

# GoldNetwork

Teachers and  
Advisers Magazine

Issue 8: June 2015

## Creating the creatives:

Advice for students  
wanting to work  
in the creative  
industries

## Back to school:

Our student  
ambassadors could  
offer you help in  
the classroom



# Welcome!

## Welcome to the summer edition of GoldNetwork, our magazine for teachers and advisors involved in assisting students with higher education choices



As the newest member of the Student Recruitment and Outreach team I thought I would take this opportunity to introduce myself and this issue, as well as providing a snapshot of our activity this term and upcoming events.

I recently joined Goldsmiths from the University of Reading, having previously worked in the education and voluntary sectors for several years. I studied at Lancaster University, and enjoyed teaching in Japan and India as a fresh-faced English Literature graduate! I am delighted to be responsible for schools and colleges liaison here at Goldsmiths; I am keen to work closely with teachers and advisors to understand further how we can best support institutions in a changing and challenging landscape, and to help shape our provision accordingly. I will be responsible for running teacher-focused events and our Goldclasses Masterclass programme, as well as visiting schools and colleges to deliver talks to students and parents. I look forward to working with you!

The team has had a busy and productive spring this year. As well as delivering talks at schools and colleges, hosting conferences on campus and running events for students on our Goldsmiths Progression Scheme, we have enjoyed meeting thousands of students at UCAS Fairs across the country. It is always great to discuss higher education options with students looking to make informed choices about their future, and we hope to meet more of your students at further conventions this summer.

Looking ahead, we will be welcoming our Year 12 Summer Schools cohorts in July, as well as opening up our campus for students to find more about Goldsmiths at our Open Day on 4 July.

We are really looking forward to our annual Teachers and Advisers conference on 10 July. This year our speakers include David MacKay, Edexcel, and Goldsmiths alumnus Ross McGill, founder of Teacher Toolkit – the most followed teacher on Twitter! The programme will focus on how teachers and advisors can provide support for young people in the midst of curriculum reforms and changes in the higher education landscape. We would be delighted if you would like to join us to receive a post-election sector update from our external speakers and find out more about the exciting course developments at Goldsmiths in subjects including Art, Theatre, Psychology, Computing, Criminology, Media and many more. If you would like to join us, please drop us an email: [advisersconference@gold.ac.uk](mailto:advisersconference@gold.ac.uk).

Finally, with the summer term underway and holidays getting closer, we'd like to take the opportunity to wish you an enjoyable and restful break, and the best of luck on results day in August! Thank you for reading.

**Ben Churchill**  
**Student Recruitment and Outreach Officer**  
**Goldsmiths, University of London**  
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# Contents

- 4-5    **Creating the creatives**  
How to build a career in the creative industries
- 6      **Student profiles: Erasmus+**  
What studying abroad can add to a degree
- 7      **Back to school**  
Our student ambassadors offer help for local pupils
- 8-9   **Subject spotlight: Media and Communications**  
Why choosing Media Studies is not the soft option
- 10-11 **Big finish**  
A final year art student shares his perspective on degree shows
- 12-13 **Understanding League Tables and Key Information Sets**
- 14     **Research news**  
Conspiracy theories and how to sing yourself happy
- 15     **Campus news**  
What's been happening around Goldsmiths



# Creating the Creatives

Advertising, architecture, arts and culture, craft, design, fashion, games, music, publishing, technology, TV and film – the creative industries are an integral part of the UK economy. According to the Department for Culture, Media and Sport, in 2013 these industries were worth a record £76.9 billion, which equates to an economic contribution of £146,000 a minute. Most importantly, the industries are growing, and the number of jobs increased by an average of 3.9% each year between 1997 and 2013.

Goldsmiths has a strong link to the creative industries, and many of our students go on to work in these dynamic sectors.

NESTA, a charity that aims to support creativity, defines the creative industries as: “those industries which have their origin in individual creativity, skill and talent and which have a

potential for wealth and job creation through the generation and exploitation of intellectual property.” While job roles and ways of working vary across these sectors, there are some factors that they often have in common.

One is that a large proportion of people are self-employed or working in a freelance capacity. An important skill linked to this is negotiation. Fine artists often need to negotiate with galleries about their commission rate; actors need to negotiate a good deal with their agent; and everyone can benefit from being able to negotiate with potential employers about their salary. At Goldsmiths Careers Service we understand the need for these skills and support students who are planning to become self-employed by offering tailored support.

Another feature of the creative industries is the importance of networking and making contacts. An individual’s ability to identify and join the networks that are most relevant to them is key to their chances of success. We support students in developing and maintaining their networks by engaging with employers and helping our students to connect with them. We organise a range of employer-led events, including industry panels, where professionals from a particular sector talk about their experiences and answer questions from students. This is a great opportunity for students to make connections.

Goldsmiths Careers Service also offers advice on developing and maintaining a strong presence online. The ability to promote oneself is vital for those in the creative industries, and this can be achieved by having a powerful online portfolio and the creative use of social media. We also offer



**Designer Sir Paul Smith gives a talk to Goldsmiths students**



**Helen Kempster, consultant at Goldsmiths Careers Service, offers advice for those students who want to build a career in the creative industries**

one-to-one support to students with CVs, application forms and personal statements.

A vital consideration for those wishing to enter the creative industries is gaining relevant work experience. We work in partnership with employers to offer paid internships to students in a variety of creative roles. Recently these have included opportunities with RA Magazine (the Royal Academy's magazine) and Toad, a creative agency working with brands in the tech, start-up and TV sectors. Many degree programmes at Goldsmiths also offer students the opportunity to complete a work placement as part of their course – another opportunity to gain invaluable experience.

Because ideas are the currency of the creative industries, students should also be aware of the need to protect their intellectual property. This could be protection by copyright in the case of literary, artistic, dramatic and musical works, or patents and design rights for products, technical solutions and new inventions.

Finally, perhaps the most important requirement for getting into the creative industries is passion. Alumni who have gone on to work in these areas say that what everyone they work with has in common is a love for what they do. Ensuring this shines through will help anyone to make their mark in these industries.

**Useful websites**

[www.thecreativeindustries.co.uk](http://www.thecreativeindustries.co.uk) - Creative Industries

[ccskills.org.uk/careers](http://ccskills.org.uk/careers) - Creative Choices (Creative and Cultural Skills)

[creativeskillset.org](http://creativeskillset.org) - Creative Skillset

**More than a degree**

Goldsmiths alumni speak about how their time at the College helped in their career



**Siobhan Daly**  
Broadway and West End theatre producer and artistic director

**BA in English and History**

“Goldsmiths was such a creative place to be and I am grateful for its part in inspiring me. I love how the College breaks down barriers, whether they are in fashion, art or any other creative discipline, and encourages young talent to believe in their work.”



**Terry Felgate**  
Music industry executive

**BA in Sociology**

“I was able to work with, and learn from, some amazing people at Goldsmiths and be introduced to colleagues across the wider industry whom I continue to work with today.”



**Sam Taylor-Johnson**  
Artist and filmmaker

**BA in Fine Art**

“It gave me the power and ability to think for myself. That is the most solid foundation for the future.”



Student profile:

# Erasmus+ exchange experience

Many students who are considering going to university are also thinking about how they can enhance their student experience, and set themselves apart from the crowd in the graduate marketplace. At Goldsmiths, we are proud to be involved with Erasmus+ programme, which is the European Commission's education programme for UK education, training, youth and sport opportunities across Europe.

A wide range of our undergraduate and postgraduate programmes provide opportunities for Goldsmiths students to study or undertake a traineeship abroad as

an accredited part of their studies. Places are awarded according to academic ability, enthusiasm, and ambassadorial qualities. Currently students who are awarded a place will also receive funding and linguistic support. And the benefits are long term as well as short term. Not only do you get to experience life as a student in another city, but those who took up the challenge are more attractive to employers, even years later.\*

We asked one of our students who took up the opportunity to travel and study why he would encourage others to take part.

**Samuel, (BA Drama & Theatre Arts)** studied at Trinity College Dublin as part of the Erasmus programme



**“Meeting students from other countries added a truly international element to the course.”**

It was great to have the opportunity take part in the many societies and clubs that Trinity has created in its long history.

For example, I joined the fencing society and trained every Tuesday and Friday.

I also have great memories of devising and creating a pantomime from scratch that was shown to the year's cohort as part of an assessment.

At Trinity I was able to choose a module that was not on offer in my department

at Goldsmiths; I chose to study a module on politics, which went on to form part of my final dissertation.

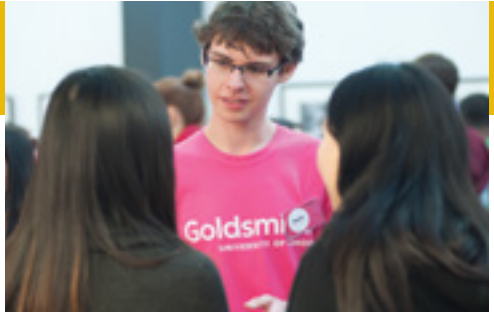
If you are thinking about taking part in Erasmus I would say preparation is key for before you go, during your stay and for returning to Goldsmiths. You'll find very quickly that you can get lost in the splendour of being somewhere new and the tasks you still need to complete for your home course start to fall behind. Keeping on top of all of this and preparing yourself for the workload will really stand you in good stead.

It was a brilliant adventure where I got to meet people from many different backgrounds. Also, meeting other students on the Erasmus programme from other countries added a truly international element to my course.

\* Unemployment rates for Erasmus alumni are 23% lower than for other graduates five years after leaving university



# Back to school



## Goldsmiths student ambassadors return to the classroom to offer support to those studying for A-levels in local schools

We are extremely proud of the work of our ambassadors. They are current students who gain work experience by working at events throughout the college year, such as Open Days and Summer Schools. They are an invaluable resource for motivating, engaging and advising young people who can benefit from their honest accounts of higher education.

Many of our student ambassadors also complete placements in local schools. This sustained activity offers benefits to those pupils in need of help in realising their full potential, as well as supporting the ongoing development of the ambassadors themselves.

### Case study

Naomi is a second year Psychology student at Goldsmiths and has been a Student Ambassador since 2013. She started working at Crown Woods School to offer subject support as part of the ambassador programme. She is currently working with two groups studying for their A-levels and AS-levels and one individual that is doing her GCSEs.

### What areas of work have you been supporting with?

I have been working with one group of high achievers, aiming to add stars to their grades; and a group of underachievers, who have been predicted U grades and who really need to make an improvement. The sessions are quite flexible and we work on areas that they want to focus on or may be struggling with. We also look at course content and exam technique. I have also been offering one-to-one support with a pupil that suffers from mental health issues and we are working on preparing her for her GCSE exam in Psychology.

### How have you been able to use your subject knowledge?

Having studied Psychology at A-level and now at university, I have been able to break topics down and get discussions going within the group. I am able to bring in certain studies that I am knowledgeable about and can also help the students get a good understanding of what studying Psychology at university is like.

### What do you think you've learnt during the placement?

I have become a lot more confident and have developed my planning skills. It's been great to get experience within a school, especially as I want to become a teacher.

### What have been your highlights so far?

Helping one of the groups that were predicted U grades in their mocks to all achieve Cs, and helping another of the underachieving group to all gain A-C grades in their final exams last year. I've also enjoyed developing a great rapport with the pupil I have one-to-one sessions with, seeing them develop and become more and more confident.

It's all positives from Crown Woods too. Deputy Head Sadie Green said: 'Naomi has been an asset again this year. She is extremely professional, has a great rapport with students and is highly knowledgeable about the courses she supports students with.'

If you would like a Goldsmiths Student Ambassador to offer subject support in your school, please contact Daniel Bond, Student Ambassador Coordinator at [d.bond@gold.ac.uk](mailto:d.bond@gold.ac.uk).

## Subject spotlight:

# Media and Communication

**When degree subjects come under attack for being woolly and easy, Media Studies is often one of the first subjects to be mentioned. But anyone who knows the work of the Department of Media and Communications at Goldsmiths knows that a degree from here is well-earned, and valued by employers throughout the world**

From the Leveson Inquiry to the future of the BBC, the study of Media and Communications addresses many of the important questions of our times. Here, students debate ideas with internationally renowned academics while being taught practice by industry professionals. So, for example, they might explore how a platform such as Facebook makes people feel, how it's organised economically, how data is tracked, stored and used, how it creates networks and then think about how it could be done differently. Pretty far from Mickey Mouse.

Two of the department's key courses are BA (Hons) Media and Communications and BA (Hons) Journalism. Both are very popular both with UK and international students, with the Department currently ranked second in the UK.\* The degrees are successful in part because of the mixture of staff - internationally respected academics and highly successful people from industry, reflecting Goldsmiths' focus on mixing theory and creative practice.

A further great strength of the Department is the building and resources that Goldsmiths has for Media students. The department is housed in the glass-fronted Professor Stuart Hall Building (top right), which boasts industry-standard facilities.

As well as access to London and the myriad companies and people that operate in the



capital, there are lots of opportunities to gain experience on campus. BA Journalism students, for example, work at independent news website East London Lines ([www.eastlondonlines.co.uk](http://www.eastlondonlines.co.uk)), which gives them the opportunity to edit, write and upload news using a digital platform and, most importantly, valuable work experience.

When advising students about careers in the media industry, it is important to make it clear that having a degree in Media Studies is only a first step. However, as there are so many teaching staff from the industry itself, the key opportunities of networking, securing internships and research experience are very



# Communications at Goldsmiths

evident across the Department and in the central Careers Service at Goldsmiths. The Department helps to expand its students' networks through hosting regular debates and talks by international figures in media and cultural research and the media industry – recent guests have included Danny Boyle, Gurinder Chadha and Noel Clark.

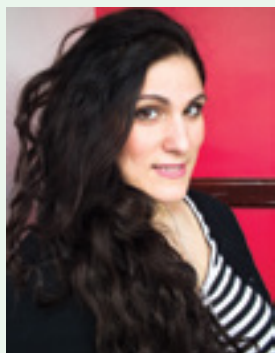
If you get the chance, come and see for yourself. Take a look around at one of our Open Days, or visit one of our undergraduate Media degree shows. The 2015 event runs 19-22 June this year, and you can find details of future events at [www.gold.ac.uk/media-communications/events](http://www.gold.ac.uk/media-communications/events). If you want to book in a school or college group, please get in touch with us at [outreach@gold.ac.uk](mailto:outreach@gold.ac.uk).



Contact us: email the Department of Media and Communications at [media-comms@gold.ac.uk](mailto:media-comms@gold.ac.uk)

## Case study: Vicki Psarias-Broadbent

Media and Communications graduate Vicki is an award-winning filmmaker, writer and director, who in 2011 was named as one of the Square Mile's 30 Under 30 people to watch in entertainment, media and the arts. She's also been described by Channel 4 as: "a future creative hero" and "one



to watch". Vicki is also founder of one of the UK's biggest lifestyle and parenting blogs – Honestmum.com – working with global brands across there and on her style blog mummygotstyle.com. She also writes regularly for Grazia Daily.

"Goldsmiths lay the foundations for my career in writing and directing, giving me the tools, emotional support and confidence to write original scripts and go on and have a successful directing career in TV drama, documentary, music videos and commercials.

"Not only did the programmes educate and inform me but they nurtured my individuality and taught me that anything is possible. I loved Goldsmiths and still do, and always count my time there as the reason I can call myself a filmmaker today."

# Big finish

While undergraduate assessment methods vary by subject and university, most students will complete a final year project that makes up a significant amount of their overall mark. This project could take the form of a written dissertation or an alternative way of presenting their work. We asked current student Fine Art student Kieron to share the culmination of his degree with us; in his case an exhibit as part of an end-of-year degree show.

**Name:** Kieron Carter  
**Course:** BA Fine Art  
**Final year project:** 'The Fourth Wave'  
**Future plans:** artist

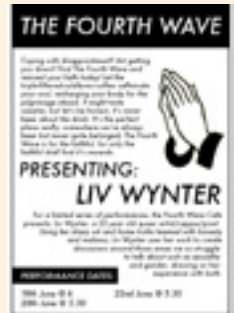
The work I do is largely performance based, much of which stems from initial writing, which then ultimately weaves its way back into some form of performance. I frequently find my work blurs the borders between mediums and practices, entrenched in art theory, sociology, coffee culture and deep spirituality. For me my practice is highly situational, either occupying a pre-existing situation or creating my own from which I can work within to form,

often institutional, critical stances. For my final project I'm building a fully functional working café situated within the degree show exhibition space that I will be running for the length of the show. Drawing on the pre-existing visual language of that bourgeois, trendy, third wave coffee house we're all overly familiar with, this work goes to great lengths to 'pass' and create a believable experience for the audience/participants/customers.

Creating work that has the ability to pass as something else and perhaps go unnoticed as an 'art piece' opens up a greater scope for affect, allowing an audience to get caught



St James Hatcham gallery space. The former church now holds some of the Goldsmiths Fine Art degree show



Above: Kieron's poster for his final year show



up in the immersive elements of what's on offer. I have taken steps to increase this believability, such as purposely not displaying it in the degree show catalogue, instead making a flyer to advertise the café as a separate business. It's sometimes better that people don't immediately read it as art, they can still go through the same processes and come to the same conclusions.

While developing the work for my final project I drew on my deep interest in spiritual/mindful practices – more specifically the gentrification and commodification of those practices. When I speak of what I term the 'Object Orientated Healing Economy' I refer to the misguided promise of eternal happiness or spiritual growth if you just buy the right self-help book or iPhone app. We find ourselves being sold more complex and carefully packaged ideas as we externalise more of our problems in these objects. A heavy air of disappointment hangs over us once we've used these products, like that toy at Christmas that looked better in the magazine. What were we expecting? Perhaps we asked too much? Either way I find I'm being constantly let down.

I'm sort of torn between the skeptic and the believer; while I maintain a critical stance on this commodity – healing – I also hold a deep respect for the power these practices hold.

Like many New-Agisms I see these objects as innate, their power deriving from those who place their faith in them, and that's what it comes down to really. Acts of faith surrounding the story of an object, and not the object itself.

In drawing my interests together I'm creating the opportunity for these faith experiences, using the familiar language of capitalist consumerism. The barista tells you the coffee tastes better cold, IS better cold, will make YOU better cold, and with a bit of faith and a bit more cash it really does. Or you could just as easily not buy into the culture. Whatever you choose the café will run as a space strictly for the faithful so please, if you're not buying something, I'm going to have to ask you to leave.

I recently visited the London Coffee Festival in Shoreditch, and my marrying of coffee culture with a bastardised religious spirituality is not far from the truth. The religion of London coffee culture already exists, its temples – the trendy coffee shops where half the price of your drink pays for the coffee and the other half for the myth. It's perhaps fortunate that the space I will be showing my café in is a converted church now used by art students as studios and exhibition spaces. It's really just the next logical step in the ongoing cycle of gentrification and spirituality; read – 'gentrified spirituality'.

# Understanding league tables and Key Information Sets

Increased choice in higher education means that deciding what and where to study is a complex decision. League tables can be a great help, but looking at the rankings without any context can often be confusing and misleading. We help you understand some of the factors that can help inform a student's decision-making process



The most widely used league tables are The Guardian, The Times, The Sunday Times and The Complete University Guide, although there are others. Each league table uses different factors and metrics to rank universities, and this means that an institution's position can vary wildly between tables. In addition, a university that might be ranked quite far down overall may have individual departments that are ranked in the top 10, so students should make sure they investigate their subject of interest as well as the university itself.

It's important that students understand the different factors and scores used to construct these league tables so they can effectively assess how much this will impact upon their enjoyment and outcomes, given their own particular interests and style of learning. The below criteria examples are included as they feature in most tables; keep in mind that this list is not exhaustive, and not all scores are used by all league tables!

**National Student Survey (NSS):** This measures student satisfaction. All the league tables use this score in their tables, which is based upon the feedback given by final year students about the university they have been at for the past three to four years. However, when looking at NSS scores it's always worth remembering that in most cases students only have experience of one university so the respondent is not making a comparative judgement; NSS results may also reflect a current and potentially temporary issue affecting the university, rather than that student's overall degree experience.

**Research quality:** This data is usually based on the latest Research Excellence Framework findings (previously known as the Research Assessment Exercise). The quality and impact of the research being conducted by a certain department may well be important to you, but it's worth checking which of the star researchers will actually be teaching. At some large universities, the academics behind the ground-breaking research will not often teach undergraduates, if at all. Overall, research quality and output tends to be a bigger factor for postgraduates.

**Entry points:** It can be difficult to gauge from this score how well an individual will get on at a particular university. Some universities have less attractive locations or don't offer traditionally high tariff competitive courses such as Medicine, Dentistry or Law, which means they have a lower score in this area – but this doesn't mean a History, English or Geography applicant won't have an enjoyable and fulfilling experience at the institution in question.

**Career and graduate prospects:** With an emphasis on return on investment and career support these days, it's fairly logical that each league table includes this as a ranking factor. However, a key caveat is that this data takes a couple of years to filter through, and is usually based on what graduates are doing just six months after graduating. They may be still to find employment in their chosen field, or may be working in a temporary position while searching for their preferred role. Others may work in areas where income and position are hard to quantify.

**Key Information Sets (KIS):** Universities are now required to publish KIS scores for each of their degree programmes, which include several of the 'performance indicators' detailed above, but at course level. Students should check on the UNISTATS website if their particular degree has entered enough data to qualify for an individual score, or if the figures from a wider subject area have been applied.

Finally, when looking at university and degree profiles in this way, students should always look to be guided by their own personal preferences and individual needs. It is important to remember that many of the factors that may be crucial to a student's enjoyment and success are not included in leagues tables or KIS scores, for example: campus location, a particular course lecturer, a specific community of interest within the student body or longer term career possibilities. To make a truly informed choice, going to open days, taster sessions and speaking to experienced higher education advisors before making a final decision will stand them in good stead – especially if they know the way in which they learn and work.



# Research news

## Why some people can't help believing in conspiracies

Research by psychologists at Goldsmiths suggests that belief in conspiracy theories is widespread because of an 'intentionality bias' built into our brains.

Conspiracies about mysterious events, from the disappearance of MH370 to the death of Princess Diana, become popular because many of us can't help seeking intent behind ambiguous events, say researchers. As a result, conspiracies appear more plausible than alternative explanations.

Professor Chris French, Head of the Anomalistic Psychology Research Unit at Goldsmiths, and Visiting Research Fellow Dr Rob Brotherton, asked study participants to read 12 short sentences, such as "the boy knocked over the sandcastle". Each participant could describe something done intentionally (a bratty kid destroying his sister's handiwork), or something that

happened by accident (the boy wasn't looking where he was going). Participants wrote down whatever came to mind.

Dr Brotherton explained: "We found a small but reliable trend: the more sentences a person interpreted as intentional, the more they tended to endorse conspiratorial statements, like the idea that the world is ruled by some small secret society.

"Young children often think that the sun exists to warm us up, and that someone who sneezes must really enjoy sneezing. As we get older we learn that some things are unintended, and we can override our gut instinct. But even as adults, the intentionality bias lingers in the back of our minds.

"We're all budding conspiracy theorists, because conspiracy theories resonate with how our minds work," added Dr Brotherton.

## Researchers investigate how group singing benefits the whole choir

The benefits of singing have long been felt but only recently have they begun to be studied empirically. We know that group



singing gives us a sense of belonging, working together for a common purpose, and bonding with other choir members. Physically, it is good for you too. Singing involves lots of deep breathing, meaning we take more oxygen into our bloodstream. Controlled breathing also increases lung capacity and has a calming effect on the singer.

This year, Goldsmiths is conducting research looking deeper at the benefits of singing in groups. Following on from the work of Daniel Weinstein, a recent graduate of the MSc in Music, Mind & Brain, two current students, Sean Fields and Katie-Rose Sanfilippo, are currently undertaking research. If you are interested in participating in the singing research, please contact Katie-Rose at [mmbmasters@gmail.com](mailto:mmbmasters@gmail.com).

# Campus news

## The campus turns yellow for summer



Staff, students and local volunteers will maintain around 1,000 plants as part of the 2015 New Cross Sunflower Project.

Now in its third year, the project not only brightens up our urban New Cross streets with bright yellow flowers, it also helps create a great habitat for bees and birds and improves general biodiversity in the area.

Goldsmiths will be working with two local community groups – public art and action collective Artmongers, and gardening and cooking project Grow Wild.

## Goldsmiths students win computer game challenge for second time

A student team from Goldsmiths has been announced as the winner of the second annual Ukie Student game jam – a nationwide competition to create a new computer game over a non-stop 36-hour session.

The game 'Code Name Spy' was named as the winner, making it the second consecutive win by students from the Department of Computing.

The jam, which ran from 11-12 May, saw 14 teams from Ukie's student membership competing against each other to create the best game possible in 36 hours, with the theme 'identity crisis'.

Goldsmiths student and team leader Aldo Curtis said: "We had a great time and we are ecstatic to have been chosen as the winners with our game, Code Name Spy."

## Disadvantaged young lives changed through film-making

Care leavers and former young offenders have found confidence, inspiration and a sense of control over their lives, thanks to a film-making project co-run by an academic from Goldsmiths.

Dr Anna Carlile from the Department of Educational Studies, has worked with non-profit community group Shootstraight to help deliver a three-month improvisation and film workshop for young people experiencing difficulties in their lives, such as homelessness, leaving care, involvement with the youth justice system and addiction.

Following the screening of the group's final project – a film titled New Cross Gate – at the House of Lords in March, Dr Carlile said the young people "showed immense reserves of inventiveness and resilience", despite living in deprived areas of London.

Dr Carlile added: "The creative process helped the group develop self-esteem and enabled participants to tell their stories, voice their troubles, and identify the 'sticking points' in their lives."

'New Cross Gate' was screened to an audience that included independent inspector of prisons Lord Ramsbottom and Lord Falkland, who have both agreed to raise the project and its impact in the House of Lords.

Interest, funding, or suggestions to commission films from participants, came from representatives of the Metropolitan Police, the Laura Ashley Family Foundation, the Department of Work and Pensions, and the Southbank Centre. One of the young actors was also offered the chance to pitch a script to producers at BBC3.

To find out more, visit [www.shootstraight.co.uk](http://www.shootstraight.co.uk)



# WHERE REPUTATION MEETS AMBITION

## Open Day

Saturday 4 July

11am–3pm

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Tour our friendly, single-site campus  
Discuss your study options  
Experience student life

**Book your place**  
[gold.ac.uk/open-days](http://gold.ac.uk/open-days)

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