

# FE WEEK AND ME

## PHOTOGRAPHY COMPETITION 2014

### VOTE FOR YOUR WINNER

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# INTRODUCTION

The entries are in, the shortlist is finalised and it's time for the winner of the *FE Week* and Me photography competition to be chosen.

A judging panel made up of representatives from *FE Week* and NCFE took on the difficult task of selecting 15 finalists from more than 982 entries this year.

*FE Week* and Me, a competition organised by *FE Week* in partnership with NCFE, challenged learners in FE and skills to submit a pictures that depicted student life in the, through the eyes of students.

This year, for the first time, we ran the competition with two categories, with 10 finalists selected from entries from learners studying photography, and five from learners on other courses with a passion for picture-taking.

The non-photography student winners have already been picked by our judging panel. Details of the winners of this category are announced on pages 13 to 15.

But now it's your turn.

The winner from the photography student category will be chosen by public vote and will receive a Nikon D5100 Camera Kit and a work shadowing placement with a professional photographer.

All that remains for you to do is check out the stunning images and choose your favourite, then cast your vote in the *FE Week* and Me photography competition 2014.

Best of luck to all finalists in the public vote and congratulations to the winner of the non-photography student category Annabel Ellison-Balaam.

## Ellis O'Brien, *FE Week* photographer

I am phenomenally impressed with the standard of entries this year. I'm almost glad I wasn't on the judging panel, as I know their decisions as to who should be shortlisted can't have been easy.

The standard of entries goes to show how much photography talent there is in the FE sector, whether nurtured through a proper photography course or encouraged as a hobby.

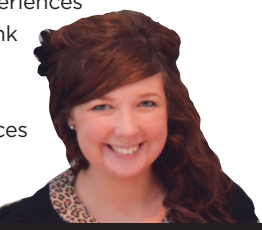
Congratulations to all those shortlisted and good luck in the public vote.



## Lindsay Plumpton Public relations officer, NCFE

The standard was very high so shortlisting was difficult. We have got some really good quality images. I'm excited to see which one people choose. I found it interesting how diverse it was in terms of which elements of college people focused on — for some it was studying, or fun, or the friendships they have at college. I thought it was interesting to see the breadth of experiences

in the images. I think it was nice to see that most people saw their experiences at college as being very positive.



## Shane Mann, Managing Director, *FE Week*

I am no expert when it comes to photography, but even I was able to notice some of the exceptionally good photographs that were submitted. It was a tough few hours and there were some lengthy debates about whether to shortlist some of the entries. I congratulate all of those who have made it this far and look forward to finding out who the winner is.



## THE BRIEF

Send *FE Week* a photograph that represents college life to be in with a chance of winning an amazing prize.

## THE PRIZE

**Nikon D5100 DSLR  
Camera Kit  
Worth £700**



# HOW TO VOTE



Check out the photos published over the next five pages and visit [www.feweek.co.uk/photocomp2014](http://www.feweek.co.uk/photocomp2014) to cast your vote.

Voting closes at 6pm on Wednesday, January 28, 2015

## WINNERS

WILL BE ANNOUNCED ON  
FRIDAY, JANUARY 30, 2015

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982 ENTRIES

10 FINALISTS

1 WINNER

YOU DECIDE



**DAVID GRAILEY**  
Chief executive of NCFE

This year, UCas celebrated a record rise in students accepting university places and even better, many of these students progressed to university from a rigorous, high standard, vocational qualification.

What's more, recent research — carried out by the Institute for Public Policy Research — highlighted that many of the key jobs expected to drive economic growth in the future will be accessible with a vocational qualification.

With this in mind, it's fantastic news that there are now a large number of substantial vocational qualifications available which are designed to stretch the learner and can hold their own against A-levels — equal, just different.

As we continue to try to decrease the

## SUBSTANTIAL VOCATIONAL QUALIFICATIONS: HELPING LEARNERS ACHIEVE MORE

numbers of those Not in Education, Employment or Training (Neet) with the raising of the participation age, I think it's integral that we praise the young people who have chosen to pursue their education, in whichever area is best suited to their skills, talents and interests.

In learning, there is no such thing as one size fits all. With this in mind, someone could be just as talented at a practical skill such as sport, photography or business as someone else is at studying English literature.

Therefore, each of these people should have the opportunity to develop and nurture their skills at a higher level, provided they have a qualification which evidences a specific level of ability.

For some, that might be through university, for others through an advanced apprenticeship or through a job. It's all about finding the right bespoke route for each individual.

At NCFE, we offer a number of substantial vocational qualifications which are graded, hold UCas points and provide excellent progression opportunities for learners. This includes a level one certificate and extended certificate in photography and also a level two extended certificate and diploma in photography.

We are also patrons of the Royal Photographic Society (RPS), which endorses our photography qualifications, and learners who achieve a level three diploma in photography will gain a licentiateship to the RPS, helping them to achieve their ambitions.

If you are interested in finding out more about NCFE's qualifications in the arts and media sector or if you'd like more information on our substantial qualifications which hold UCas points, please visit our website on [www.ncfe.org.uk](http://www.ncfe.org.uk) or phone us on 0191 239 8000.



**EMILY WITHAM, 16**

Photography diploma  
level three

City College Norwich

This is my idea of 'Student Life', I created a scene of me (as a student) doing my coursework while eating Alphabetti Spaghetti.

Also I took the picture on my phone. I thought that this would be a good staged scene to create as it is the sort of thing that students do when they get home from a long day at college or uni.

I saw this competition online from last year. I loved looking at some of the winner and runner-up pictures. This inspired me to enter and use their photos as inspiration to create my own.

**HARRY COLLINS, 16**

BTec level three photography

Fareham College, Hampshire

I chose this photo because I like how focused the pen is and I enjoyed editing it on Photoshop.

I played around with additional layers and the black and white tool, using the eraser tool to highlight certain areas with vibrant colour.







## JESSICA LACEY, 18

UAL level three extended  
diploma art and design –  
photography

Doncaster College

I wanted to show the comparison between school and college life. My main intention was to show that college life is more expressive.

I used my own experience to help with ideas behind the images and I found that my school experience was not as nice as my college experience. I wanted to have the college side of the image in colour to express mood and show that you can express yourself.

I have chosen this shot as I think that the lighting worked a lot better than others I made as they were two separate images at the start.

## KLOE WATTS, 16

UAL art and design  
photography level three

City College Norwich

I decided to enter this competition because I saw the entries from last year and it inspired me to try and capture a picture that would work for the theme 'student life'.

I have a real passion for photography and I took this photo because I thought that it captured the essence of student life well. In the picture she is laying half on the chair and half on the floor, I thought that this would show how tiring being a student could be.

I also chose the location of a library as I thought it'd make the picture realistic.





## MIKAELA MAE COBBY, 18

Photography level three  
extended diploma

Stoke-On-Trent College

The concept behind my image is that the crossing represents a guided education, like school, where you are told what to do and how to do it.

But then you reach college which gives you the freedom to choose what you want to do and how to do it, and so the stepping onto the pavement represents the end to this guided path and onto a path that you choose yourself.

I did this by creating a joiner image that shows the same girl progressing through education as she crosses the road.



## MICHAEL FLEMING, 17

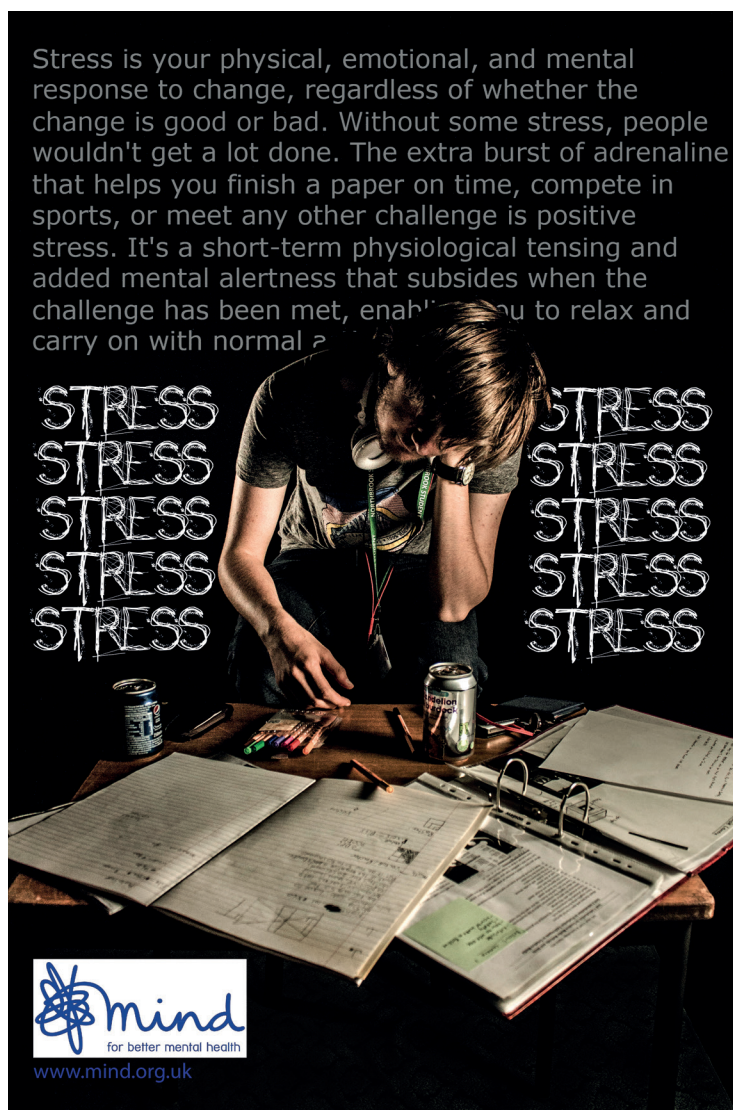
Level two media

Northbrook College, West Sussex

My image is about the stress students face with the work that they are doing on their course. I wanted to create an image that showed this through the scattered objects and reliance on energy drinks to complete work.

The darkened, moody atmosphere was tweaked in post-production after being shot in the photo studio with limited high key lighting.

I also wanted to create a poster which showed that there was support and help with issues of stress and that many students face these shared experiences.







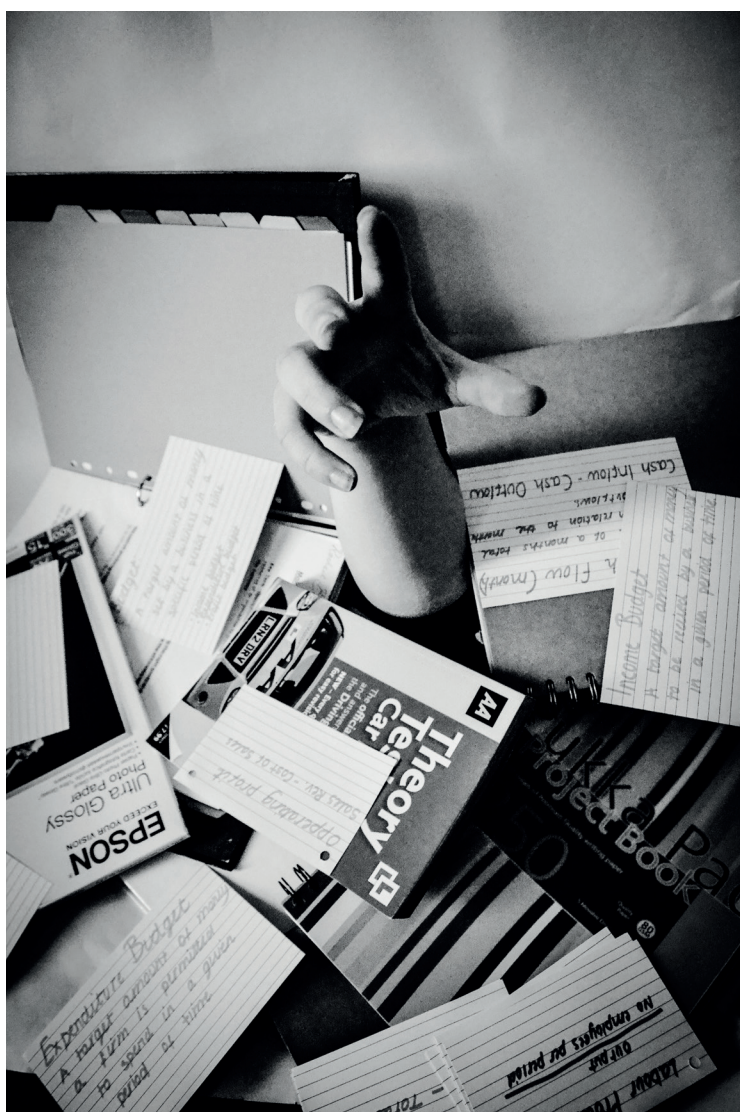
## MILLIECENT RUHL-BARRETT, 17

UAL level three extended  
diploma art and design -  
photography  
Norwich City College

I saw last year's competition and entries and was inspired to enter and put my own skills to the test.

I really liked the individual ideas a lot of students came up with and wanted to try myself and most importantly get involved.

I really love this photo as I think it captures the happiness and warmth of a student.



## RACHAEL BARTLEET, 17

A2 photography  
St Brendan's Sixth Form  
College, Bristol

I chose to take this image as sometimes students feel 'buried in work' with no escape. I felt the black and white edit was appropriate as sometimes college work can be a bit dull.



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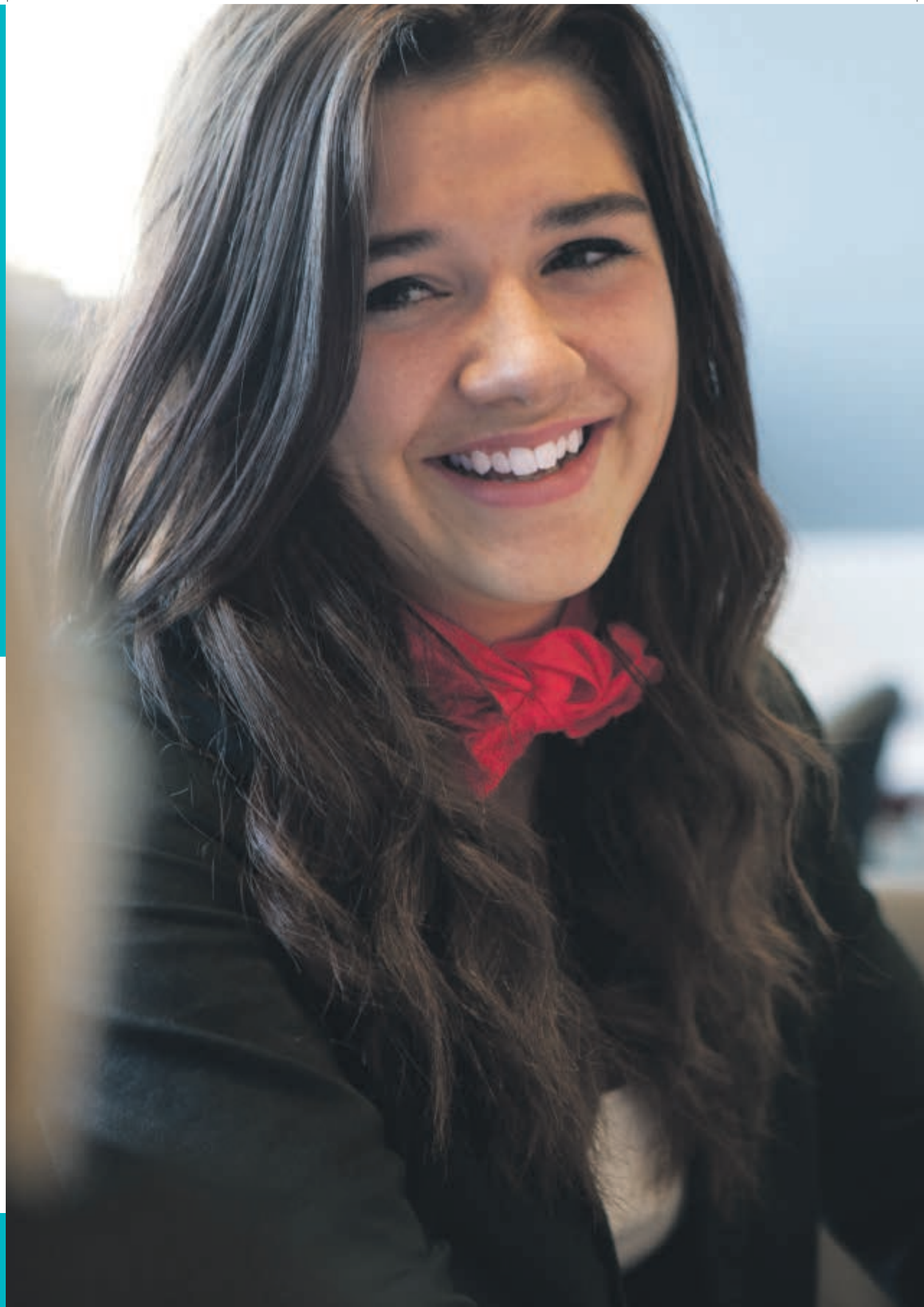
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### RAY-ANNA COLLINS, 17

BTec extended diploma  
photography level three  
Grimsby Institute

The picture I have taken consists of three students looking at negatives in the dark room deciding on which image they are going to choose and develop.

The image has only got the light from the light box which gives the image a really good effect and only lets us view the main features of the image and blacks out what isn't important.

### STEPHANIE MURTON, 19

BTec level three extended  
diploma in photography  
Stoke-on-Trent College

I selected this image because it successfully evokes positive and enthusiastic feelings associated with student life. This is represented through the natural facial expressions and carefree actions of the chosen subjects.

Frames are intended to be filled with singular imagery, yet this student life photograph frames the students both physically and technically through appropriate camera composition.

I shot with a wide angle lens at a low angle enabling me to capture a subconscious concept of empowerment and that all students can achieve their full potential and all goals they strive to reach.





# Non-photography student

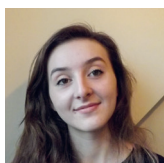
## Winner



### ANNABEL ELLISON- BALAAM, 19

BTEc foundation diploma  
in art and design

Cambridge Regional College



I decided to depict student life in the FE and skills sector as a literal representation of my experiences. At my place of learning there is an entire spectrum of courses which allows you to meet others whose area of study can be completely different to your own. Each course holds

invaluable skills and I wanted my photo to convey this through the tools the learners may use — in beauty, construction, art etc. I chose to show tools because they act as a symbol of the sector, creating a bold image with instant recognition of their purpose by any viewer.

**AKVILE  
GAILIUNAITE, 19**

BTec Graphic design level three  
MidKent College



**B**uilding my life on my dreams and making them come true is what college means to me. To achieve my dreams I have to work hard and do home

study so that I can get the grades I need to get into a good university. In this photo you see me in my room sitting on my bed and doing sketchbook work. To take this photo I used a

timer, with long exposure and a tripod. In the photo I am blurry which I really like as this represents just how busy I am trying to do well and achieve on my course.

**2<sup>nd</sup>**



3<sup>rd</sup>



**EMILY CHAMPION, 16, DOMINIC GARDNER, 17,  
ADAM LANE, 21, JESSICA PREW, 22**

Work preparation second year

Reading College

The group is doing a team work unit for their qualification. They shared one camera and took the photo for the Skills for Living students in an art lesson

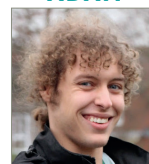
EMILY



DOMINIC



ADAM



JESSICA



**T**his picture shows a Skills for living art group at work. The scene is very colourful with brightly coloured tissue paper and a monster collage in the background. It is eye-catching as it shows

excited students having a good time in their lesson. We picked this photo as it has some parts out of focus that were moving from being thrown or falling allowing whoever is looking at the photo to imagine the photo

coming to life. We worked together to get this image of Reading College students having fun in the art room.



**KATARINA  
RAFAJDUSOVA, 29**

Graphic design level three diploma  
MidKent College



I took a photo of the front of the college, where the reception is situated as it is the first visual and contact area you make. I then wanted to show that at college you make new friendships, but did not want to

have real people in the photograph so I tried different ideas and settled with the fingers — that are hugging and smiling just like real friends do. Also I tried to make it look like they are photo bombing the view — which

creates the impression of playfulness and relaxed mood as college is not all about stress and deadlines.

**4<sup>th</sup>**

5<sup>th</sup>



## JAMIE EVANS

HNC construction

Wigan and Leigh College


This shows the hard work of the catering learners at a free eat event organised by the Student Union. The natural light in the shot displays the heat rising from the hot plates onto the learners' faces as they are serving the food. The shot

was chosen because it exhibits a natural environment, it has been edited to bring in more contrast as well as being cropped down. The photo itself is not a very good photo due to the focal length but as a piece of art it works well.



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