance lighting for photography in wildlife and its surroundings  2.2 Describe why natural territory can impact photography  2.3 Outline ways to effectively convey mood, atmosphere, and emotion through the use of light, colour and perspective

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<p>3. Understand what sense of narration is within wildlife photography</p>	<p>3.1  3.2  3.3</p>	<p>Describe purposeful storytelling when producing wildlife photos</p> <p>Define the alternative application of colour stability and lighting and other frameworks that can impact imaginative narration in wildlife photography</p> <p>Define the procedure required for narrating a captivating story through wildlife photography</p>
<p>4. Understand the essentials of adapting a photo and postproduction and morals when operating with animals</p>	<p>4.1  4.2</p>	<p>Describe how to take a raw photograph and organise it to be produced electronically or in print</p> <p>Describe the significance of continuing the protocols and morals with wildlife photography</p>
<p>5. Be able to create a wildlife photography workbook</p>	<p>5.1  5.2  5.3</p>	<p>Develop a workbook of the design of wildlife photography ready for alternative publication</p> <p>Adjust photos for alternative uses, for customers, social networks and producing prints</p> <p>Reflect on your individual photography abilities</p>

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# Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

Skills and Education Group Awards policy enables learners to avoid duplication of learning and assessment in a number of ways:

- Recognition of Prior Learning (RPL) – a method of assessment 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 do not need to develop through a course of learning.
- Exemption - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within Skills and Education Group Awards qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the Skills and Education Group Awards qualification to be achieved in order to determine its equivalence.  
Any queries about the relevance of any certificated evidence, should be referred in the first instance to your centre's internal moderator and then to Skills and Education Group Awards.  
It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.  
Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.
- Credit Transfer – Skills and Education Group Awards may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
  - Original certificates OR
  - Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- Equivalencies – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same

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credit value or greater than the unit(s) in question and be at the same level or higher.

Skills and Education Group Awards encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Skills and Education Group Awards Qualifications' which can be downloaded from <https://skillsandeducationgroupawards.co.uk/for-centres/>

## **Certification**

Learners will be certificated for all units and qualifications that are achieved and claimed.

Skills and Education Group Awards' policies and procedures are available on the website.

## **Exemptions**

This qualification contains no exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.

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# Glossary of Terms

### **GL (Guided Learning)**

GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – ‘Would I need to plan for a member of staff to be present to give guidance or supervision?’

GL is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated formative assessment
- The learner is being observed as part of a formative assessment.

### **TQT (Total Qualification Time)**

‘The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.’ The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- Researching a topic and writing a report
- Watching an instructional online video at home/e-learning
- Watching a recorded webinar
- Compiling a portfolio in preparation for assessment
- Completing an unsupervised practical activity or work
- Rehearsing a presentation away from the classroom
- Practising skills unsupervised
- Requesting guidance via email – will not guarantee an immediate response.