

ICMP Management Limited (10035638) Student Submission Transcript

OfS Note: This submission was made fully or in part as a video or audio file. For data protection reasons we are unable to publish the original. This document may contain a transcript.

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Person 1

Hi, I'm [redacted] and the student president at ICMP. I'm in my final year of study on the BMus.

Person 2

I am the student vice president at ICMP, and I am on my second year studying on the BMus.

Person 1

So as student president, I'm the direct line of contact between the student representatives and the wider student body, to the academic staff and the corporate board at ICMP.

Person 2

And as the student Vice President, I aid [redacted] in all of that I am also a direct form of contact between the staff and the students at ICMP.

Person 1

I can confirm that this submission is representative of the whole ICMP student body and that ICMP had no undue influence over its content. There were staff running TEF focus groups and providing us with NSS data, and we were able to get one to one with the same staff with access to all of the transcripts from each meeting. We compiled all of that into a few sheets and sort of worked from that to extrapolate quotes and everything that we thought looked great. So there have been meetings held with EDI champions, which are equality, diversity and inclusivity champions that students and various members of staff. All of that data from those meetings was passed on to us, as well as meetings with access and participation advisors who tend to deal with issues around disabled students or issues that disabled students might face. And all of that data was compiled as transcripts and passed along to us so that we could pick out and pull what we wanted.

Person 3

I feel like my role as EDI officer helped make a difference because I get to speak on behalf of the students, in particular students from minority groups, and I get to speak directly to the people at the top and the people in power to try and make a difference.

Person 1

So as current student president, but student rep formally answering surveys has always been something that I just did, and they tend to take 10 to 15 minutes. So it's not a huge time sink, but it's worth doing. The survey is generally feedback to us through the program committee meetings, our program leaders will sit down with all the student reps from my course and feedback everything, and then we feed it back to the wider student body.

Person 2

So the student reps have a strong connection with the staff at ICMP through our PCMs and through our senates we're able to discuss topics that are important to us and then we're actively being told what is taking place to at least look at the topics that we've brought up. So we have a very good connection between the staff and the student reps that I think is great.

Person 4

I've been able to support students as a champion on the LGBTQIA+ staff champion. So I've been able to support shows in various different ways. So the first thing would be within the primary focus of my role is to help staff members. So whether they be LGBTQIA+ staff members themselves or allies, or just any staff member who would like to inform their teaching within the classroom or within workspaces more broadly. ICMP I've been able to help them sort of foster inclusive learning environments in fostering more broader, inclusive environments everywhere in the institution.

I also have a really great relationship with my student counterpart, so there was a student counterpart for each staff champion, and we worked closely together because they are able to feed me some comments and some points that students wouldn't necessarily feel comfortable speaking to me about directly because I am a member of staff. So I have a very different type of relationship with them, as you know, away from one of their peers. So I work very closely with them and it's a very fruitful and it's a very supportive and it's an it's one it's a relationship that's based on kinship.

Person 2

Through our PCMs it's our role as student reps to close the feedback loop with the other students, with what we've talked about and what actions are taking place from that.

Person 1

So the students and it is our way of using student reps and the general student body to feedback to the greater academic institution.

Person 2

Our student reps are a relatively large group. We have two for each year group for each course, and then they obviously have access to their classmates.

Person 1

That tends to be about 75/76 students in total, plus six student officers. The student senate is run four times a year and it generally takes about two and a half hours. It's a structured committee format, which then opens up into a grade two discussion, and that's followed by an open social the students, then it feeds back to the academic board through myself and Olivia, through the Quality Assurance team at ICMP, which those actions then feed through, and I then take them back to the next student senate or that passed back through program committee meetings, which is where each for each year group meets with their program leader and they will then provide the feedback to the students from their classes.

Person 5

My role has partial responsibility of overseeing the effectiveness of the student Senate in addition to servicing it. I am currently responsible for managing the student offices, being sharing kind of the responsibility of chairing mostly of that residing with our shooting President. It is my responsibility to take those notes, create them in a very professional allies and a clear format to which then get submitted to relevant committees for consideration.

It gets submitted to academic Board, which is overseen by the Dean of Academic Studies and relevant members. It gets overseen by the senior management team and informally discussed with the student offices as a way to fast track any feedback that we may have. It is also submitted sometimes to the Program Leaders Weekly meeting so they can see if there's anything that they can take proactive action on to identify any space for enhancement as early as semester eight to be able to embed that as quickly as possible.

Person 2

So we have very tailored learning for each student in our classes. Our teachers are really amazing at making sure that we understand and that we've being taught in the way that actually makes sense to us.

Person 1

So ICMP supports us academically by employing staff who are actively in the industry and to strive to support us in every aspect of our learning.

Person 6

When I'm in lessons, I really feel that the lecturers care about what I have to say and all of my lecturers are working in the industry as well, so they have real world experiences to tell us about and it feels like they are willing to learn from us as well. So it feels like there's an equal ground of respect, which is it just fosters a great learning environment.

Person 1

The BMus has been great. I found that I've really clicked with a lot of musicians on the course and I've really enjoyed the time with the tutors, especially . He's always been a massive inspiration. He's so passionate about music. Everything he says just clicks and resonates with everyone in the room. as well. She worked on most of the albums that I grew up listening to in terms of modern music. So having that access to those tutors is amazing.

Person 2

Our performance modules are set in our new venue, and so we're able to get into our bands, prepare our piece and then go into an actual venue, perform it like it was an actual event, and then get feedback from our teachers, which would be like an actual MD in the industry. And so we're able to replicate what we would actually be experiencing once we leave ICMP, which is very beneficial.

Person 1

In third year for the to BMus popular music performance. We've been having guest MDs every two weeks for our performance sessions which has given us access to people like Yolanda Charles, who plays with Paul Weller. And yeah, having experiences with actual MDs from the industry who are coming in and actively treating us like we'd just been employed by them is invaluable experience.

Person 2

The student body has access to a lot of different resources. At ICMP, we have access to facilities where we can take out basically any instrument we want. We can take out different microphone cards and different equipment that we can then use. We also have access to studios so we can record our own songs or record our own demos and use all of the equipment of all sorts to do that. We also have access to different classrooms and a library and a bunch of different resources to be able to learn and we have access to computers so we can even do our work at ICMP if we don't have access at home.

Person 1

ICMP facilities have an external higher system where you can put down a deposit that's refunded and you bring them a list of the equipment you need to go check it out for you and you

can have it out for up to 24 hours. As long as it's returned in one piece, you'll get your deposit back.

Person 2

We also have access to our practice and live rooms, so we have done this for the drummers and then we also have fully equipped live rooms so bands can come in, set up and have a practice.

Person 1

So ICMP offers support in various ways, whether it's extenuating circumstances for students facing difficulties at home with submissions or the wellbeing team who offer full counselling sessions or just one to ones about mental health, physical health, any form of disability and assistance around all of those topics, all of our teaching staff. So student facing staff, our mental health trained, and that's hugely beneficial, especially if someone doesn't fully understand the issues that they're facing at the time.

Person 2

We have different types of support for academic skills in writing. We have multiple submission methods, so you could do a video submission as well as a written submission, or you could do an audio submission as well, like in the form of a podcast. And so for any students with disabilities or from - who speak a different language, for example, where they struggle to write, they could submit in the form of a video.

Person 1

We also have academics, academic writing support in the form of 1 to 1 sessions with program leaders or module leaders and one teaching fellow. offers specific academic writing support classes.

Person 4

Best thing about being a teaching fellow is that you are a permanent member of staff. So you know, so it means that you're in the building for much longer. It means that any concerns or any issues that might be facing students, whether to do with their learning or culturally face of the students, it means that you can feed those comments directly into the core team far more efficiently. It also means that you can be far more responsive to student needs whenever they come up.

Person 2

So we receive feedback on our work through teachers whoever is marking them. And again, it's through multiple submission methods. So depending on what's applicable, they could do a video submission to give us feedback. If you have a production project, for example, they could pull up the project and specifically show you what parts they're talking about as well as getting feedback through written form if that's applicable. So we get feedback up to 20 working days or we always get a valid reason why we haven't received the feedback.

Person 1

At ICMP feedback isn't exclusive to assessments. It's given in all forms pretty much constantly. So whether it's from a performance or whether it's you playing a guitar in the corridor, someone is willing to talk to you about what you're doing, how you could improve what they like, what they didn't like. There's always access to constructive criticism or general feedback on how things could be better.

Person 2

The student community at ICMP is very strong. I would say it's one of the strongest parts of ICMP and something that I'm most proud of.

Person 8

My favourite thing at ICMP is probably the people here, very open, very nice, very fun.

Person 9

I feel like the ICMP community has a lot of I'm going to be cliché and say love behind it. And I have the privilege of being student president for two years. And I really think that even starting in a pandemic and coming out of it, I think we've really managed to come together and thrive in so many areas. And I'm really proud of the institution.

Person 10

I think the best thing I can actually take away from ICMP is the people, because not only do we have great tutors like really guiding us and understanding us as artists, but also I've met great musicians here that I still work with that are not that are not just great friends with, but people that I can count on.

Person 3

My favourite thing about ICMP is the friends that I've made and the community that there is.

Person 6

I think the best thing about ICMP is the community. I feel that I can truly be myself here and that I'm I have a safe space and I walk around the corridor and I see the same faces and I see a lot of other queer people, and I see us openly expressing ourselves in our writing and in the things that we wear and in our haircuts and in our pronouns.

Person 11

So my biggest takeaway from ICMP is the network I've made here, all the amazing people and musicians I've met along the way are always just really cool to have to know people that you can actually play for or play with, and you can ask anyone if you need a drummer, guitar player, bassist or producer. You know, you know who to ask. And that's I think that's my biggest takeaway from ICMP.

Person 2

We have started a lot of societies this year. We began societies last year, so that's still very new to us. But our societies have doubled this year. We now have LGBTQ plus societies, cultures, societies of school music, societies. We have a media society. We have so many different societies now to help build our communities at ICMP and it's a really lovely thing to see.

Person 3

I have founded the LGBTQ society, so then it's creating a community where people can be comfortable and free and safe.

Person 1

The community at ICMP expands beyond just societies as well. Often you'll find students setting up events externally, open mic nights, jam nights, function bands that go off and play for corporate events. But it's all because they've met each other at ICMP and they all get along.

One of probably the biggest spots is the North London Tavern, which is a great place to find ICMP students at any time of day.

So ICMP has a lot of industry connections so they can get any number of people in for somewhere to circles which are big collaborative events where students, staff and members of the industry come together and share their songs in an intimate forum. And we also have various masterclasses with producers, instrumentalists, vocalists and A&R people who will all come in and or open and willing to discuss and answer any questions that the students might have.

Person 2

So all students have access to the careers and industry hub at ICMP, which allows us to talk with members of staff that are currently in the industry to give us specific advice to whatever we want to talk about so we could bring in our project that we're working on currently and ask advice on how we should release our project.

Or we could come in and ask about how we want to start becoming a session musician. We can have specific meetings for vocals or instrumental skills or A&R skills, and we can get specific, tailored advice to whatever situation we have. We can also go and ask them for career advice to get new jobs and placements in the industry.

Person 1

The careers and industry hub is a great way to get jobs in general. I've seen a lot of I.T. work go up there, which isn't strictly for musicians, but it's related to the industry in some way. So having external skills that aren't music related still pays off.

Person 12

The first job that I got was in events, and it was actually through the ICMP Careers Hub. They listed some jobs in their page and I applied and I got it.

Person 2

So I have my own band with a few alumni from my family. They have just graduated from the master's performance and I met them through different networking events at ICMP and they are now working in the industry. They're doing a lot of session jobs as well as being in my band, and they've gotten well. We have gotten a lot of experiences from ICMP, even after they've finished being a student at ICMP.

Person 11

I wasn't really experienced in studios like I did like a few times, but not that much. And then during this course, I was playing guitar for like quite a lot of people. So I had like, I don't know, eight or nine recording sessions. And so I think that really like, helped me to grow as a like, session musician in the studio.

Person 2

Recently we played at the Freshers event for ICMP. We were able to play at the Islington Assembly Hall, which was an incredible experience. It's definitely not a venue that we would be able to play for quite a while, so it was very nice to be able to go into that venue and actually be able to perform. And then also we were able to play at the global youth awards recently and we got that opportunity through the events team at ICMP.

Person 1

I've gone on to work with a lot of alumni from ICMP who either graduated the Masters programs or graduated from the BMus, which is the course that I'm on. I've done a lot of session work or recording work with them and it's always a pleasure to go back and work with students who I may have met back in my first year or my second year and see them thriving in the industry as a result of graduating from ICMP, as well as all the networking and everything else extracurricular ICMP provides for them.

A lot of the staff here are always on the lookout for people that they can add to their projects or students that have promise in various aspects of the industry that they can specifically access. Some stuff will put students into their bands.

Some of them will recruit them for session work if they need a dep or anything like that. And a lot of staff tend to recommend people for jobs that they just can't take on because they're too busy. Two previous BMus students who graduated this year have gone on to work with Lisa Kanny in her band full time, so they're on tour with her throughout Europe and eventually in the US. They've been on her recordings for the last year and a half and she's been using other students as temporary session musicians while her band gets visas, etc..

One of the songwriters, Circle's, featured _____, who graduated ICMP four or five years ago. Now he's gone on to be huge through TikTok and other social media platforms, and it was great to see him come back and talk, especially during lockdown, about how inspiration was still coming to him and how his experience at ICMP had led to where he is today.

So, during the pandemic, ICMP tailored all of its programs to work from home. So all of our modules were either turned into home recording sessions or face to face online sessions where we had group discussions via Microsoft teams. I know that a lot of students, myself included, learned that becoming a portfolio musician at home isn't the easiest thing in the world.

But it encouraged us all to learn new skills and develop new practices and learn the best way to perform from home to a crowd of people that you can't see. One student said during a focus group that he had learned how to produce during the pandemic as a result of not being able to go and perform on stage, which was his primary career focus before then. Now he works in a studio full time using the skills that he developed during the pandemic and aided by ICMP.

Person 2

So, we get a lot of support between the years at ICMP over the summer. We're able to continue communications with our teachers. They're always checking up on us, seeing how we're doing, seeing if we have gigs going on or anything like that. And also, we're able to discuss if we want to change course. I think something that's really good about ICMP is that it's very easy for us to have a discussion about changing course. We're able to swap between the courses either in the first two weeks of our first year or after our first year going into second year. We're able to swap and we tend to be very supported by our tutors and by the staff in that. And it's not a stressful experience then, whereas it could be.

Person 1

One of the benefits of ICMP being a smaller institution is that all the staff are communicative, so all the program leaders know each other and they know the content of each other's courses. So if they find that student does need to change course or they're struggling with one aspect, the staff can communicate and actually find a way for that student to move program or develop skills alongside their own program.

So over the summer, ICMP doesn't close down. All of the facility staff are still working and that means that the building is still fully accessible, all the resources are still fully accessible, but there's no classrooms. So we can access them from 9 a.m. to 11 p.m. Monday to Sunday

Person 2

Personally, I think what makes ICMP special is the community. We have such a strong community between the students. We're all very supportive, but also between the staff, the constantly in touch with us, constantly seeing what we're up to, being engaged with our own projects and giving us any sort of advice or help. And there's constantly sort of, I guess, a camaraderie between everyone at ICMP because we were all in the same industry. We're all trying to do the same thing. And so there's a lot of support between everyone here.

Person 1

I think ICMP is driven by the people that attend and work for it. Each member of staff, each student all have a passion for music or the industry or the business surrounding it that makes attending feel really special. Every day is something new or something familiar, but in a new lens. And that really makes the learning here feel like an achievement.

So as a third year student at ICMP, I feel like I'm quite well prepared to go into a session portfolio career as a guitarist, but I've gained so many skills, whether that's networking skills, production skills or just communication in general. I feel like I'm equipped for a career in one way or another, whether that's in the industry or outside of the industry, I can still apply things that I've learned at ICMP.

Person 2

I feel like I'm being very well prepared for my future after ICMP. I am still in my second year, so I feel like there's a lot that I still have to learn, but I am already being prepared for real life experiences. I'm already having those experiences in the classroom where my teacher is acting like an MD, where I'm learning how I should behave and prepare myself for the actual industry. And also with my band. I'm already being given opportunities for them through ICMP to engage with the industry and perform. And so I feel like once I finish my third year, I will be very well prepared and hopefully already have those connections in place to enter the industry properly.

Person 1

I think there's a general feeling at ICMP that the industry is already here so that we're already part of it as opposed to feeling like we're going to leave and go onto it after we've completed our degrees or our courses. And that seems to be echoed by the student body. Generally. There's an excitement to finish classes and then go off and see live music or perform, go to an open mic night, do anything like that. So all these students are attending classes during the day and then going off and being in the industry at night, and I think ICMP really is special because it encourages access to those sorts of events and encourages students to actually engage with everything that it can offer instead of just being a place to go into a classroom and learn.