



**LCCM**

**STUDENT**

**HANDBOOK**

**SEPTEMBER 2026**



**LCCM**

London College of  
Contemporary Music

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# INTRODUCTION

## YOUR STUDENT HANDBOOK

This Student Handbook is intended to provide students with all the essential details they need to navigate their experience at LCCM. We are proud of LCCM and its focus on the student experience.

It is the aim of all staff and faculty members to ensure students are supported and provided with all the information they require to engage meaningfully with their studies. We sincerely hope you find this Student Handbook helpful and informative.

If you require assistance reading or understanding the handbook, please contact our **Student Success Tutor team** ([sst@lccm.ac.uk](mailto:sst@lccm.ac.uk)).



# WELCOME TO

# LCCM

## MESSAGE FROM LCCM'S ACADEMIC DEAN

You are joining a community of musicians, producers, songwriters, entrepreneurs, creatives and future industry professionals who all share one thing in common: a passion for music and a desire to turn that passion into something meaningful.

Whether you have come straight from school or college, are changing direction, or are returning to education after time away, you belong here. Every student arrives at LCCM with a unique story, set of experiences and ambitions, and that diversity is what makes our community so vibrant.

Studying at LCCM is about much more than earning a degree. It is about developing your craft, finding your voice, building your confidence and discovering who you want to become as a creative professional. Along the way you will collaborate with fellow students, learn from experienced practitioners, engage with industry opportunities and challenge yourself in ways you may never have imagined.

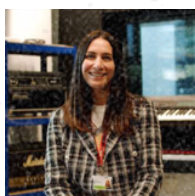
There will be exciting moments, moments that push you outside your comfort zone and moments that make you see your potential in a whole new light. Embrace them all. Growth rarely happens when we play it safe.

One of the things I love most about LCCM is the sense of community that exists throughout the College. Our staff genuinely care about our students and are committed to helping you succeed. We want you to make the most of every opportunity available to you, both inside and outside the classroom, and we encourage you to get involved in the wider life of the College from day one.

This handbook contains useful information to help you navigate your studies and make the most of your time here. Keep it handy and refer to it whenever you need guidance.

Most importantly, remember that your time at LCCM is your opportunity. Be curious. Be ambitious. Take creative risks. Ask questions. Build connections. Say yes to opportunities. The next few years have the potential to shape not only your career, but your confidence, creativity and future.

**We are delighted to have you with us and cannot wait to see what you achieve.**



**Lucy Bernstein**  
*Academic Dean*





# STUDENT

# CODE OF CONDUCT

LCCM is committed to fostering a safe, respectful, and inclusive environment where all students can thrive academically, creatively, and personally. The Student Code of Conduct establishes clear expectations for behaviour, both on and off campus, to ensure that all members of the College community are treated with dignity and respect.

## THE CODE OF CONDUCT APPLIES TO:

- Behaviour on campus and in all College facilities.
- Behaviour at College-affiliated or College-supported events, trips, and placements.
- Behaviour online and in digital spaces, including social media platforms, VLE (Canvas), and any use of LCCM's IT systems.
- Behaviour off campus that may bring the College into disrepute or adversely affect the wellbeing of students, staff, or the wider community.

Students are expected to behave in a manner consistent with the ethos of the LCCM community. **At all times, whether on or off LCCM premises, students are expected to:**

- Behave in a considerate manner towards staff, fellow students, visitors, and guests.
- Respect others' rights to freedom of expression.
- Comply with instructions issued by any member of staff at any time.
- Respect property and the rules governing its use, whether it belongs to LCCM, the Student Committee, community partners or to any other staff member, tutor or student.
- Undertake their academic work with integrity, honesty, and to the best of their ability.
- Attend all lectures, workshops, tutorials and lessons as scheduled and notify the College in advance of any expected absences.

# KEY CONTACT

## DETAILS

### Academic Dean

Lucy Bernstein

[lbernstein@lccm.ac.uk](mailto:lbernstein@lccm.ac.uk)

### Disability &

### Wellbeing Support

[disabilitysupport@lccm.ac.uk](mailto:disabilitysupport@lccm.ac.uk)

### Associate Dean for Learning & Teaching

Daniel Green

[dgreen@lccm.ac.uk](mailto:dgreen@lccm.ac.uk)

### Careers & Industry

[careers@lccm.ac.uk](mailto:careers@lccm.ac.uk)

### Events

[events@lccm.ac.uk](mailto:events@lccm.ac.uk)

### Associate Dean for Programmes

Lisbee Stainton

[lstainton@lccm.ac.uk](mailto:lstainton@lccm.ac.uk)

### Technical Services

[techserv@lccm.ac.uk](mailto:techserv@lccm.ac.uk)

### Programme Administration

[prog.admin@lccm.ac.uk](mailto:prog.admin@lccm.ac.uk)

### Student Services

[studentservice@lccm.ac.uk](mailto:studentservice@lccm.ac.uk)





# INTRODUCTION TO THE TEACHING TEAM



## PROGRAMME LEADER

Your Programme Leader is the person who oversees your day-to-day experience on the programme. The Programme Leader is the primary point of contact for any concerns and issues students face throughout their academic studies. Programme Leaders can also signpost students to non-academic support, such as student wellbeing or careers. Programme Leaders also manage the Module Leader who oversees your modules. They help the Module Leader with updating assignment tasks, the curriculum, and grading criteria, as well as tasking the Module Leader with providing mentorship to any student who requires additional support.

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## MODULE LEADER

The Module Leader is the person who directly oversees your experience on a specific module. It is likely the Module Leader will also be your tutor. It is their job to ensure that all learning materials are uploaded to Canvas and that students have all the appropriate academic guidance to succeed.

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## TEACHING FACULTY

LCCM's teaching faculty are the lifeblood of our institution. Through their professional, musical, and educational skills, they enrich the student experience immeasurably. If students need additional input, then they can contact their tutors if it's a relatively small matter. Otherwise, it is recommended for students to contact their Programme Leader or Module Leader for help. You can contact staff members by typing their name in your Outlook dictionary.

# GENERAL ACADEMIC INFORMATION

## PROGRAMME STRUCTURE, AIMS AND OUTCOMES

Programmes are credit-rated to give you a clear indication of both the volume and academic level of study required at LCCM.

- LEVEL 3** Comparable to **one year of a full-time foundation year**
- LEVEL 4** Comparable to the **first year of a full-time undergraduate degree**
- LEVEL 5** Comparable to the **second year of a full-time undergraduate degree**
- LEVEL 6** Comparable to the **final year of a full-time undergraduate degree**
- LEVEL 7** Comparable to **one year full-time or two year part-time postgraduate degree**

Each programme is made up of individual modules, with each module assigned a specific credit value.

The total credit requirement for a programme will usually be 120, 180, or 360 credits, depending on its type and level. If you do not complete the full credit load, you may still qualify for an intermediate award, with the level based on the credits you have achieved.

For more detailed information about your programme's credit framework, refer to the Course Information Document. This also explains the programme aims—what you will have the chance to learn and accomplish—and the learning outcomes, which outline what you are expected to know and be able to do by the end of your studies.



# PROGRESSION AND COMPLETION

These are the awards that you can obtain at LCCM:

| AWARD                                                    | FHEQ LEVEL | CREDIT WEIGHTING |
|----------------------------------------------------------|------------|------------------|
| Certificate of Higher Education                          | 4          | 120 credits      |
| Diploma of Higher Education                              | 5          | 240 credits      |
| Unclassified Bachelor's Degree                           | 6          | 300 credits      |
| Bachelors Degrees with Honours (BA (Hons) or BMus (Hons) | 6          | 360 credits      |
| Postgraduate Certificate                                 | 7          | 60 credits       |
| Postgraduate Diploma                                     | 7          | 120 credits      |
| Masters Degrees MMus or MA                               | 7          | 180 credits      |

## AWARD CERTIFICATES

LCCM degrees are processed and approved by the University of the Creative Arts. The degree certificate and academic transcript are produced after the Awards Board.

All students who are conferred for an award by the University of the Creative Arts will be invited to LCCM's Graduation Ceremony.

## MODULES ON YOUR PROGRAMME

All modules are written by experienced musicians and educationalists. Modules are validated as part of the programme validation. A module descriptor is produced which details all the essential components of the module including assessment details, the reading list, topics of study, and teaching delivery overview.

## STUDENT REGISTRATION

Student registration is the formal process in which new and returning students are confirmed as students of LCCM. Students are required to register annually if their programme is of more than one year's duration.





## INTERRUPTING FROM THE PROGRAMME

A student is permitted to interrupt their studies. If a student wishes to interrupt their studies, then they should contact their Programme Leader in the first instance. During this process, students will receive guidance on the implications of interrupting, including student finance and fees, and academic progression.

[Interruption of Studies Policy](#)

## WITHDRAWING FROM THE PROGRAMME

Withdrawing from studies entails leaving the programmes and no longer being a student at LCCM. If a student wishes to withdraw, then they should contact their Programme Leader in the first instance. During this process, students will receive guidance on the implications of withdrawing, including student finance and fees, and academic progression.

[Withdrawal Policy](#)





## KEY DATES

All academic calendars dates can be found on LCCM's website [lccm.ac.uk](http://lccm.ac.uk).

## YOUR TIMETABLE

Students can access their academic timetable on CelCat. The academic calendar outlines when and where classes take place. Students will receive their timetable before their studies begin. Students are required to attend the lessons on their timetable and not permitted to attend any other classes. If a student is unable to attend a class due to an ongoing health issue, carer or childcare responsibilities, then speak with your Programme Leader to request a timetable amendment.

## MODULE EVALUATION

LCCM conduct module evaluations to check the quality of our learning, teaching, and assessment provision. The data from these module evaluations are reported on an annual basis feeding into action plans for improvements. Module evaluations also inform LCCM of areas of good practice which we share across other teams and programmes.

## PROGRAMME COMMITTEE MEETINGS

All programmes have Student Representatives who act to represent the views and opinions of programmes. Student Representatives don't work in opposition to the Programme Leader or Senior Academic Leadership; they work in the spirit of collaboration to improve the provision. Student Representatives attend Programme Committee meetings to provide feedback on policies and articulate the cohort's opinions on how the programme is going. The Programme Committee meets at least twice a year.

LCCM participates in the National Student Survey (NSS) on an annual basis. The NSS is an anonymous survey for final-year undergraduate students. Managed by the Office for Students (OfS) across the UK, it gathers feedback on course teaching, academic support, and the overall student experience. The data is used to inform prospective students, drive university improvements, and compile university league tables.



## QUALITY ASSURANCE AND ENHANCEMENT

Quality assurance and enhancement are managed through LCCM's Academic Governance structure. Academic governance at LCCM ensures the integrity, quality, and continuous enhancement of our academic provision. The Academic Board is our senior academic authority, supported by a network of specialist committees. Together, they uphold standards, respond to student voice, and align our practices with sector benchmarks and regulatory expectations.





# ATTENDANCE & ENGAGEMENT

## IMPORTANCE OF GOOD ATTENDANCE

LCCM students are expected to attend all their timetabled classes. Good attendance at university is the single most important predictor of academic success. Regular presence directly correlates with higher module marks, deeper comprehension of complex material, and the development of professional habits required for future employment.

LCCM monitors attendance on a weekly basis. It is our responsibility to support students with their attendance as well as making students aware of the regulatory risks of repeated non-attendance.

**See the student attendance policy at [lccm.ac.uk](http://lccm.ac.uk)**

## NOTIFICATION OF ABSENCE

It is understandable that from time-to-time students may need to miss lessons, but students have a responsibility to inform LCCM if they can't attend. They are required to contact Student Services ([studentservices@lccm.ac.uk](mailto:studentservices@lccm.ac.uk)) to register their absence. Students should review the learning materials on Canvas for any period of absence.



# TEACHING, LEARNING & ASSESSMENT



## LEARNING AND TEACHING METHODS

Listed below are the various learning and teaching methods used at LCCM:

- **Lectures** - College lectures are 1 to 2-hour instructional sessions where a subject-matter expert presents core theoretical concepts to a large group of students. They typically serve to introduce foundational material, after which students delve deeper into specific topics through smaller, interactive workshops.
- **Performance Workshops** - Performance workshops provide students with skills to develop professional ensemble skills with other musicians. The approach to performance workshops will vary depending on the programme of study, but all students will use these workshops to learn repertoire, write songs, and host performances for their final assessment.
- **Production Workshops** - Production Workshops often take place in either one of LCCM's recording studios, tech suites, or production writing rooms. During the workshops you will focus on the creation, development, and delivery of commercial audio. As audio creators we are reliant on technologies which afford us many creative careers. The course encourages you to explore these technologies and their contextual practice, understanding their history and relevance to future associated industries. Areas of study include basic to advanced recording, mixing, mastering techniques in both analogue and digital landscapes and spatial audio experiences for emerging technologies.

- **Songwriting Workshops** - Songwriting workshops provide dedicated environments to hone your lyrics, melody, chord progressions, and arrangement skills. You will also develop skills in providing constructive feedback to your peers.
- **Music Business Seminars** - Music business seminars where you will learn about the roles within the music business - such as A&R executives, artist managers, and publishers - and practical strategies for navigating the music industry. These sessions cover crucial topics like royalties, copyright law, marketing, and contract negotiation to help artists and executives build sustainable careers.
- **Student-Led Workshops** - Student-led workshops are interactive, collaborative learning sessions where students - rather than your tutors - design, coordinate, and teach the material to their peers. These sessions shift the focus from traditional, lecture-based learning to active participation, peer mentorship, and practical skill-building.
- **Independent and Self-Directed Study** - Independent and Self-Directed Study is an educational approach where learners take the initiative to plan, execute, and evaluate their own learning process rather than relying on a traditional teacher-led curriculum. You set your own goals, choose your resources, and manage your own pace.

## NOTE-TAKING AND RECORDING CLASSES

Effective note-taking means actively translating information into your own words rather than transcribing it. When you use lecture recordings, view them as supplementary rather than a replacement for paying attention. Always ask the tutor for permission before recording.





# ASSESSMENT & FEEDBACK

## HOW YOU WILL BE ASSESSED

You will be assessed through a range of assignment types, which may include presentations, portfolios, individual and group performances, recitals, projects, case studies, written examinations, essays, aural tests, coursework, group problem-solving tasks, reflective journals, and peer- and self-assessments.

Each module page on Canvas provides detailed information about individual assessment components and their marking criteria. Full details on how your final module grade is calculated from these components can be found in the Module Descriptors.

## FORMATIVE & SUMMATIVE ASSESSMENT

There are two main types of assessment at LCCM:

- **Formative Assessment** - Formative assessment is an ongoing, in-process evaluation of student learning. It provides real-time feedback to help educators adjust their teaching strategies and assist students in identifying their strengths and areas for development, rather than assigning a final grade.
- **Summative Assessment** - Summative assessment evaluates student learning and skill mastery at the conclusion of a specific instructional period, such as a project, unit, or academic year. Its primary purpose is to measure overall achievement against set standards or benchmarks, typically resulting in a final grade.

## PEER ASSESSMENT & SELF - ASSESSMENT

- **Peer Assessment** - Peer assessment is an educational practice where students evaluate their classmates' work and provide constructive feedback. It encourages students to critically analyze subject material, develop evaluation skills, and take an active role in their own learning journey.
- **Self-Assessment** - Self-assessment in education is the process where learners critically reflect on their own work, learning processes, and progress. It requires students to evaluate their performance against specific learning goals or grading criteria, empowering them to take ownership of their education and identify areas for future improvement.

## SUBMITTING YOUR WORK

Most of your assessments will involve submitting work to LCCM. You are responsible for ensuring that all submissions are made by the stated deadline and follow the guidance outlined for each module. The information below provides general advice on coursework submission; however, you should always consult your Canvas module pages for specific requirements relating to individual assessments.

All submitted work must clearly include your LCCM student number, either on a cover page or in a header, and ideally within the file name. This is essential to ensure your work is accurately recorded on your student profile. You should also retain a copy of all work submitted, regardless of the submission method.





## MARKING & FEEDBACK

LCCM uses a moderated marking approach in which an initial marker assesses the work and a moderator reviews it to ensure consistency and fairness. Module Leaders oversee the marking process, ensuring that all tutors involved are appropriately briefed, with guidance provided in the LCCM Assessment Pack. Marking will commence as soon as possible after the submission deadline and must be completed in full before moderation takes place, allowing the moderator to review a complete set of feedback.

If a tutor identifies a potential case of academic misconduct, this must be reported immediately to the Programme Leader. All grading decisions are made strictly in line with the published criteria, and marks will only reflect elements relevant to those criteria. LCCM follows a 'credit where due' approach, meaning markers actively identify evidence of how students have met the assessment criteria, rather than penalising weaker areas.

Grades are recorded on the VLE and all marks remain provisional until they have been reviewed by the External Examiner and formally ratified by the relevant Assessment Board, as outlined in UCA's Quality & Standards Manual. Academic decisions cannot be formally contested by students, and further details on this can also be found in the same manual.

Moderation in education is a quality assurance process where educators review student assessments to ensure that grading is consistent, fair, and aligned with educational standards. It eliminates individual bias by having teachers evaluate and agree on benchmarks together.

An external examiner is an impartial academic or industry specialist appointed by UCA to ensure that student assessment is conducted fairly, rigorously, and in line with national academic standards. They are not involved in teaching the students whose work they review.

# ASSESSMENT CRITERIA

Each module includes its own tailored grading criteria, against which your work will be assessed. These grading criteria are provided in grid format and will be made available on Canvas at the start of each module.

An example of a grading criteria grid is shown below:

| GRADING CRITERIA |      | MODULE LEARNING OUTCOME(S) ASSESSED                                                                                                           |                                                                                                                                                                |
|------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                  | PASS | <b>LO1</b> Investigate and evaluate skills, techniques and theory used in song writing and how these have informed your own creative process. |                                                                                                                                                                |
|                  |      | 90-100<br>FIRST                                                                                                                               | Demonstrates outstanding and insightful understanding of song writing techniques, with highly critical and reflective evaluation informing creative decisions. |
|                  |      | 80-89<br>FIRST                                                                                                                                | Demonstrates excellent understanding with clear and thoughtful evaluation of techniques and their application.                                                 |
|                  |      | 70-79<br>FIRST                                                                                                                                | Strong understanding of key techniques with good evidence of evaluation and application.                                                                       |
|                  |      | 60-69<br>2:1                                                                                                                                  | Good understanding of core techniques with some evaluation, though maybe inconsistent.                                                                         |
|                  |      | 50-59<br>2:2                                                                                                                                  | Basic understanding with limited evaluation; application may be surface-level.                                                                                 |
|                  | FAIL | 40-49<br>3RD                                                                                                                                  | Limited understanding with minimal evaluation; largely descriptive.                                                                                            |
|                  |      | 30-39<br>FAIL                                                                                                                                 | Weak understanding with little evidence of evaluation or application.                                                                                          |
|                  |      | 0-29<br>FAIL                                                                                                                                  | No meaningful understanding or engagement with song writing techniques.                                                                                        |
|                  |      |                                                                                                                                               |                                                                                                                                                                |



## RESULTS DISCUSSION

Feedback should be understood as a constructive and valuable part of the learning process, although it is recognised that some students may find it difficult or challenging to receive. While students cannot request a remark of their work, they may arrange a meeting with their Programme Leader if they need clarification on their feedback or would like further guidance.

## ASSESSMENT BOARDS AND MARKS RELEASE

At the conclusion of each academic year, the UCA Assessment Board formally ratifies your marks for all assessment components and modules. A subsequent Assessment Board is also convened after the re-sit period. Students should note that any marks issued during the academic year are provisional and subject to confirmation by the Assessment Board. Provisional marks and feedback are typically released via Canvas within 20 working days of the relevant submission deadline.

## RE-SITS

If a student does not achieve a pass or compensated pass across all modules, the relevant Assessment Board will decide their progression on the programme. In most instances, students will be offered a reassessment opportunity following the end of year Assessment Board. However, where there is evidence of low engagement or poor attainment—particularly in cases with minimal assessment submissions and no approved mitigating circumstances—the Board may recommend withdrawal. If you fail a module and are uncertain about the next steps, you should contact your Programme Leader for further advice and support.

## MITIGATING CIRCUMSTANCES

At LCCM, mitigating circumstances are unexpected, severe, and unavoidable events outside your control that prevent you from attending an exam or submitting coursework. If approved, the [LCCM Mitigating Circumstances Policy](#) allows for assessment deferrals or deadline extensions without academic penalty.

## REASONABLE ADJUSTMENTS

Reasonable adjustments are formal changes that education providers are required to make to ensure that students with disabilities, special educational needs, neurodivergence, or long-term health conditions are not placed at a disadvantage. To access these adjustments, students must register their needs with LCCM's Student Disability & Wellbeing team. Once registered, students will receive a learning agreement, which entitles them to a standard two-week extension on coursework submissions and additional time in examinations.

## APPEALS

Students are permitted to submit an academic appeal if they have concerns over the validity of their mark and feedback. Students are advised to review [LCCM's Academic Appeals Policy and Procedures](#) before submitting their appeal.





# LIBRARY, REFERENCING & INTEGRITY

## LCCM'S LIBRARY FACILITIES

LCCM has access to UCA's online library facilities. UCA offers an extensive virtual library tailored for creative disciplines, accessible via the myLibrary portal. Key online facilities include access to 45 specialized databases, over 30,000 streaming films via Kanopy, and global news and magazines through PressReader. LCCM also hosts a collection of physical texts onsite in 3A.



## ACADEMIC INTEGRITY

LCCM's Academic Misconduct Policy and Procedure outline key principles relating to student academic misconduct, emphasising the importance of academic integrity within LCCM's learning, teaching, and scholarly activity. LCCM is committed to ensuring that both students and staff have a clear understanding of what constitutes academic integrity and misconduct, and that appropriate support is provided where needed. The process for addressing suspected misconduct includes several stages: reporting an allegation, conducting an initial investigation, holding an Academic Misconduct Programme Meeting for first offences, progressing to an Academic Misconduct Hearing in cases of contract cheating or repeated offences, and, where necessary, a review stage.

LCCM also actively engages with sector-wide discussions on the opportunities and challenges presented by Artificial Intelligence (AI) in higher education, including the risks it poses to academic integrity through unauthorised use. The institution is committed to ensuring that both staff and students receive clear guidance on the appropriate use of AI. Any unauthorised use of AI in producing academic or creative work will be treated as academic misconduct and managed in accordance with this policy.





# INFORMATION

## ACCESS

### YOUR LCCM EMAIL

Your LCCM Outlook Email account is your official communication channel with the college. Important announcements, updates from your tutors, and details about your coursework will all be sent to your LCCM Outlook email. Be sure to check your inbox regularly to stay informed. You can access your Outlook account by logging in at outlook.com using your LCCM credentials.

### CANVAS

Access to your learning materials is via Canvas, LCCM's virtual learning environment (VLE). You will be enrolled in modules in Canvas according to which ones you are currently taking, and each one is accessed via your Canvas dashboard.

As well as hosting your lesson content it is also the place where the majority of your assignments must be submitted (excluding some practical assignments such as live performances). Canvas is also home to the Academic Skills Centre which provides support on academic writing principles.

You should log in to Canvas every day during the week to keep on top of your studies and ensure you don't miss important assignment deadlines, announcements and lesson content.

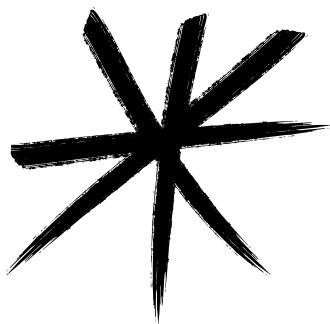
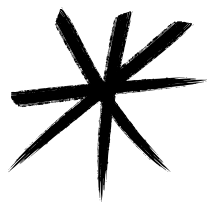


## WHERE TO VIEW YOUR TIMETABLE

Your classroom timetable is only accessible on your Outlook Calendar. You can either sign into the Outlook app and click on the calendar page/icon. This will show your timetable.

## ROOM BOOKING

You can book via our booking system Celcat up to 7 days in advance. Students are permitted to book out performance rooms, production booths, and classrooms. Studios are not permitted to book out tech suites, but these are free to use when not being used for teaching. Only students on production programmes or who have completed the studio passport are permitted to book out the studios.





# SUPPORT SERVICES

## STUDENT SUCCESS TUTORS

Student Success Tutors at LCCM are designed to help you succeed in your assignment via 1:1 session and group workshops. Our Student Success Tutors team offers:

- **Assignment support** – assistance with understanding assignment briefs, structuring your essays, and improving your academic writing.
- **Skills development** – guidance on skills like Harvard referencing, paraphrasing, time management, and reflective writing.
- **Workshops:** A variety of workshops throughout the academic year.

In a tutorial with a Student Success Tutor, they will listen to your academic concerns and provide personalised guidance, help you develop the skills and knowledge you need to succeed at college, and provide support on specific academic challenges, including essay writing, referencing, and time management.

You can book a tutorial directly with a Student Success Tutor by contacting them via email on [studentsuccess@lccm.ac.uk](mailto:studentsuccess@lccm.ac.uk).

## STUDENT SUPPORT

At LCCM, Student Support is dedicated to helping with non-academic matters such as wellbeing, housing, and student finance. We provide a wide range of support services to ensure that you have everything you need to succeed.

As part of our Student Support team, Our Student Disability & Wellbeing officer can help with the following areas:

- **Adjustments for Disability:** Support with exam arrangements, coursework deadlines, and accessibility.
- **Mental Health Support:** Assistance with managing mental health and emotional wellbeing. Referrals to Specialist Services: Connecting you with external professionals or services when needed.
- **Wellbeing Guidance:** Advice on maintaining physical and mental health throughout your studies.

If you have a disability or long-term health condition, you may be eligible for the Disabled Students' Allowance (DSA), which provides financial support for the additional costs you may face as a result of your condition. LCCM can assist you in the application process and help you understand the eligibility criteria and how DSA can support your studies. This includes guidance on:

- **How to Apply for DSA:** Student Services can provide you with the necessary steps and documentation required to submit a DSA application.
- **DSA Needs Assessments:** We can help you arrange a needs assessment, where you'll discuss the specific support you require.
- **Access to DSA Funding:** Once approved, DSA can provide support for specialist equipment, software, and additional study support.







At LCCM, we take mental health seriously, and we're here to support you. Several staff members at LCCM are trained to offer initial mental health support and can assist in crisis situations.

Our students also have free access to Uwill: The leading Mental health & Wellness Platform Offering on-demand support from Licensed Counsellors

While LCCM does not offer free accommodation, we support students in exploring their housing options. We can help with:

- **Explore Housing Options:** Guidance on finding suitable private accommodation in the local area.
- **Understanding Housing Rights:** Information about your rights as a tenant and what to look out for when signing leases.
- **Connecting with Housing Services:** Referrals to local housing services, including support for students who may face challenges with their living situation.

Please note that Student Support can only guide students with your student finance application; we cannot access your account or your student finance systems. To help with your initial application, you can contact the agent that helped you apply for LCCM.





## SAFEGUARDING

LCCM has both a legal and ethical obligation to protect and promote the wellbeing of children and vulnerable adults who study at or visit the institution. To support this responsibility, LCCM has a dedicated Safeguarding Team that oversees all matters relating to student welfare, led by Rebekah Westgate.

If you have any concerns about the health, safety, or wellbeing of an LCCM student or member of staff, you are encouraged to contact the Safeguarding Team. Alternatively, you may raise your concerns with your Programme Leader, tutor, or another member of staff you feel comfortable approaching. All concerns will be handled sensitively, in confidence, and with appropriate discretion.

## CAREERS

At LCCM, our careers and industry service is here to help you navigate your professional journey. Whether you are certain about your career path or still exploring your options, we are here to support you every step of the way. The following mechanisms are available to students:

- **1:1 Mentorship:** Advice sessions tailored to your needs.
- **Masterclasses & Career Days:** Attend talks and workshops throughout the year.
- **Exclusive Opportunities:** Receive email updates on special opportunities for LCCM students.
- **Music Industry Mondays:** Weekly events where you can meet industry professionals.



# FACILITIES

## LCCM OPENING HOURS

At LCCM we keep our campus open for as long as possible to ensure students can take full advantage of our facilities. See below for our opening hours:

**Monday-Friday 9:00-23:00**

**Saturday-Sunday 10:00-1700**

## SECURITY

All students and staff members are provided with an ID card which is required to be worn when on campus.

LCCM also has Microsoft Authenticator software installed throughout its digital infrastructure to prevent cyberattacks.

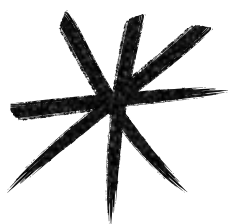
# GETTING INVOLVED

## STUDENT VOICE

Student feedback is a valued and essential part of the LCCM experience, playing a key role in enhancing the quality of our provision. There are a variety of ways for students to share their views, with the most direct and effective approach being to speak with your tutors, who are always open to discussion either in person or via email. LCCM aims to foster a culture of open dialogue and ongoing communication. In addition, students elect a Student Committee Chair each year, and the Student Committee serves as a platform for representing and gathering wider student opinion.

## STUDENT REPRESENTATIVES

The Student Committee Chair acts as the main representative of the LCCM student body. Alongside chairing the Student Committee and contributing to a range of staff committees, they lead the team of Student Representatives. Elected at the beginning of each academic year, Student Representatives (Student Reps) play an important role in representing student views, contributing to enhancements, and helping shape the overall student experience at LCCM. They attend both Programme Committee Meetings and Student Committee meetings, serving as a key link between students and staff. If you have any concerns or suggestions about your course, you are encouraged to contact your Student Rep, who can raise these with your Programme Leader.





# COMPLAINTS & DISCIPLINARIES

## COMPLAINTS

At LCCM, we are dedicated to ensuring a positive student experience, while recognising that concerns may occasionally arise. If you are thinking about submitting a complaint or appeal, you should initially contact [complaintsregister@lccm.ac.uk](mailto:complaintsregister@lccm.ac.uk).

See the student Complaints Policy and Procedure at [lccm.ac.uk](http://lccm.ac.uk).

## DISCIPLINARIES

LCCM is dedicated to creating a safe, inclusive, and supportive environment in which students and staff can work, study, and socialise. To maintain this environment, a formal disciplinary procedure is in place to address any instances where student behaviour may undermine or disrupt it.





**LCCM**

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Contemporary Music

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