

LIPA

THE LIVERPOOL INSTITUTE
FOR PERFORMING ARTS

The Green Book
2019-20

Welcome from Paul

When I was 11 years old, it was with great pride that I took my seat in the auditorium in the Liverpool Institute for Boys. I suddenly found myself to be part of a large bustling institution. Fortunately, everyone in the school was given a small green book in which there was a mass of information about the school. During my time at school, I found this little Green Book (as it became known) to be really helpful and in some ways to be a symbol of the school itself.

We are carrying on this tradition in the form of this handbook. I hope it's as informative and useful to you, as mine was to me.

Welcome to my old school which has a new future – you.



Paul McCartney
Lead Patron

Message from Mark

I used to skip introductions like this and now I find myself writing one, so I'm keeping it short in the hope that you'll read it.

This Green Book provides the guidelines, the framework of your years here. It's a survival handbook and more; it gives form to why we are here and what we all hope to achieve. There are responsibilities as well. It's up to all of us to make what happens. So, do please read through this handbook. The Green Book is an overview of your work and in addition to the information here, you will receive a detailed programme guide and module handbooks online. These are explained below.

We've designed the courses in such a way that you will have the chance to meet and experience as many of the permanent members of staff (and other students) as you can. I would like to be amongst the first to welcome you to what we expect will be experiences that you will carry with you for the rest of your life. You will find that these are precious, unrepeatable, exciting years bringing you the freedom to explore yourself, your craft and your intelligence in a way that may never happen quite like this again.

So, all the best and see you around,



Mark Featherstone-Witty
Founding Principal and CEO

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SECTION 1

Overview

1.0 Our approach

We took years to create. The process began in 1980. We opened in 1995. The starting point was practitioners: people who had spent their lives earning money doing what you want to do.

While our approach has delivered sustainable work, as well as understanding, the job is never complete. We want you to be part of the ongoing process of constant review of our aims and objectives. As you are on the receiving end of all this deliberation and preparation, you are in a good position to let us know where it might or might not be working through, for instance, Student Advisory Boards and Module Evaluation Forms.

To take part in an informed way, it is important to understand where we started and where we want to be going. So, this section outlines our approach. Your programme specific aims and objectives will be explained to you by your teaching teams.

Our contribution to performing arts learning is this: at the centre of a performing arts event is collaboration – a number of different people with differing disciplines (and intelligences) contributing to a public experience. How then can one devise a curriculum that does justice to this reality?

What we have done is to bring together the main disciplines that make performance possible: music, dance, acting, community drama, sound, light, design and management. You can specialise in your chosen passion, but you also have to learn about common skills (such as working with a wide range of other people), as well as generic skills (such as business and enterprise).

However, you define your skill, we are dedicated to you gaining sustained work. We want to enable you to gain skills, as well as understanding. Our approach supports these principles:

- we want your learning to embrace both acquiring skills with applying skills in a professional setting;
- we aim to develop this professionalism while helping you understand the context in which the performing arts are created and have to exist;
- we aim to ensure that the projects you undertake will involve working with students from other disciplines;
- survival in the arts and entertainment economies demands a range of skills beyond developed talent in a particular discipline. Flexibility, self-discipline, time management, communication, inter-personal skills and a thorough knowledge of professional practices are as important as your inherent aptitudes; without them, few people will want to work with you more than once;

- we focus almost wholly on the 'popular performing arts' – popular culture of the 21st century from the North Atlantic Western tradition;
- the development of skill in one discipline is extended and deepened through the knowledge, skills and practice of other disciplines.

1.1 Our Purpose

To provide exemplary and distinctive vocational performing arts and related education and training.

The purpose of **our foundation certificate programmes** is entry to the performing arts professions or further learning.

The purpose of **our undergraduate and postgraduate learning** is sustained work.

We want to achieve our purpose by:

- providing programmes that teach the main skills needed to mount a performance or event under one roof
- providing the environment for versatile performers
- ensuring that performers and those who make performance possible are taught together whenever possible and share parity of esteem
- blending learning by doing with understanding
- ensuring the performing arts are understood as an economy, as well as an expressive medium.

We do this by:

- enabling the growth of a specialist skill while developing appropriate generalist skills
- emphasising flexibility, enterprise and self-reliance
- encouraging collaboration across subject disciplines
- encouraging people to be multi-skilled
- encouraging people to progressively take more and more responsibility for their own learning
- encouraging reflection and self-examination.

To achieve this, we need:

- teaching staff who have practised what they teach (and remain current), can teach and are intellectually alert
- buildings and equipment that are fit for purpose.

We acknowledge the role that equality and diversity plays in:

- attracting and retaining students and staff to maximise our skill and experiential capital
- ensuring a socially responsible learning challenge which reflects and enhances the diversity found within students and staff

- recognising access potential of the performing arts to widen participation into higher education
- maintaining our reputation as a 'preferred', welcoming, inclusive and fair institution which offers dignity and respect to students, staff and visitors.

1.2 Teaching and Learning

Overview

The performing arts require a blend of skills, knowledge and understanding. The acquisition of skills requires a teacher-intensive approach, with a relatively strong emphasis on instruction, demonstration and exposition.

Since both individual and group tuition are necessary, it is vital to instil the disciplines of regular attendance, rehearsal and practice. However, we ask you to progressively take more responsibility for your own learning and, although some of the performance projects are teacher-led, there are equal opportunities both within the curriculum and with our Student Events Board for you to initiate your own work.

Knowledge and understanding result from a range of teaching strategies: practical exploration, discussion, lectures, seminars, placements in business and the community and master classes offered by leading expert practitioners. All these enable you to place your skills in a context. You are encouraged to reflect upon and analyse your experience in journals, essays, dissertations, seminar presentations and group discussions. In all this, you are provided with a generous level of individual tutorials and support from our extensive ICT facilities and our Learning Resources Centre; this covers all disciplines and levels and provides resources for research and guidance for learning and writing.

Experiential learning is a major part of our approach. The employment record of graduating students in key positions and roles within the entertainment economy provides evidence that it more than compensates for a lower number of teacher contact hours compared with more traditional conservatoires. One of our key aims is to enable you to gain work by developing flexible attitudes and the ability to manage yourself as a 'business' in a world where self-employment is the norm. To achieve this, you will be given extensive opportunities to gain skills, knowledge and understanding by 'doing'. This requires generous access to facilities, trust and responsibility.

Our postgraduate provision builds upon this practical and vocational approach to learning by combining professional practice, reflection and critical and research perspectives. We offer students a chance to work professionally, building a career profile and simultaneously enhancing and deepening the quality of practice through advanced critical analysis and research strategies.

A more detailed description of our approach to policies on and processes for Teaching and Assessment can be found in our *Guide to Teaching, Assessment Feedback and Academic Regulation*. This will be made available to you online via MyDay. (MyDay is the landing page you will arrive at when you first log on to our network and from there you can access a range of resources on our SharePoint intranet.) Copies are also available upon request from Registry.

We are committed to ensuring that you have the opportunity to learn with us in a way that supports your needs.

Ensuring that what we teach, and where and how we teach it, is accessible to our wide range of students is a fundamental quality standard, which we are continually developing. Included is our commitment to make reasonable adjustments and adaptations for disabled students, details of how we approach this are available on our website; [Equality and Diversity](#).

Specific Approaches to Teaching and Learning

Each discipline has an overview teaching and learning strategy, explained within the programme specification. Each individual module of study has a more detailed teaching and learning strategy contained within both the module pro-forma and online module handbook. Each of these makes reference to a range of common teaching strategies.

A common consideration for all of the methods listed in this section is that the approaches will take into account your needs if you have a disability. A range of staff are involved in educational support mechanisms. Further information can be found within the *Guide to Teaching, Assessment Feedback and Academic Regulation*. You are encouraged to disclose your disability as soon as possible, but may do so at any stage.

With your permission, teachers will have been informed beforehand of any adjustments that need to be made for you. This information will have been conveyed either verbally and/or by email or in writing in the form of a Student Support Document (SSD). The SSD contains all of your educational support needs and is held electronically in our Registry. The Student Support Manager, or delegate, writes the SSD with input from you. The SSDs are available to you if you declare a disability.

Lectures

Formal talks are used to deliver one element of a module's teaching and learning strategy. Typically, this would be to impart factual/underpinning information/data at the start of a module or before a workshop/seminar. Wherever possible, talks are followed by small group discussions to allow you to clarify issues and/or resolve confusion.

Seminars

In seminars, you are asked to prepare presentations on given subjects and required to lead the subsequent discussions. The strength of the seminar rests on your participation. Within seminars, you are not a passive consumer of knowledge (inefficient) but rather an active participant in the learning process (efficient). The most efficient way of learning is through teaching someone else. When you present in a seminar, you can be learning more than anyone else in the room.

Workshops/Practical Sessions

The vocational and practical nature of our provision demands that much of your learning is done through practical workshop sessions. Practical workshop sessions require the same rigour, structure and organisation as other teaching and learning approaches; however, they also require the flexibility to respond to your learning needs, as these become apparent within the session.

Practical Projects/Productions

Practical projects and productions form the heart of our teaching and learning strategy. At various stages throughout your studies, you will be given the opportunity to work in dynamic groups on small, medium and large-scale practical projects and productions. We are not, however, a theatre production company, dance company, producing house or record label. The aim of the practical

projects and productions are not necessarily to produce products to the highest standards or to produce commercially viable material. The production and practical projects are designed to help the highest quality learning related to vocational disciplines within the performing arts economy. The practical projects and productions are managed learning frameworks, designed to provide you both with the opportunity to experiment and apply skills learnt elsewhere in their programmes and to experience simulated professional working situations with real responsibilities. Within these frameworks, 'flipped' learning, the use of media to record taught sessions and an emphasis on the learning undertaken outside the classroom is an increasing element of our holistic practice.

Independent Learning

One of the most important aspects of learning in higher education is your ability to find out for yourself and develop your knowledge skills independently. To do this you must make yourself aware of resources that are made available and how to maximise your access to them. We have LIPA Moodle as an online learning resource and a Learning Resource Centre as well as access to facilities at the university. You should plan your independent learning time and have weekly allocations in your diary.

1.3 Technology Enhanced Learning

At LIPA, we recognise the value of using appropriate technologies to support teaching and learning as well as their use and ubiquity in contemporary life. Our purpose of sustained work means that we wish to prepare students for the extensive use of digital skills in order to help students achieve and maintain a competitive advantage. We recognise the potential of liberating and empowering students by connecting them with, knowledge and information through digital channels as well as supporting them to harness the possibilities for processing data, organisation and communication. With this in mind, your course will exploit opportunities for technology in learning using some or all the following tools.

Moodle

We use Moodle as our virtual learning environment (VLE) and this provides you with a wealth of information you need to be successful in your programme of study. The site is mobile friendly and accessible whenever and wherever you are: allowing you to take control of your learning. Using the simple to use interface you will get access to course updates, quick links to content and resources, use accessibility tools and have one-click access to your Office 365 account. You can also submit work for assessment, using Turnitin.

SharePoint

Your programme SharePoint site, accessed via a link in your MyDay homepage hosts key programme documentation such as the Programme Specification and External Examiner information.

Office 365

All students receive free access to a range of tools including Word, PowerPoint, and Excel, but also Outlook email, Sway, and OneNote. You can also download and install a copy of Office for your laptop or home PC.

LinkedIn Learning

We are trialing a subscription to the LinkedIn Learning platform, which is an award-winning leader in online training with a digital library of over 6,000 courses, covering a wide range of creative,

business, and technical topics. These courses are accessible from your desktop or mobile device and can be used to develop new skills or enhance existing one. Such as Social Media Marketing, Setting up a small business or learning how to manage projects. All students will have access to this from September 2019 for two years.

Panopto

We use a Digital Video recording, streaming, and storage platform called Panopto. This can be used to create, share and embed video recordings that can be used for teaching or assessment. This is a secure, fully searchable video platform that is integrated within Moodle.

1.4 Student Charter

Our Student Charter was developed in consultation with students. It outlines what we expect of you as students and what you can expect of us.

Our commitments to our students

You can expect us to:

- Use what is happening now in the creative/performing arts sector to influence our teaching and learning;
- Provide stimulating and challenging learning with expert teaching staff, visiting professionals, industry master classes, as well as professional guidance to help you achieve your learning and career goals;
- Provide you with learning to develop the skills and attributes for a sustained career;
- Give you informal and formal feedback;
- Develop and invest in our buildings and learning environment, so you experience the resources and equipment for real world learning;
- Signpost access to relevant regulations and codes;
- Adhere to our own rules, regulations and guidelines and comply with relevant external regulations;
- Take reasonable steps to provide a safe, secure and respectful environment, act responsibly through our duty of care towards you and respond positively to your support needs;
- Communicate with you clearly, effectively and in good time;
- Consult with you, listen to your views and act upon your feedback;
- Provide equality of opportunity;
- Regularly review what we do, learn from our experiences and improve our strengths.

Your commitments to us

We expect you to:

- Attend and engage with all timetabled learning activities, complete all assessments, submit work on time and take responsibility for your own learning, growth and development;
- Make good use of the facilities and services available to you;
- Learn to learn, using extra-curricular activities and opportunities;
- Attend meetings with your Learning Guidance Tutor and make use of support and guidance services;
- Give us informal and formal feedback;
- Ensure you are familiar with, and adhere to, all relevant internal/external regulations and codes;
- Treat all property, buildings, and equipment with care;

- Take all reasonable steps for your own safety and wellbeing, ensuring the safety and wellbeing of others;
- Treat everyone with respect, both in person and on line;
- Regularly review what you do, learn from your experiences and improve upon your strengths.

1.5 Student Engagement

Your voice counts! It is integral to our Quality Framework. We listen to you through:

- National Student Survey (in the final year of your study)
- Module Evaluations/End of Level Questionnaire
- Continuing Monitoring and Enhancement Process
- Student representation on Institutional Committees
- Student Representation on Programme Boards (meeting periodically through the year)
- Feedback through your Learning Guidance Tutor and module leaders
- Institute Student Advisory Board (ISAB)
- Periodically via representation on LJMU validation panels, focus groups and LJMU institutional review panel

We let you know what action has been taken through:

- Programme Boards
- Continuing Monitoring and Enhancement Process
- Individual Meetings
- Institutional Committees

Programme Board

The Programme Board oversees the management and operation of the programme. Membership will consist of all staff teaching on the programme, other staff essential to the running of the programme and student course representatives. You can discuss any aspects of your programme with your course representative, in this way you can contribute to the formal running of the programme. Course representatives have an obligation to then feed back to their fellow students. Programme leaders will ensure that Programme Board papers are available to all students via Moodle.

Student Representatives

After a couple of weeks on the course, each cohort will be asked to elect two student representatives. These representatives will receive training, a job description and they will sign the nomination form. They attend Programme Boards and Student Advisory Board meetings during the year. They will also attend Institute Student Advisory Boards, once a term. Student representatives are there in order to give feedback to staff within the Department and across the Institute, on behalf of their colleagues. Do let them know if you have any issues to raise.

Student Feedback

Prior to the Programme Board, we operate a Student Advisory Board (SAB). This is an opportunity for your student representatives to air any feedback, comments or issues that could be addressed before being taken forward to the formal Programme Board.

Module Evaluation/End of Level Questionnaire

At the end of each module, and at the end of the year, you will be asked to complete online evaluation forms. Please provide as much constructive feedback as possible as this enables us to improve the programme for future students. You are benefiting as a result of improvements made following feedback from your predecessors.

For more information on student representation, you will be able to consult the Code of Practice on Student Representation which will be available via the Student Rep SharePoint page. Copies are also available upon request from the Registry.

SECTION 2

Knowing About Your Course

2.0 Why You Need To Understand

Your learning and development as a practitioner is firstly dependent upon your understanding of what it is you need to learn and the skills you need to develop and then, most significantly, dependent upon the feedback you will receive on how well that learning and development is progressing. Feedback is provided based upon criteria for assessing your progression towards the learning intended. We place most emphasis upon you understanding feedback. So you need, as the most fundamental aspect of the work you undertake, a clear view of what you are aiming for, how you will be assessed and then knowing how and when you receive feedback. A key to success is take time thoroughly reading and understanding all the course information you are provided with. Your success in the first instance is about getting better as a practitioner and being able to respond to feedback as the key to constantly improving.

Bear in mind that your course is regulated by Liverpool John Moores University and you also need to understand what is allowed and what you have to do in order to gain your degree.

2.1 Where to get the information you need

The information regarding your course is presented in two places. The first is your programme guide. This provides an overview of the degree programme you are on and how it is structured and regulated by the university. You are provided with information about such things as; how to submit work, what to do if you are likely to miss a deadline, how you progress to the next level for your course and how your qualification is graded. It is important that you understand the technicalities of regulation as progression within the course is dependent on you meeting key requirements.

The second place where you are provided with information is in your module handbook. The module handbook provides detail about the particular part of the course you are studying on and includes such information as; reading you need to do for the module, what the assessment will be and when the deadlines are.

Your programme guide and module handbooks are made available to you online. There are two online areas where you can access course information. MyDay (the gateway to our SharePoint site) and LIPA Moodle (our online learning resource). MyDay is the landing page you will arrive at when you first log on to our network and from there you can access a range of resources on SharePoint such as Moodle and the LRC. In 18-19 we introduced an online feedback system. We have been reviewing its operation and are making some modifications to its functionality. This will be more widely used during 19-20. Where the online system is being used for your assessments, you will receive your feedback by email. The system is designed to make the writing and collation and return of feedback easier and quicker for staff.

SECTION 3

Support, Guidance and Welfare

3.0 Creating a Supportive and Generous Environment

We would like to ask you to read and re-read the following since the pleasure we can all experience here will depend on everyone taking on some responsibility for creating a supportive and generous atmosphere.

- Be encouraging as often and whenever you can. It will come back to you when you need it most.
- Remember that in ten years, probably a third to half of the people you are now studying with will be in a position to hire and/or fire you - build and maintain your professional reputation now.
- Refrain from directing others (unless you are the director!). Remember that is a golden rule in the working world.
- Resist negative attitudes. Good work, anarchic, inspired, liberating work relies on a positive attitude toward what we can and do create.
- Exercise your responsibility to voice your views on student matters generally through the right committees. Try always to think in terms of harnessing your own desires for the good of the whole company.
- Avoid becoming a 'critic at large'. Just as positive encouragement will come back to you when you need it most, negative criticism will return just at the moment when you don't.
- Try to give up your sense of competing with others. Decide that when any one person gets better, we all get better. Remember, the only thing more useful in this business than successful relatives is successful friends.
- Work continuously toward increasing the knowledge of the ensemble: share with others what you read, productions or exhibitions etc. that you have seen. Make some intellectual, as well as artistic demands on yourself. Good professionals think.
- Keep an eye out for each other. You will know long before staff will when someone needs a kind word or more. Make an effort to include those who might not be as well settled in as you are and keep an interest in other people's lives. Each year develops a kind of character of its own and you should play a part in developing that unique character.
- As part of looking out for one another, if you feel someone is getting involved in activities which might put that individual or others at risk then you should raise your concern with a member of staff or speak to someone at the Student Support Service.

- Always aim to create a happy, open, relaxed but disciplined atmosphere when you are working.

3.1 Duty of Care

What we mean by having a Duty of Care towards our students:

- We ensure that you have a safe and well-maintained work and study environment.
- We provide safe, adequate and properly maintained equipment.
- We take reasonable care for your health and safety on site and on placements.
- We protect you from bullying and harassment.
- We protect you from discrimination.
- We understand the content of risk assessments.
- We ensure that reasonable steps are taken to support your health and well-being.
- We uphold confidentiality and understand when we need to break confidentiality and to whom.
- We recognise boundaries by knowing where professional/work boundaries lie and when to refer on to others.
- We treat you as an individual.
- We empower you, enabling you to participate fully and successfully.
- We provide medical first aid and facilitate your access to other assistance if you are sick and/or injured.
- We proactively monitor your absence.
- We provide communication channels for you to raise concerns.
- We consult you on issues which are of concern to you.
- We ensure that you do not work excessive hours.
- We ensure that there is a healthy balance between teaching and learning activities and formal assessments and other aspects of your lives.

3.2 Guidance and Welfare

Welfare and Advice

We are a small, close-knit community and support is readily available from the network of Learning Guidance Tutors, academic/support staff, Student Support Service (see below) and fellow students. Moreover, our relationship with Liverpool John Moores University ensures that specialist advice is available to you from LJMU's Advice and Wellbeing Services.

From time to time, you may require advice or assistance in relation to various matters such as your course, health, accommodation, financial, legal issues or general welfare.

Problems Relating to Your Course

In the case of problems relating directly to your course, you should approach your Learning Guidance Tutor, appropriate module leader or Head of Discipline.

Student Support

You can find more details about what we can offer on our SharePoint pages and can follow us on Twitter **@LIPAWellbeing** for wellbeing information and details about activities and services.

Your first point of contact at the Student Support Service is either the Student Support Manager, Student Wellbeing Officer or Student Disability Officer. You can contact us by emailing Student.Support@lipa.ac.uk

We can offer a listening ear as well as advice, information and guidance. We can also refer you to other services if appropriate.

Student support services at LIPA include:

- Counselling
- Exam support for students with an additional need
- English language support (ESOL)
- Assessment for specific learning difficulties
- Specialist Study Skills Tutors or Mentors for students with an additional need or learning difficulty
- Group workshops and wellbeing activities
- Access to Big White Wall – an online mental health tool

There will be sessions during induction week that explain the full range of welfare services that are available to you.

Please be aware that, where necessary, LIPA or LJMU staff may need to make positive referrals to outside organisations or other departments within LIPA or LJMU who would be better placed to deal with your issue.

Accommodation Concerns

If you have problems with private accommodation you can contact Student Support for details of specialist housing advice services that can help you. Alternatively, there are details of these services on the Student Support pages on SharePoint.

All students taking our HE courses can take advantage of a number of LJMU services. These include:

- Student Advice and Wellbeing
- Counselling Service

LJMU Study Support

You have a range of services available to you through the university including library services, study skills support and counselling details of which can be found at:

<https://www.ljmu.ac.uk/discover/student-support>

Counselling Service at LJMU

To make an appointment with a counsellor, please phone 0151 231 3110 or email counselling@ljmu.ac.uk or post a letter to the counselling service or call into: LJMU Counselling Service, Aquinas Building, Maryland Street, Liverpool, L1 9DE.

John Moores Students' Union

As a LJMU student, John Moores Students' Union may be able to provide you with support or guidance if you need it. Information about what JMSU offers, and how to contact them, is available on the website: www.jmsu.co.uk

Healthcare

If you are on a full-time course here lasting more than six months, you are entitled to health care under the National Health Service; this includes international students. You may register with a doctor (GP General Practitioner) free of charge. If you require hospital treatment, this is also free.

We would strongly recommend that you register with a doctor as soon as you arrive in Liverpool.

You should also make us aware if you have any medical condition which would be important for us to know about in the event of an emergency, by completing all aspects of our Student Enrolment Form given to you as part of your enrolment.

Services such as prescriptions, dental treatment, eye examinations and spectacles/contact lenses, carry charges.

As a student you may well be exempt from a number of these charges. You will need to complete an exemption application form HC1, available from most doctors and dentists surgeries, or online.

3.3 Careers Education, Information and Guidance (CEIG) – Policy

Overview

We are a specialist Higher Education Institution dedicated to providing you with the knowledge, skills and ability to gain and maintain a lasting career/employment in the arts and entertainment economy. As with many small specialist institutions, careers education, information and guidance is deeply embedded within the curriculum. The management responsibility for CEIG within individual programmes rests with your Head of Discipline and is quality assured through the programme board, the annual review cycle and more specifically through periodic review. The quality management for CEIG across the institution rests with the Director of Higher Education.

General Principles

In line with the overall purpose of the institution and its constituent programmes, the CEIG strategy is designed to provide you with the following:

- Specialist knowledge and understanding of your chosen discipline
- Detailed knowledge of working pattern and careers paths
- Real or simulated work experience
- The development of transferable skills for employment
- Individual guidance (through module Tutors and Learning Guidance Tutorials / Professional Development Tutorials)
- Access to generic advice through partnership with Liverpool John Moores University Careers service

The Institutional Strategy is articulated through the three elements of

- Careers Education
- Careers Information
- Careers Guidance

Careers Education

Careers education is developed through each individual programme of study and through a range of institutional teaching and learning initiatives such as the level 4 module The Professional 1 and the level 6 module The Professional 3 (module names vary in each programme.)

Each programme of study is geared towards a specific area of employment/enterprise within the performing arts economy. Students following a specific programme can expect to be provided with a broad knowledge and understanding of the career options in that area. Unusually, and forming a key feature of our provision, you will also be provided with the opportunity to develop an understanding of related performing arts areas of employment and enterprise through cross-programme collaborative projects.

All programmes have a specific focus on practical exploration (learning through doing) often within an actual or simulated professional working context, thus aiding career education. Throughout each level of your programme, you will be provided with master classes and workshops given by leading and experienced practitioners from the performing arts, so aiding careers education. Where appropriate, you will be provided with the opportunity to undertake managed and approved work placements or external client-led projects.

During level 6 you will study for a credit-bearing careers/professional preparation module in preparation for entering employment/self-employment.

At postgraduate level study is entirely focussed on professional and career development which includes the completion of professional work as part of the study programme.

Careers Education – Summary

- Each programme is geared towards a specific area of employment/enterprise within the performing arts economy (as articulated within the programme specification.)
- You can expect to be provided with a broad knowledge and understanding of the career options within the programme discipline.
- All programmes have a specific focus on practical exploration (learning through doing) often within an actual or simulated professional working context, thus aiding your careers education.
- Where appropriate, you are provided with the opportunity to undertake managed and approved work-placements or external client-led projects.
- You will be provided with the opportunity to develop an understanding of related performing arts areas of employment and enterprise through cross- programme collaborative projects.
- All HE programmes provide students with a credit-bearing careers/professional preparation module in Year 3 / Level 6 (see guidance).
- Careers education is monitored through the annual course review cycle and specifically through the periodic programme review.

Careers Guidance

The vocational nature of the curriculum provides you with detailed and specific information on career options and opportunities in programme specific areas. Careers guidance for programme-

specific options and opportunities is also provided within the programme. Because of this, the Institute does not employ dedicated careers advisors; careers information is instead provided by subject staff. You can expect one-to-one tutorials with specialist module tutors and your Learning Guidance Tutors. Within each full-time programme, there is a module designed specifically to support your transition into the workplace.

Careers Guidance – Summary

You can expect the following:

- One-to-one module specific tutorials with specialist subject staff from within your programme area
- Learning Guidance Tutorials in which individual strengths and weaknesses are explored in relation to the subject discipline and potential careers options and opportunities
- Dedicated 'professional development' modules in levels 3,4,5 and 6 (depending on programme studied) in which individual careers plans are developed
- If you wish to pursue or develop a career outside of either the subject disciplines of your degree, or outside of the disciplines offered by the Institute, external careers advice can be sought through accessing the [LJMU Careers Service](#).

SECTION 4

Other Important Information

4.1 If You Are Considering Leaving Your Programme

Making the decision and completing the paperwork

You need to discuss the possibility of leaving us initially with your LGT and then your Head of Discipline, and attend a meeting with them, if required. Additional support can also be given during this decision-making process by the Student Support Manager.

If you are leaving us completely, you are defined as **withdrawing**.

If you need to have a break from your study, you can apply for a Leave of Absence from your studies. Please note a Leave of Absence is not an automatic right and can only occur in agreement with your Head of Discipline.

Once the decision has been made to leave by withdrawing or it has been agreed that you can take a Leave of Absence, you must complete a Student Withdrawal form or Leave of Absence form, supported by your programme team. Both forms will be available via the student SharePoint page or via your programme administrator. You will need to submit the completed form to the Registry.

Finally, you should also check the terms and conditions of any loan or financial arrangements you have made. For example if you are in receipt of funding from Student Finance England you should inform them about your decision. If you require any further information, please contact the Finance Team for advice.

For our own administrative purposes, the date of leaving is defined as the last date you attended according to our registers. For Student Finance England your last date of attendance is defined as your withdrawal or suspension date.

Important note:

Failure to complete a Student Withdrawal form prior to withdrawing or suspending your studies at LIPA can affect future funding or your ability to take up a place at another University or Institute.

Accommodation

You need to understand the cancellation policies of your accommodation provider, as these vary. This information is likely to be within the accepted Terms and Conditions and on the company's website. Most providers will only provide refunds if you find someone else to take your place in the accommodation. Some accommodation providers require a letter confirming your withdrawal/suspension status. The Student Data Officer, who is based in the Registry, will provide such letters. However, if your reason for leaving is due to medical matters it is more likely that a provider will consider a refund, but proof of the medical condition from a recognised professional will be required.

LIPA does not own any student accommodation and we do not have an accommodation officer. Students who are experiencing problems with private accommodation should contact their accommodation provider to resolve any issues in the first instance. If issues remain unresolved, students are advised to contact:

Liverpool Student Homes <http://www.liverpoolstudenthomes.org/Contact>

Their office is located on Mount Pleasant in Liverpool City Centre, behind the Metropolitan Cathedral. Students can drop in any time during office hours, no appointment needed.

Address:

140 Mount Pleasant,

Liverpool,

L3 5SR

Tel: 0151 794 3296

Email: lsh@liverpool.ac.uk

Office Hours: Monday to Friday 9am-4.30pm

For further advice, students may also contact the LIPA Admissions Manager, if they are experiencing difficulties with their accommodation provider.

Tel: 0151 330 3084

Email: admissions@lipa.ac.uk

The Liverpool Students' Union can also offer impartial advice and support.

Tel: 0151 231 4900

Email: studentsunion@ljmu.ac.uk

Financial information for students suspending or withdrawing from their Studies

This section provides important information for students who are considering suspending or withdrawing from their studies and the financial impact that suspension or withdrawal has on them.

It is still advisable to speak to your learning guidance tutor and an advisor in the Registry before you make your final decision to suspend or withdraw.

Leaving your programme

If you suspend or withdraw from your studies within the first four weeks of the programme in your first year of studies, we will not charge you any tuition fees and we will refund in full any tuition fees we receive on your behalf less the administration charge to the party from whom we received the fees.

If you suspend or withdraw from your studies after the first four weeks of the programme in your first year of studies, or at any time during your second or third year of studies, we will charge you tuition fees for the whole period that you have attended. Our Registry will advise the Finance Department of your suspension or withdrawal date. The Finance Department will then calculate the fees you owe us based on the period from the start of the teaching year up to the date of your suspension or withdrawal plus the administration charge. If you are funding your fees by a loan from the Student Loans Company (SLC) or the Student Awards Agency for Scotland (SAAS), depending on when you leave, the amount you will be required to pay to us will be restricted to the

amount the SLC or SAAS will pay. The SLC or SAAS will automatically recover any overpayment of tuition fees for students they are funding.

We will refund any overpayment of tuition fees to the person who paid the fees for privately funded students.

Return to Title IV Funds Policy (R2T4)

For more info on US Federal financial Aid and the full Return Policy, please visit our website:

<http://www.lipa.ac.uk/applying/international-students/u-s-federal-financial-aid/us-federal-financial-aid>

4.2 Transfer of Studies

If you wish to transfer from one of our programmes to another, you should initially discuss this with your LGT and then your Head of Discipline. Internal academic transfers are at the discretion of the Institution and are not automatic.

If you wish to request a transfer the Head of Disciplines for the programme you are transferring from and to will complete an Internal Transfer form. Please note that no applications will be accepted after 30th May for the following September.

4.3 Intellectual Property

Intellectual property (IP) refers to a set legal rights that can apply to inventions and ideas. Patents, copyright and design rights are different ways in which individuals benefitting from their endeavours can be protected. Arrangements for the way in which students benefit from IP whilst supported by a university or institution and its facilities vary. In most cases undergraduate and masters students are not required to assign any of the IP to their institution. Please refer to our Intellectual Property Policy for guidance (publication due Nov 2019).

In all cases, while you are enrolled on any course here, we have the right to do the following:

- to make a recording of any performance of any literary, musical, artistic or dramatic work you may give, either alone or jointly with others.
- to allow – or license (although not exclusively) – us to reproduce, publish, broadcast or transmit in any other way the literary, musical, artistic and dramatic works – including sound recordings and films which you create, again, either alone or jointly with others.

We may wish to use the works referred to above in promotional or educational material, such as the prospectus or similar publications, or in a film, television or radio programme, or as part of an online service concerning us and our activities.

4.4 Methods of Contacting Students

Mail

If any mail is received for students this will be kept at the Reception at the main Security desk.

You will be informed there is mail to collect by email. Please make sure to have your LIPA card for identification purposes when collecting mail.

Email

Email is one of our primary means of communication. Please check your email regularly (on a daily basis during the week). Please also ensure that your mailbox does not go over its size limit, by regularly deleting emails that you no longer require.

Phone Calls

From time to time, our staff receive telephone calls for individual students. This is **not** acceptable, except in an emergency, when every effort will be made to contact you. Callers will not be given any details about students but the caller's details will be taken and a message either left for you or forwarded to you by email.

4.5 Changes to your Contact Details

If at any time you change your home or term-time address, you must inform the Registry so that we can keep our records up to date and contact you in the case of an emergency. Similarly, you must inform the Registry if your phone number(s) change or your next of kin contact details change. You can inform us of changes to your contact details by emailing registry@lipa.ac.uk

LIPA processes applicant and student data to meet our statutory and other binding obligations. These may include submission of statistical returns to government or its agencies, including the Office for Students (OfS), and other official bodies, such as the Higher Education Statistics Agency (HESA), the Student Loan Company (SLC), or other equivalent bodies from other countries. Please read the Student Data Collection Notice at <https://www.hesa.ac.uk/about/regulation/data-protection/notices> which will explain how HESA also collect and share information.

4.6 Council Tax Exemption

We have established a new relationship with Liverpool City Council to make it easier for you to claim Council Tax exemption.

You will no longer be required to present an exemption certificate in order to claim. Instead, we will provide Liverpool City Council with students' names, LIPA numbers and programme details on 24th September 2019.

This means all you have to do to confirm your status as a full time student and therefore your exemption from paying Council Tax, is to email Liverpool City Council's Revenues Service on revenue.service@liverpool.gov.uk from 28th September 2019, confirming your name, address,

institution, course of study and LIPA student number. Alternatively you can call them on **0151 233 3008**.

In privately rented accommodation all household residents must provide their name and course details before Liverpool City Council can award an exemption.

It is vital that you keep us informed if your address changes. If you experience any issues with this process, please email registry@lipa.ac.uk

You should be aware of the following:

The Council Tax is set by Local Authorities in England, Scotland and Wales to pay for local services that they provide, such as refuse collections, the Police and the Fire Brigade.

As a full-time student in Higher Education, you are **exempt** from paying this tax. However, to ensure that Liverpool City Council are aware of your student status, you must confirm your status with them as outlined above.

If you have any other queries regarding Council Tax or require a copy of your Council Tax Exemption Certificate please contact the HE Student Records Officer via Registry (registry@lipa.ac.uk), who deals with all council tax queries on behalf of our students.

Council Tax Exemption is only available to **full-time** students.

4.7 Electoral Register

If you haven't registered to vote in Liverpool before, please think about doing so as you settle into life here. If you want to rent, get a mobile contract, or sign up for a credit card, it really helps if you are on the electoral roll, which is basically a list of everyone who is registered to vote. This also means you can be a part of big decision-making, including voting for a new government.

Students are able to register to vote at both their home and term-time addresses. If your home and term-time address are in two different local authority areas, you can vote in local elections at both. However, in general elections, you'll only be able to vote in one.

If you are not sure if you are already registered to vote, you can check by getting in touch with your local authority. [Enter your postcode](#) to find your local electoral registration office and contact them directly. If it turns out you're not on the electoral roll, [register to vote](#). Registering online only takes about three minutes, so there are no excuses!

If you're British, or a Commonwealth or Republic of Ireland citizen you are entitled to register to vote in all elections in Britain. Citizens of European Union states are entitled to register to vote in local elections.

Frequently Asked Questions

Why should I be on the electoral register?

If you are not registered you can't vote. The electoral register is also used in Credit Referencing when buying some items, such as mobile phones, or opening a bank account. Some employers also check Credit Referencing.

I am not British, can I vote?

Commonwealth and Republic of Ireland citizens are entitled to register and vote in all elections in Britain. Citizens of European Union states are entitled to register and vote in local elections.

I am already registered at my home address.

That's great, though it is worth checking that you still are. You are entitled to be registered at home and your University address. At local council elections you can vote in both as well.

I'm not interested in voting.

Voting is not compulsory so you can choose whether to vote or not.

4.8 Programme Fees

Maintenance loan for living costs – home (UK) students only

If you have received a government maintenance loan for living costs, you will not be asked to make any immediate repayment of any of your loan should you suspend or withdraw part-way through a term. Your loan entitlement will be calculated on a pro-rata basis up to your leaving date. You will be required to repay any overpayment you have received through the normal loan process. You will be entitled to receive the loan up to the date you leave, but unless there are extenuating circumstances, you will not receive any further loans for subsequent periods. Loan repayments start once you have left the course.

Maintenance grant (or special support grant) for living costs and other supplementary grants home (UK)

Maintenance grants and supplementary grants cover the full 365 day year. If you have been assessed to receive the maintenance grant (or special support grant) for living costs and/or supplementary grants (e.g. Parents' Learning Allowance, Adult Dependents' Grant and Childcare Grant), you may be asked to repay part of your grants should you suspend or withdraw from your studies. The Student Loans Company will calculate on a pro rata basis how much grant you are entitled to receive up to the date you suspend or withdraw. Unless there are extenuating circumstances you would not normally receive any grant payments for periods when you do not attend. The SLC may ask you to repay any overpayments in one single instalment.

Funding your tuition fees

Undergraduate UK and European Union students, other than those studying on the Foundation Certificate programmes, may be eligible for loans to meet the cost of their tuition fees.

Depending on where you live you must apply to Student Finance England (for students from England and the EU), Student Finance Wales, Student Finance NI or the Student Awards Agency for Scotland (SAAS). You will be personally responsible for paying the fees if you fail to provide an assessment.

SFE will inform you if you are entitled to the tuition fee loan and any other financial assistance. Tuition fee loans are paid directly to LIPA by Student Loans Company. You may choose not to borrow the full amount to which you are entitled.

Postgraduate UK and European Union students may be eligible for a loan to meet part of the cost of their tuition fees. For courses commencing on or after 1st August 2019 you may be able to get a loan of up to £10,906.

Postgraduate loans are paid directly to the student by the Student Loans Company in three equal instalments. Accordingly, students are personally responsible for the payment of the whole of their tuition fees.

Students may pay their tuition fees in line with the loans they receive from the Student Loans Company with the exception of any fees in excess of the SLC loan which must be paid in full on or before enrolment.

You are required to pay any fees that you are funding privately, on or before enrolment.

4.8 Press and Media Policy

You have probably noticed that we attract coverage in newspapers, magazines, on TV and radio and in online newspapers and magazines because we're an interesting, exciting institution, with a host of highly successful students and alumni. One of the other reasons is because of the involvement of celebrities from the industry and, of course, because of our Lead Patron.

Part of our central philosophy is that established performers, producers, designers etc., will come here to pass on to you, the skills and experience which have contributed to their success. They do this on the understanding that they have a student/tutor relationship with you and that there will be no reporting of these sessions to the media (including social media). It is vital that we maintain this confidential tutor/student relationship if we are to continue to attract well-established people from the industry for future generations of our students.

As part of your studies here, you will learn about the importance of image and public relations and you will understand why we require your cooperation in our media relations. Even before we opened, some students were offered money by the press/media for the inside story of master classes here. On no account should you accept any such offer. To do so may result in your being required to leave.

On occasions, you may be invited by us to take part in press or media activity. This will be optional and only with your permission. The main circumstance in which this may not apply is if the media are filming a large-scale event taking place here and want to get an image of the audience, or are getting contextual shots in public areas of LIPA (in which case it would be impossible for us to gain everyone's individual consent).

If you are contacted by the press, then please always refer the enquiry in the first instance to the Marketing and Press Officer at media@lipa.ac.uk before making any comment. You must under no circumstances negotiate access to LIPA with members of the press without first discussing this with the Marketing and Press Officer (or the Director of Marketing and Student Recruitment in his absence).

In order to continue to attract students like you, we are always seeking ideas for stories to turn into news releases for us to pitch to the media. So if you are working on an interesting project here or

have achieved something that you think is worth shouting about, please get in touch with the Marketing and Press Officer at media@lipa.ac.uk

From time to time you may wish to produce press releases yourself either as part of your course work, or even on an extra-curricular basis to promote a LIPA project to the general public via the media. All press releases referring to LIPA need to be approved by the Marketing Department before distribution. Therefore, if you have written a press release yourself, please contact the Marketing and Press Officer as soon as you have produced your first draft. As the task of producing news releases that are likely to get coverage in the media can be quite complex, the Officer may need to offer feedback and advice on how to improve the news release. You should allow a period of ten working days for the process of working with the Marketing and Press Officer to move the first draft on to a finalised version ready for distribution.

Failure to adhere to our Press/Media Policy will be regarded as a disciplinary matter. This applies not just to our students. All our staff adhere to this policy and have a contractual obligation to do so.

If you would like further clarification about our press and media policy, please contact media@lipa.ac.uk

4.9 Student Created Websites using the LIPA brand

As part of their curriculum or on an extra-curricular basis, students may wish to produce websites to market LIPA activities to attract external people to attend events or to promote the quality of the work that individual LIPA students do here.

In these instances, we require students to be 'on-brand' when using the LIPA name and in any associated material that would appear on a public-facing website.

If you are a student wishing to create a LIPA project-related website, in the first instance please get in touch with the Digital Marketing Officer and the Marketing and Press Officer at media@lipa.ac.uk to express your interest in developing a website.

After expressing your initial interest we will ask you to submit some information to us so we can review your ideas and will set up a meeting with you to discuss these with you. The type of information we're looking for from you includes:

- A website brief describing the objectives of the website, what the project is called (this may be what the website might need to be known as), who its target audiences are, descriptions about intended content and site architecture. Any initial sketches of wireframes would also be helpful. Please also ensure that social media streams and YouTube or SoundCloud content that is planned to be set up for the purpose of the website is also outlined.
- A project plan including key milestones for the development of the website in the lead up to the launch, allowing five working days approval time at each stage for the Marketing department, prior to launch and information on who will be updating the website and anticipated frequency of content updates.

- Your suggestions for potential (and available) domain names that would be purchased by LIPA for your project website.

For any website that is public-facing that could appear to have been produced by LIPA itself rather than students, higher levels of quality checks on content are required from the Marketing department to ensure that LIPA's key messages are conveyed in a manner that is in keeping with our underpinning brand values.

For websites that are clearly identified as being created by students for students, less quality checks will be required from the Marketing department.

Domain Names

Please note this it is important that domain names are purchased by LIPA so we can regularly review and conduct quality checks of suitability of content and if necessary in the future, cease their usage if the website is no longer updated or active. To ensure correct management of the domain name:

- Your proposed domain name must be purchased by LIPA and hosting can be set up on our servers to accommodate the website if this is required.
- If you are using an external system such as WordPress or Wix the domain would be purchased by LIPA and name servers directed to your website.

Ongoing Maintenance

Further along your project, any major changes to the website, including changing logo designs or layouts must be brought to the attention of the Digital Marketing Officer and Marketing and Press Officer prior to implementation. This is to check their suitability and to make sure that your usage of the LIPA brand is still acceptable.

We will be in touch periodically to see how your project is going and to discuss any handover plans when the project is over.

4.10 Independent Work (and the SEB)

Introduction to our Student Events Board (SEB)

Our SEB is run by our students for our students. It is overseen by a paid SEB Officer supported by a number of elected officers who have specific roles.

They can be contacted via seb@lipa.ac.uk or individually via email.

Independent work

Our SEB is our way of supporting you to produce your own work, whenever possible. We believe that much of the learning that stays with everyone comes from having to solve problems independently. We also want to support your creativity and experimentation with theatre, sound, design, dance and music. Independent student projects, so far, have included anything and everything from Shakespearian tragedies to small-scale musicals, contemporary dance pieces to stand-up comedy nights. We hold a budget that can be used to fund almost any type of project. All

SEB projects are for an internal audience which means you have experimental security. All independent work must go through the SEB using an application form, whether or not funding is needed. Forms are available on the intranet. SEB has its own entertainment team which organises a varied calendar of events in our bar/café.

Favourite events have included Open Mic nights and the infamous Nightmare on Mount Street - the annual fancy dress Halloween romp. Any other ideas for events here can be made directly to the SEB. Ultimately, we want to ensure that you have the best and broadest possible experience here.

The ticketing of SEB shows

Although the shows are led by you, you can get help from teaching staff. You may also want teaching staff to see what you are doing. If you are participating in an SEB show, you may request complimentary tickets for named members of staff for appropriate reasons.

Comps must be arranged with the agreement of a senior SEB Officer, for instance the SEB Treasurer and prior to a performance. It is not expected that individually requested comps will exceed three per show and will usually be lower.

Assessment

SEB shows are not assessable.

Please note the Student Events Board is under review in the 2019-20 academic year and there may be some shifts in the manner in which it operates as a result of this.

4.11 Our Enterprise Funds

You are entering show business - as you know, as much business as it is show. While you are developing your discipline skills here, you are also developing your business skills. We want to encourage this, not just because it is how you will get ahead and stay doing what you love, but because you will shape the future of our industries.

At the moment, 88% of creative and performing arts businesses have four employees or fewer. Instead of going to interviews or auditions to join these bigger businesses, you can start up yourself, on your own or with your colleagues. Our graduates employ our graduates. Many graduates from our disciplines will be self-employed looking after themselves - one person businesses with short term contracts. This can be exciting and can allow you to shape your own career in the way that you want. It can also be daunting and difficult to get started.

So, how can we help?

We have a variety of funds you can apply to, either for a grant or a loan. Usually we expect you to raise money yourself as well. Here is a quick guide to our funds, but all of the most up to date information plus guidelines to applying is available in our Funding Handbook, which you can access on Facebook at LIPA Enterprise, or request from enterprise@lipa.ac.uk. You can also ask questions on the LIPA Enterprise Facebook page.

The Show Fund/Edinburgh Fund

The objective is support for any student or graduate (within one year of leaving) wanting to put on an event. This includes taking a show to Edinburgh.

Closing date: usually end February (for Edinburgh) or end of May each year.

The First Year Out Fund

The objective is support for a business due to start up during the year after graduation. So this is open to third years and, exceptionally, graduates in their first year out who rethink.

Closing date: end of May each year.

Graduate Business Fund

The objective is support for an existing graduate business. The business should have been in existence for up to three years post-graduation.

Closing date: end of May each year.

Sponsorship Fund

The objective is support for established graduate companies which can publicise our name. Since this is a sponsorship fund, there needs to be convincing evidence of your viability and benefit to us. This will be evidenced through a proposal, a development plan (including promotional activities) and profit and loss accounts for three years to prove your company's viability.

Closing date: none.

How to apply

All applications except the Sponsorship Fund should be accompanied by an application form, a budget and cash flow; some funds require additional documentation. This is explained on the page for each fund in the Funding Handbook.

You will need to agree to:

- write update reports when requested;
- liaise with our Marketing Department to agree design requirements (type, colour and size of logo; wording for any copy etc.) as necessary;
- pay us back where a loan has been agreed.

For all guidance notes, please see our Funding Handbook, available on our LIPA Enterprise [Facebook page](#) where you can also ask questions. Alternatively, you can request a copy from enterprise@lipa.ac.uk

4.12 Outside Work and Time Management

It would be wonderful if you were able to devote all of your time to your programme of study here but we recognise that in this time of student loans you may have to take on external work commitments to support yourself.

We ask that you keep your tutor informed of any commitments, so that they can be taken into account in anticipating clashes.

We also ask when your course requires commitment to evening work and weekends, that external work be rescheduled. If you are unable to attend rehearsals and production meetings for example, it would be impossible to assess you and you would fail the modules. When additional demands are made, you must organise your outside work so that you can be here. You should always remember that as productions or other forms of collaborative work reach their deadlines, extra rehearsals, studio sessions and the like might be called.

A balanced approach will be required in order to manage the many different elements of your programme. You will also be asked to make the most of your private study time. One of the most beneficial, as well as expected, activities will be to take as many opportunities as you can to see performances, films, musicals and other events of which there are many in and around Liverpool. You will be spoilt for choice, but getting into the habit of getting out and about will be to your great advantage.

Using our Learning Resources Centre and LJMU's is also very important. Browsing, as well as going for the book, video or article in mind, is often the time when you pick up ideas out of the blue. It's these flashes of inspiration that can fuel existing and future projects and lead you into unknown and potentially exciting territories.

Planning how you will use your time across lectures, workshop sessions, rehearsals, fitups and the many other forms of learning you will experience is critically important, and a key skill in the entertainment industry. So you will need to establish and keep to a pattern of work that suits you.

A final word on time is to remember that it is your most precious resource – you can't buy more of it, you can't hire or rent it, you can't obtain more than 24 hours a day and you can't store it, save it or slow it down!

4.13 Our Facilities

Access to our Buildings Term-time access

Student access to our main buildings (**other than the Bar and the Café**) during termtime is:

Monday - Friday	8.00am – 11.30pm
Saturdays	9.00am – 11.30pm
Sundays	9.00am - 8.00pm

There can be exceptions for scheduled performances and pre-booked practice and/or studio time.

LIPA is usually closed on bank holidays and between Christmas and New Year, although exceptions may apply.

Holiday Access

Monday – Friday	9.00am - 5.00pm
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There may be restricted access to certain facilities outside of term time. You are advised to check with the Security Team closer to vacation periods to find out about the exact opening and closing times.

Photo ID cards

After you have enrolled you will be issued with a photo ID card. This card will allow you to enter LIPA and use those facilities and/or areas which you are authorised to use for the duration of your course. You are required to display your photo ID card at all times whilst on our premises, and when you borrow materials from the LRC and Technical Services.

Please take care of your ID card. The loss of the card will incur a replacement fee of £5.00.

If you cease to study here, then you must return your card to LIPA Security immediately.

Learning Resources Centre (LRC)

Our Learning Resources Centre (LRC) is a specialist creative and performing arts library with an extensive collection of books, e-books, scores, CDs, DVDs, e-resources, print and electronic journals. Whether you are looking for individual songs or scripts, background research or creative inspiration, our professional and friendly LRC staff are here to help you. We offer support sessions in ICT and study skills through subject specific lectures, as well as one-to-one and drop-in sessions, ensuring you get the most out of your study.

The LRC website provides the gateway to our online catalogue and electronic resources and includes links to a wide selection of help sheets and video guides. In addition, our virtual learning provision which includes Moodle, holds a variety of subject-specific learning materials, such as lecture notes, useful web links and module information. The majority of these services are available off-campus.

Our integrated learning environment has a variety of study spaces, including individual and group work areas, and an open-access computer suite. Facilities include printing, copying and scanning, plus binding and laminating equipment. A range of stationery is available for purchase to support your studies.

Opening hours during term time are Monday and Wednesday 9.00am to 6.00pm, Tuesday and Thursday 9.00am to 8.00pm, Friday 9.00am to 5.00pm. The LRC may be closed for some weeks in June and is also closed during July and August.

The LIPA Canteen

The LIPA Canteen is open Monday to Friday, 8.30am to 4.00pm during teaching and independent study weeks and also Saturday mornings when LIPA 4:19 is operating. We have installed vending machines for when the Canteen is closed.

The Canteen offers a range of products at affordable prices including a breakfast menu, one hot meal option at lunchtime each day, sandwiches, soup, jacket potatoes, pies and pasties, hot and cold drinks, crisps and snacks.

We will always do our best to cater for special dietary needs – contact our Catering Team if this applies to you.

Mondays in the Canteen are meat-free days. For further info visit:

<http://www.meatfreemondays.com/>

From September 2019 we are doing our best to become plastic-free. All drinks will therefore be sold in cans. We will also be providing every student at enrolment with a re-usable (plastic!) water bottle for use in our buildings which will hopefully minimise the use of single-use plastic bottles on campus.

The LIPA Bar

Our licensed bar is open from 4.00pm to 11.00pm, Monday to Friday with Saturday and Sunday opening for special events or performances.

Look out for our special offers.

The Canteen and Bar are also available as performance spaces.

Use of the Digital Audio Labs (DALs)

The DALs (2.68, 2.62 and 4.10), when not in use for scheduled teaching, are available for student use. Further details are available from Technical Services (room 4.47).

Use of the Music Practice Rooms

Music practice rooms, when not in use for scheduled teaching, are available for student bookings at the following times:

Term-time

Monday – Friday	9.00am – 11.00pm
Saturday	10.00am – 5.00pm
Sunday	11.30am – 5.00pm

Holiday-time

Monday – Friday	10.00am – 4.00pm
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There is likely to be restricted access during holiday periods. **(Please note we are closed on public bank holidays)**. Further details and booking procedures are available from Technical Services (Room 4.47).

Use of Recording Facilities

Our technical facilities are amongst the most advanced technical facilities designed for education in the country, including:

- Six recording studios (complete with individual live rooms) all of which are professionally designed and acoustically treated, including facilities for surround, sound to picture, editing and mastering;
- The George Martin Studio (GMS), complete with separate machine room, which can be tied to other studios within the complex. GMS is generally only available to level 5 and level 6 students;
- Digital audio workstations with editing facilities.

If you are studying on any module that includes recording studio work, you may book studios outside of teaching time to further develop your skills. Bookings may be made online – you will require a username and password (different to your usual LIPA username) to access this, which will be given to you by your tutor for that module. Studio sessions must be booked in advance and you must register yourself and others with whom you are working at Security in the Cathedral Foyer.

Loan of equipment from the Technical Services Department

Musical instruments, sound and video equipment may be borrowed for course related activities taking place on our premises. These items can be obtained from Technical Services (Room 4.47) on a one-day loan basis and must be returned in person by 10.30pm. You must present a valid LIPA ID card to borrow equipment. It is your responsibility to ensure that equipment is booked in at Technical Services (Room 4.47). Under no circumstances should equipment be left unattended outside Room 4.47 or elsewhere in the building.

Written permission to use this equipment off-site must be obtained in advance from the Technical Services Manager.

When our equipment cannot be returned to Technical Services (Room 4.47) before it closes, then it may be deposited overnight in the returns room. The key is available from Security. Personal possessions must not be placed in this room.

Extensions to the normal loan period are available for specific equipment on request. Due to the heavy demands on equipment, you are advised to book in advance. Failure to return equipment on the agreed return date will result in temporary suspension of access to facilities.

At all times, you are expected to exercise reasonable care in the use of equipment owned or leased by LIPA, particularly when equipment is taken off the premises.

We accept that from time to time, accidents may happen or incidents occur which result in loss or damage to LIPA equipment. In the event of any loss or damage sustained to such equipment resulting in financial loss to LIPA, the Director of Higher Education will conduct an investigation into the circumstances leading to the loss.

If, in the opinion of the Founding Principal and Chief Executive, the loss has occurred as the result of a negligent, malicious or wilful act, then LIPA will seek full replacement costs (in the event of loss), or for the cost of repairs (in respect of damage).

All students borrowing equipment will be required to signify their agreement to these conditions at the time the equipment is borrowed.

Lost property

All lost property is stored with Security in the Cathedral Foyer, where a register of found property is kept.

Personal property at LIPA

Your personal property and possessions are your responsibility when you are here. We cannot accept responsibility for the loss/damage to personal belongings. You are strongly advised to insure your possessions against loss or damage whilst a student here.

Protective clothing

All Theatre and Performance Technology students and any other students who regularly move heavy sets/machinery as part of their degree programme or show preparation, have the responsibility to purchase for themselves safety boots, in the interests of Health & Safety. This is the student's individual responsibility, and therefore if they fail to purchase these, and then sustain an injury it is the student's individual liability. Safety boots should be worn at all times when moving heavy objects.

Car parking at LIPA

A permit is required for parking at LIPA. The scheme is presently fully subscribed. If places become available this information will be updated accordingly.

4.14 Communication channels

Contacting staff

Details of everyone who works here is available on SharePoint. You can contact them by either telephone or e-mail. As staff are very busy, and often difficult to reach if teaching, we recommend you use e-mail whenever possible.

LIPA MyDay

Our intranet landing page MyDay can be used to promote shows and events. Front-page banner stories can be submitted for publication.

Notice Boards

In the bar, you will find a student notice board for your own messages to other students. This is also where you'll find the general SEB notice board for publicising SEB business and events.

To publicise your shows and events you should use the plasma screen and LIPA SharePoint.

You can also display a poster/flyer on the student notice board in the bar and the 'What's On' notice board in the Level 1 passageway between the entrance and the café. You can also create a display using an A board in the cathedral foyer area for the week in which your production is taking place.

You should contact the Buildings Manager, about the use of the A board.

Fly posting notices around the building is forbidden. Fly posting is not only unsightly but it also damages the fabric of our building. Fly posting on fire doors is a safety hazard, as it impedes your view through the doors, leading to possible collisions. Buildings staff will remove and dispose of posters in unauthorised areas.

4.15 Fire Evacuation Procedures

In order to safeguard staff, students and visitors to the Institute, the following procedures have been drawn up and must be observed at all times:

Evacuation Procedure

If you discover a fire

Immediately sound the alarm using the nearest break-glass point.

Leave the building by the nearest safe route and go to the Assembly Point, which is indicated on the Fire Notice appropriate to the exit route used.

Either Outside next to The Suitcases on Mount St

Or On the pavement on Upper Duke St.

Security staff stationed at the Cathedral Foyer will call the Fire Service.

If the Alarm Sounds

Leave the building by the nearest safe route – **do not attempt to use the lifts**. Go to the appropriate assembly point.

General

Close doors and windows behind you where possible.

Do not re-enter the building until told by the Evacuation Controller that you may do so, even if the alarms have stopped sounding!

Additional information for disabled people

All people with a disability are given the opportunity to agree an evacuation plan which is tailored to their specific needs. These are known as Personal Emergency Evacuation Plans (PEEPS). They also apply to persons who may temporarily need assistance in evacuating a building (e.g. following an accident or illness).

This is clearly of significance to you if you are disabled or have temporary mobility issues, or if you are inviting individuals or groups into one of our buildings (the fire regulations include visitors). Generic plans have been drawn up for audience members.

In both buildings, the areas adjacent to the main lifts on all floors are designated as 'refuge areas'. These are provided as a safe refuge for disabled persons who are unable to leave the building in case of fire. They are protected from fire and smoke ingress for a minimum period of 60 minutes.

For further information about PEEPS, please contact our Student Support Team:

student.support@lipa.ac.uk

Appendix 1

Glossary

As you read this handbook, you may come across words or phrases which are unfamiliar. This glossary provides brief definitions of the terminology and acronyms used in the Green Book. As you first join us, you may also hear a lot of new acronyms and expressions which are specific to us, the most common ones are also included in this glossary.

BA (Bachelor of Arts):

Bachelor of Arts is the award name given to a degree, which covers the study of arts subjects.

BA Hons (Bachelor of Arts with Honours):

A degree with honours is more highly valued than a degree without honours. The 'with honours' provides the grades or classification of passes, that is first class honours (the best), upper second class honours, sometimes called a 2.1, lower second class honours, sometimes called a 2.2, and a third class honours. A degree without honours or classification is called a pass degree or ordinary degree.

The Bunker:

Technical Services room (Room 4:47) where sound and video equipment and musical instruments can be borrowed.

CL:

Course Leader

Credits:

You are awarded credits for modules successfully completed within the integrated credit system.

EC's:

Extenuating Circumstances (By LJMU also referred to as 'Personal Circumstances')

Fd. Cert.:

Short for Foundation Certificate, our one-year foundation programmes.

FPP:

Final Performance Project for final year students.

GMS

Stands for George Martin Studio – the flagship of the recording studios here

HESA:

Higher Education Statistics Agency.

HoD:

Head of Discipline. Each broad subject area taught here is managed by a Head of Discipline. There are currently HoDs for Acting, Applied Theatre and Community Drama, Dance, Management of Music Entertainment Theatre and Events, Music, Theatre and Performance Design & Technology and Sound Technology.

Hope Street:

Our other building – 70 Hope Street.

ICT:

Information and Communications Technology

ISAB:

Institute Student Advisory Board

LJMU:

Liverpool John Moores University.

LEA:

Local Education Authority.

Learning Guidance Tutor (LGT):

The primary responsibility of an LGT is to help you manage and take full advantage of your time here. The LGT is also your first contact for personal issues that may impact on your studies.

Level:

Modules are designed to various levels corresponding to the Framework for Higher Education Qualifications published by the Quality Assurance Agency. Each level is equivalent to a year of full-time undergraduate study. Level 4 is the first year, level 5 the second year and level 6 the third year of a degree programme. Foundation Certificates are referred to as Level 3 programmes.

LIPA SharePoint & MyDay:

Our Intranet, giving details of news, events and other information for staff and students.

LIPA 4:19

A part-time performing arts academy for four to nineteen year olds. This takes place primarily on Saturdays.

LRC:

Learning Resources Centre.

MMETE:

The acronym used for our degree programme: Management of Music, entertainment, theatre and Events.

Module:

A self-contained unit of study.

Moodle:

Our virtual learning environment (VLE) is a course management system enabling access to course materials, quizzes, discussion boards and other web-based learning resources.

OfS:

Office for Students. This is a public body of the Department for Education, acting as the regulator and competition authority for the Higher Education sector in England.

Option:

This is the optional element of an award. A student must choose to study an optional module from the range available in a specific subject in order to receive an award in that subject.

PMA:

Paul McCartney Auditorium – one of our three performance spaces.

PMMT:

This is how many staff abbreviate the name of the course entitled Foundation Certificate in Popular Music and Music Technology.

PPP:

Practical Performance Project.

QAA:

Quality Assurance Agency. This is the governmental body with oversight of Higher Education Quality in the UK

Read and Write software:

A text processor which supports computer users with dyslexia or other difficulties with writing.

Registry:

The administrative hub of our HE courses, this is the base for student records, admissions and course administrators. Located on Level 2, to your left as you face the PMA main doors.

SIS:

Liverpool John Moores University's Student Information System. As LJMU are our validating body, they also hold student records with marks and progression data.

SITS:

The institution-wide database used by us to manage student records. The acronym SITS is for Strategic Information Technology Services.

SST:

Sennheiser Studio Theatre.

SLC:

Student Loan Company.

Term:

The academic year is divided into three periods of study, from September to December from January to April and from April to June; each period is called a term.

TPD/TPT:

The acronyms used for two of our degree programmes: Theatre and Performance Design, and Theatre and Performance Technology respectively.

Workshop/Stagecraft/Scenery Workshops:

The area at the rear of the PMA stage where scenery and props are constructed.

Appendix 2

Useful numbers

LIPA Switchboard	0151 330 3000
LIPA HE Administration Coordinator	0151 330 3093
LIPA Admissions Manager	0151 330 3084
LIPA Finance	0151 330 3135
LIPA Security (Mount Street)	0151 330 3222
LIPA Learning Resource Centre	0151 330 3111
LIPA Web site	www.lipa.ac.uk
LJMU Student Funding/Money Advice	0151 231 3153/3154
LJMU Disability Advice	0151 231 3164/3165
LJMU Study Support	0151 231 3048
LJMU Counselling	0151 231 3110
LJMU Mental Wellbeing	0151 231 3579/07929999366
Royal Liverpool University Hospital	0151 706 2000
Liverpool Women's Hospital	0151 708 9988
Liverpool Dental Hospital (emergencies)	0151 706 2000
NHS 111	111
Merseyside Police (Non-emergency calls)	101
Liverpool Direct (City Council)	0151 233 3000
British Council (Manchester)	0161 957 7000
UK Council for International Student Affairs (UKCISA)	020 7788 9214
Equality and Human Rights Commission	08088000082
Rail Enquiries	03457 48 49 50
National Express Enquiries	0871 781 8181
Liverpool John Lennon Airport	0871 521 8484
National Bureau for Students with Disabilities	020 7450 0620
British Dyslexia Association	0333 405 4567
CALM (Campaign Against Living Miserably)	0800 58 58 58
Samaritans	116 123
Victim Support	08 08 16 89 111
Brook Young People Advisory Clinic	0151 207 4000
LGBT Foundation	0345 330 3030
LGBT Helpline	0300 330 0630
National AIDS Helpline	020 7814 6767