

Postgraduate Certificate in Research

Programme Specification

Academic Year 2025/26

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1. Course Overview	
Full course/award title(s)	Postgraduate Certificate in Research
Programme Code	PPGC_0001_PI
Fees	Home: £2,000 International: £4,500
Location of study	Istituto Marangoni London and Online
Off campus elements / locations	n/a
Awarding institution	Regent's University London
Course entry points	February 2026 October 2026
Date of original validation / revalidation	July 2025
Validated until	February 2030
Framework for Higher Education Qualification level of final award	Level 7
Number of credits in award	60 credits
UCAS codes	N/A
HECoS Code	101361
Relevant QAA subject benchmark statements	Art and Design Subject Benchmark Statement
Other external and internal references	Regent's University London Academic Regulations IML Learning & Teaching Strategy QAA Characteristics Statement (Masters Degree)

	UK Quality Code for Higher Education: Course Design & Development SEEC Credit Level Descriptors for Higher Education
Professional, statutory or regulatory body recognition/accreditation	N/A
Mode of study (Full Time / Part Time)	Part time
Language of study	English
Minimum / Maximum duration of course for each mode of study	Part time: 10 months
Date of production / revision of this course specification	September 2025

2. Why study this course, including course aims and objectives

Istituto Marangoni London is a unique institution that is able to marry its heritage in refined craft, creativity and business acumen associated with the Italian luxury fashion and design sectors with the more rebellious, innovative and provocative thinking that is characteristic of the London cultural scene. This very particular dynamic offers a catalyst for critical and creative thinking that can generate imaginative but commercially feasible outcomes and find workable solutions to the complex challenges that confront the fashion and design industries today. We operate from a vibrant multi-cultural location in the heart of Spitalfields – an area that reflects its long history of waves of international migration, and the enormous contributions that these communities have made to our local culture, in its buildings, its peoples, and its craft and textile heritage.

The PG Cert in Research programme provides a robust framework in which to gain the skills and knowledge required to become an effective researcher. With 75% of the programme delivered online in live online sessions, the monthly physical, in-school classes will enable you still to develop important peer support networks and participate in practical workshops, while juggling part-time work or other commitments. You will be introduced to a range of theories, methods and practices from diverse disciplinary traditions, as well as to emergent and highly creative approaches to research. The programme offers space for the cross-disciplinary and cross-cultural dialogues to develop which may shape holistic and collaborative research activities and interventions, as well as to those that may be more conventionally specialised.

In terms 1 and 2, you will learn core research skills, techniques and processes, as well as the essential ethical considerations of research, which are directly applied to creating a rigorous research proposal, submitted at the end of term 2. Throughout terms 1 and 2, there will be regular opportunities to gain vital formative feedback from your tutors and peers- this will support you in evolving and refining your thinking about research, your discipline and your unique vision. The proposal will clearly define and justify a personal research project, articulating your research questions, aim/s, objectives, selected methods of investigation, and the expected outcomes, as well as the values, conceptual frameworks, contextual reviews, and/or practical experimentation that have informed these. At the end of term 2 there will be a lively, formative peer review session where you will share and receive feedback on your proposals prior to their formal submission.

In term 3, you will implement your research proposal to develop a substantial body of personal research that will be summarized in or accompanied by (in the case of practice research) a research report. Your independent research will be supported by 1-1 tutorials with a designated supervisor and by work-in-progress plenary sessions where you can share work in progress amongst peers.

The programme will offer an exciting professional development opportunity to existing academics or those wishing to enter academia, enhancing their research skills and profiles and enabling them to define and extend their values, identities and experience as fashion/ design/ styling/ business professionals. In addition, it supports graduates or others wishing to progress on to PhD study.

Key themes of the course:

- Conceptual frameworks and values in research
- Research methods
- Creative approaches to research
- Research ethics
- Research project planning, development and dissemination

Career progression:

- Academic or other professional development
- Academic progression to PhD, MPhil
- Research positions.

- Enhancing professional practice by driving innovation.

Course aims:

- To equip students with the skills and knowledge required to conduct rigorous, competent and creative research.
- To support students in developing and completing an innovative personal, independent research project at postgraduate level.

Course objectives:

- Provide students with the skills and knowledge needed to plan and complete a rigorous research project at postgraduate level.
- Promote a critical awareness of key theories, debates and practices that inform academic research.
- Deliver a comprehensive review of ethical considerations that must be addressed and procedures that must be followed when conducting research.
- Introduce students to creative, emergent, as well as more established research methods.
- Provide a supportive framework in which students may develop their skills, knowledge, professional currency, research values and identities.
- Offer a supportive framework in which students can work independently, in developing a robust, innovative, personal research project.
- Disseminate research outcomes effectively and imaginatively.

3. Course structure

This is a guide to the overall structure of your course, mandatory elements, units (noting the terms that they are completed), and periods of assessment.

PG CERTIFICATE IN RESEARCH

Term 1	Term 2	Term 3
RESEARCH METHODS	RESEARCH METHODS	RESEARCH IN PRACTICE
20 credits		40 credits
RESEARCH METHODS	RESEARCH METHODS	RESEARCH IN PRACTICE

Units

Your course is composed of two units that each have a specific credit value. On successfully passing each of these units, you will gain credits that count towards the total of 60 that is needed for your postgraduate certificate.

One credit equates to 10 notional hours, which is the average time a student will take to achieve the specified learning outcomes. So, if a unit is worth 10 credits, then you would expect to spend 100 hours studying this. These will not all be 'taught' hours. You will receive guidance and instruction through lectures, seminars, etc., but you will also need to engage in self-study. A percentage breakdown of teaching contact hours and self-study required on this course is indicated in Section 6.

Term 1 & Term 2

Unit: ISM7112 Research Methods

This unit provides a robust foundation of knowledge of contexts, research methods, ethical considerations, and the procedures, the strategies and theoretical underpinnings that are required to develop a research project proposal.

The unit runs through terms 1 and 2 (8 weeks each) and is assessed at the end of term 2.

Term 3

Unit: ISM7113 Research in Practice

This unit asks you to complete the research project planned in your term 2 research proposal, working with a high degree of independence and initiative to conduct innovative research at postgraduate level, supported by a designated research supervisor.

This unit runs through an extended term 3 (16 weeks).

The programme will be supported by a range of activities, guest speakers and workshops.

- Class times will normally be scheduled on the same day each week, between 08.30-20.00 Monday to Friday (UK time), for between 3-5 hours per week in terms 1 and 2, depending on whether online or in person. Longer, in person sessions are normally twice per term. For those studying from overseas, the longer in-person sessions will be delivered in a 4 day block at the beginning of term 2.
- There may be some exceptions to this when opportunities arise to add value to the student learning experience, for example attending a symposium or other external or internal event.
- Assessment periods are normally 2 weeks after the end of each term.

Course units - Level 7

Level 7	Credits
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LEVEL 7 TERMS 1 & 2	CREDITS
(Core unit)	

Unit Code ISM7112	20
Research Methods	

LEVEL 7 TERM 3	CREDITS
(Core unit)	

Unit Code ISM7113	40
Research in Practice	

Total core unit credits	60
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4. Exit awards

N/A

5. Learning outcomes

This is a guide to the more specific knowledge and skills you will gain if you take full advantage of the learning opportunities available to you.

LEVEL 7 OUTCOMES

PLO1 Appraise and synthesise information and/or current debates that are the forefront of social, environmental, and economic sustainability to inform own values and practice. (Context, implications, possibilities)

PLO2 Integrate a holistic understanding of relevant theories, concepts, practices, and their applications in the development of research practices. (Knowledge, applications)

PLO3 Demonstrate originality and creativity in the practical application of new and established techniques of research and enquiry, to create and interpret knowledge in your discipline. (Knowledge, applications, research skills)

PLO4 Manage complex issues both creatively and systematically, make sound, ethical judgements, and communicate your conclusions effectively to specialist and non-specialist audiences. (Decision-making, communication)

PLO5 Relate self-direction and originality to tackling and solving problems, acting autonomously in planning and implementing tasks at a professional or equivalent level. (Professionalism)

PLO6 Find, evaluate, synthesise, and use relevant information from a variety of sources. (Research, sourcing information, applications)

6. Learning and teaching strategy/ assessment methods (non-regulatory)

This is a guide to the academic opportunities available to help you achieve the overall aims and objectives of the course and the intended programme learning outcomes in Section 5. It is also a guide to the assessment methods used to test your achievement of the intended learning outcomes. In order to meet the full intended learning outcomes of the course, you will be expected to study independently, participate in class discussions, ask for support in academic skills if required and engage with your personal tutors.

The [learning and teaching strategy](#) adopted for this course relates to the IM Learning and Teaching Strategy which comprises the below areas:

- A personalised student experience
- Interactive and inclusive learning

- Assessment for learning
- Focus on student skills and attributes
- Developing cultural agility, flexibility, and graduates' ability to compete strongly in the global labour market
- Professional development

You will study the Research Methods unit in terms 1 and 2 (8 weeks each), with lectures, seminars, individual and group tutorials relating to research theory and practice, alongside the development and refinement of your research proposal for a personal research project.

The proposal, assessed at the end of term 2, will provide a rigorous foundation from which to complete your research project during term 3.

75% of lessons will be delivered online - normally a maximum of 1.5 hours each, with 25% in person – normally 5 hours each to allow for more prolonged, dynamic and practical group activities.

Each week, students will undertake a mix of guided activity and self-study. Given the nature of the mixed-delivery units, there will be less distinction at times between self-study and guided activity than there would be between Contact Hours and Self-Study in a traditionally delivered Unit. Generally speaking, guided activity will focus on the Discussion, Collaboration and Practice, while self-study will focus on the Acquisition, Investigation and Production of knowledge. Online sessions will be recorded to enable you to rewatch, reference and revise.

Term 3 comprises a period of 16 weeks, in which you will complete your innovative, personal research project, supported by 5 hours with an allocated research supervisor. Your work in progress will be shared with peers at key points in the term, to enable peer learning and fresh insights to be received. This will be assessed at the end of term 3.

Breakdown of teaching methods by percentage

The following breakdown is a guide to how much time you will spend doing each teaching and learning method. Programme taught learning hours = **65**

Teaching is supported and developed by IML through formative and summative feedback, training, reflection, appraisal, and peer mentoring. We aim to provide a unique and individual experience to every student developing with them their own career paths, leveraging their strengths, and providing a personalised development plan to achieve career aspirations. A learning by doing approach makes room to experiment, to learn from their own mistakes and to take calculated risks within a safe learning environment.

While teaching at IML emphasises practice and is primarily project based, we encourage the adoption of innovative teaching pedagogies that promote interaction between lecturer and student in order to facilitate the acquisition of learning through a dynamic and iterative relationship between theory and practice, eventually creating a culture of inspired learning. IML has been progressively shifting away from teacher centred methods to claim the centrality of the student in the learning process. In accordance with the level of studies and to enable scaffolding within the student experience, experiential learning is predominantly but not exclusively used as the official, signature teaching pedagogy (Shulman 2005). Therefore, building on the expertise in their subject areas, tutors act as facilitators of learning in an inclusive learning environment, in which students assume an active, collaborative, and co-creative role. Problem solving and problem-based approaches are amongst alternative teaching strategies adopted in order to locate the student at the core of a developmental learning process.

Our sessions on campus will be delivered with a different model to those online. The on campus comprises 5-hour sessions which include a diversity of lectures, seminars, workshops, practical activities and tutorials; tailor made by our tutors in order to integrate both theoretical and practical deliverables. Assessment is intended to enable students to further explore the ideas and concepts covered in the programme and to critically and creatively bring together the knowledge acquired in different subject areas to eventually add depth and breadth to their learning experience. Therefore, the heterogeneous composition of the student body is taken into consideration when designing activities and tasks in order to bring richness to the learning dynamics to embrace intercultural perspectives that can 'stimulate new thinking, challenge assumptions [...] into the lived experience of our universities, and especially of the home students' (Killick 2009: 2).

Students are assessed against the learning outcomes for all formative and summative assessment.

Students will get the opportunity to participate in frequent formative peer monitoring to advance their critical and contextual understanding of their subject knowledge. Instrumental in this approach is transparency in discussing the unit learning outcomes and assessment tasks marking criteria with students at the beginning of each term.

Teaching and learning at postgraduate level require self-directed study alongside attendance at structured timetabled lessons. The programme is delivered using a range of teaching strategies which include lectures, workshops, seminars, presentations, pitches, personal and group tutorials, and individual personal supervision and mentoring for the consultancy project in the final term.

Lectures are integral to the programme by formalising delivery of subject specific content and theoretical knowledge to provide under-pinning for all incremental learning

Both Tutor-led and Student-Led seminars enable the development of learning and allow you to build on knowledge gained through lecture delivery. This can include group activities, evaluation of feedback, reflection on verbal or written feedback. Seminars may take the form of reflective formative tasks, group, and collaborative activities as well as contribution through debate.

Workshops and Practical sessions – interactive workshops used to enable and nurture ideation and practical skills development for resolution of summative projects.

Independent research and investigation – self-directed study plays a huge part of your programme as you will be expected to spend time researching, analysing and extending matters independently to substantiate and support your taught material.

Research and writing skills inductions – supported by the Library and academic team you will learn how to develop your PG level academic writing and research conventions.

Learning Groups – will reflect communities of practice/shared interest within the cohort, providing an important peer support network.

Formative assessment – this is embedded through both units and is an opportunity for you to get feedback on your work from your tutors and peer group prior to summative

- 'Taught (on campus)' learning typically refers to traditional timetabled sessions led by a member of academic staff, such as lectures, workshops, practical activities, seminars, and tutorials.
- Taught (online)' learning refers to the approaches outlined in the Digital Learning Strategy for the Postgraduate
- 'Self-Study' is time dedicated to self-directed learning that is guided by your own requirements to further your studies and complete assignments. This could include preparation for class, background reading, research, experimentation with materials, techniques and processes, and preparation for assessments and writing.
- 75% of this programme is taught online, with 25% in person. In person sessions will normally occur 2 times per term. For students studying from overseas, in person sessions will be delivered in a 4-day block at the beginning of term 2.

Level 7

Taught	10%
Self-Study	90%

Course management and teaching staff

The course will initially be managed by the Head of Research, supported by a committed team of experienced researchers as unit leaders. Lecturers will be educated to master's or doctoral level, with research experience. Exceptions are where particular specialist skills are required and are covered by visiting lecturers and consultants. In addition, most of our staff hold a Fellowship of Higher Education Academy (HEA) from Fellow to Principal Fellow. We also encourage our teaching staff to undertake the Postgraduate Certificate in Higher Education.

Many of the lecturer team are engaged in cutting-edge research and attend and participate in international conferences and symposia, exhibiting, and publishing their research output. Most hold membership of professional networks and organisations and continuously develop their own professional research practice.

Guest speakers, including advanced practitioners, thought leaders and industry practitioners, deliver special lectures on the programme. There are also college-wide events that our students are able to join. PG Cert in Research graduate projects will be disseminated in a symposium, exhibition, or other platform.

Assessment strategy and methods

There is a combination of formative and summative assessments, including informal feedback from tutors and peers throughout the programme.

Formative activities are used for developmental purposes and are designed to help you learn more effectively by giving you feedback on your progress, including how it might be improved. They do not contribute to the award mark.

Summative assessments are used to determine your success in meeting the intended learning outcomes of a unit and do contribute to the award.

100% of assessment is through coursework, such as research samples, experiments, proposals, and research reports.

Terms 1 & 2

Unit: Research Methods

Assessment:

AC1: Research Proposal (100%)

A written research proposal of a minimum of 2,250 to maximum of 2500 words, topic to be chosen by students and approved by tutors.

Term 3

Unit: Research in Practice

Assessment:

AC1: 8,000-word Research Project Report (100%)

Option one is the submission of an individual research report of a minimum 7,200 to maximum 8,000 words in length. This is a scholarly research project, robustly supported by appropriate academic references and primary research, showing your ability to work independently, albeit under the guidance of a supervisor, and demonstrating your capacity to produce a substantial piece of academic work based on thorough investigation and showing critical, analytical and evaluative skills.

OR

AC1: 3,000-word Practice-Based Research Project (100%)

Option two is the submission of an individual practice research project, which comprises a substantial body of practical work accompanied by a minimum 2,700 to maximum 3,000-word research report. The nature, scope and extent of the practical component is to be negotiated with your tutors and will be reflective of your discipline and research topic/questions. The written component will relate closely to the nature of the practical component, providing robust contextual support for the project, critically reflecting upon the research and its outcomes.

Ethical approval of research

All research conducted within and outside the University by students and tutors at Istituto Marangoni should comply with internal Research Ethics Policy and Procedures prior to its commencement. This will include, but is not limited to, all research involving human or other living participants, and all experiments, investigations and procedures involving human or other living participants, or data relating to such living entities.

In Research Methods theory in terms 1 and 2, tutors work closely with students to familiarise them with ethical issues and to pre-empt these during groups and 1-1 sessions. The Research

Proposal requires that ethical concerns are discussed and adequately addressed and a Research Ethics Approval Form must be completed and approved.

At the end of term 2, accompanying the Research Proposal, students present an Ethical Approval form to their supervisors to be signed off by them prior to the commencement of primary research in term 3.

7. Relationship to other courses

Some courses share units or have other connections to other courses. This is a guide to whether this is applicable for your course.

This is a stand-alone programme that offers an excellent professional development opportunity to internal and external applicants, in particular to those that work in Higher Education in the creative disciplines.

8. Student support

Istituto Marangoni provides a range of student support mechanisms which include (but not limited to):

- **Admissions:** the department provides information about all the programme and study opportunities at Istituto Marangoni, supports and assists applicants throughout all stages of admission from initial enquiry, application to enrolment.
- **Academic and Student Services department:** the aim is to support and enhance student experience allowing individual growth and success. The department provides pastoral, academic, social and wellbeing support and guidance as well as advice regarding timetables, deadlines, and School regulations.
- **Library:** the library service aims to deliver a high quality engaging and supportive service for students in support of an outstanding, inspiring, diverse, innovative, and creative educational experience. The service intends to inspire students to discover more about their subjects and other relevant disciplines as well as provide information and materials to support the syllabi for all subjects taught in the School.
- **Careers Service:** the department supports students and alumni, offering guidance on all aspects of their career journey, providing practical advice, and helping students connect with industry.
- **SEN support:** it is available to all students with learning disabilities by booking 1-2-1 sessions with the SEN tutor. It devises a Personal Learning Plan, monitors students' progress and formalises reasonable adjustments.
- **Coaching and Mentoring service:** it offers 1-2-1 appointments with a professional coach / mentor. The service provides advice, guidance, and encouragement, equips students with problem solving skills / tools, improves self-confidence, encourages reflection and enhances individual performance.

- **Counselling service:** the aim of the service is for students to receive immediate professional support as well as set up a safe and healthy path for student journey in a longer term. The service can assist with resilience building, setting up home in London, time and stress management, homesickness, creativity stress, anxiety etc.

9. Learning support

Istituto Marangoni London offers a variety of different facilities and technologies to support your studies. These include lecture theatres, seminar rooms, the library, IT labs and specialist software.

Istituto Marangoni London offers a variety of different facilities and technologies to support your studies and learning environment. These include lecture rooms, seminar rooms, the library, IT labs and specialist software.

Prior to arrival you receive the student roadmap to support your start at Istituto Marangoni and advise you of your learning journey from week 1.

All students are inducted onto the programmes with your programme leader overseeing and advising of the programme structure. This is supported by Careers Team, technical support to advise you in IT and use of software, the designated programme administration team to highlight rules and regulations and timetables alongside SEN and library to assist with additional research enquiries

- Each Unit had a unit leader, and a Unit Handbook is developed for each unit supported by all learning materials and lectures uploaded onto Ultra BB the Virtual Learning Environment
- All PG Certificate in Research Students are supported by their own Consultancy supervisor/Mentor
- Computer Labs: Support and allow practical application of the taught knowledge, together with the production of final outcomes.
- Software: Support and allow practical application of the taught knowledge, together with the production of final outcomes.
- Library: In addition to the normal Library duties, one to one tutorials and workshops are organized on a regular basis to support the learning activities, covering a wide range of topics
- Digital and online E-Resources: Searchable online learning materials covering many topics, from traditional Library service to improving research, writing and study practices to working collaboratively and subject specific business and fashion resources
- IM App: Supports the digital and physical learning environment with practical guidelines and useful information.

Research workshops cover how to research from library resources, using the library catalogue and locating books, the various online resources available to you. Research methodology workshops include finding keywords, formulating research questions, conducting preliminary research and the

differences between primary and secondary research. Harvard Referencing workshops cover the principles of referencing, what constitutes plagiarism, how to cite and reference.

Academic writing workshops help you to understand a brief, to collect and link resources, and the components and structure of essays, dissertations or reports.

In addition, in practical subjects, specialist support is provided by fashion technicians and the Atelier Manager, an accessory technician, a design technician and a photography technician.

10. Opportunities for personal development planning

The PG Certificate in Research offers an important opportunity for personal and professional development.

The professional and personal development of each student on the PG Certificate in Research is delivered and embedded throughout the programme. Through the core units, you are given the opportunity to be supported by your teaching staff alongside the careers team to guide you and your own needs and careers choices.

The careers team work very closely with the programme leader and team to develop and enhance the opportunities for your development.

In addition to the above, cross departmental support is available to the students, such as:

Student & Academic Services department main aim is to help students navigate School life and achieve their academic goals by providing accessible and inclusive support services, School and community connections, and opportunities for professional and personal growth in a welcoming and caring environment.

Istituto Marangoni London, offers professional pastoral & SEN (Special Educational Needs) support in school & online, which includes:

- Coaching & Mentoring
- Counselling
- Mental Health First Aid
- Pastoral Workshops – time management, coping with stress and goal setting
- SEN 1-2-1 sessions
- Well-being Workshops

Student Counselling Service

Istituto Marangoni London provides one to one counselling appointments for students. These can be booked via Student Services Team.

Counselling for students is available throughout the year, slots are available on Mondays & Fridays. Our two counsellors are fully trained & accredited. Students are entitled to six sessions throughout the year. Counselling services provided range from; brief solution focused therapy to cognitive behavioural therapy (CBT) and compassion focused therapy.

We have a team of professionals dedicated to helping student's needs.

Coaching & Mentoring Services

Coaching services provided in School consist of individual one to one appointment that provide impartial advice and encouragement focusing on developing supportive relationships.

Coaching & Mentoring sessions can help with coping strategies, time management, lack of motivation/ commitment, distractions, goal setting, loneliness, cultural differences, study life balance, urban London life, social media (addiction, pressure, and reliance), personal relationships, etc.

Special Education Needs (SEN) Students

Students with a disability, medical condition or specific learning difficulty are strongly encouraged to inform Student & Academic Services (academicservices.london@istitutomarangoni.com) at their earliest convenience.

Istituto Marangoni offers confidential and friendly service for SEN students, developing personal learning plans (PLP), monitoring student's progression through their studies alongside assisting in organizing appropriate arrangements.

Istituto Marangoni is happy to assist students in referrals who think that they might be dyslexic or any other learning disability.

Careers

support

The purpose of the Istituto Marangoni Career service is to bridge the gap between course completion and entering the world of work. Monitoring, guidance, and counselling activities are organised throughout the academic year. The careers service organises various activities including seminars and round table discussions with fashion professionals, HR managers and head-hunter agencies on specific topics such as future career paths, personal research methods and job profiles. Individual meetings are also arranged to assist with CV preparation and encourage students to talk about their career goals and expectations.

11. Admissions Information

Entry requirements:

We welcome applications from fashion design, textiles design, fashion image and other design programmes, and particularly from postgraduate programmes, as well as from those with professional experience in related areas. In addition, we are open to those coming from a background in business, ecology, and other disciplines who wish to study in a school with a creative ethos.

All applicants will be interviewed by a member of the programme team to assess their suitability for the programme, taking into account their prior experience and research interests, and future goals. In addition, they must submit evidence of:

- A relevant undergraduate or postgraduate qualification.
- CV
- 2 references
- For practice researchers, please submit of a portfolio of evidence to support your application. Contents of the portfolio are likely to vary, depending on the disciplinary background of the applicant, but may include design work from fashion, textiles or other design areas; sample written pieces, such as essays, business plans, dissertations.
- Non-native English speakers are required to provide an acceptable proof of their English Language ability. The English Language test score should be at least B2 on the CEFR level (e.g. IELTS Academic with 6.5 overall, no less than 6.5 for each element)

12. Visas and immigration

This is a part-time programme that students requiring a study visa would be ineligible for.

13. Assessment and progression regulations

You will be assessed on how well you are achieving the intended learning outcomes at different stages throughout your time of study at Istituto Marangoni.

Current regulations are published within the Academic Regulations on our website at the link below. These are subject to review and amendment each year. We will let you know if there are any major changes to the regulations that may affect you.

regents.ac.uk/about/governance/academic-governance/academic-regulations

You will be provided with guidelines on what you need to achieve in each assessment to ensure you receive a good mark. A generic description of each grade is available at:

regents.ac.uk/about/regents-teaching-exchange/learning-teaching/assessment-framework

14. Award criteria

To qualify for a Postgraduate Certificate you will be expected to obtain 60 credits at Level 7.

You must also meet the requirements of any specific regulations as stated under the Assessment and progression regulations section.

For further details on award requirements, please see the Academic Regulations, available at on our website at the link below. The regulations are subject to review and amendment each year. We will let you know if there are any major changes to the regulations that may affect you.

regents.ac.uk/about/governance/academic-governance/academic-regulations

15. Methods for evaluating and improving the quality and standards of teaching and learning

The academic staff are supported by receiving offers to further develop their skills and acquire academic qualifications as:

LTA, Learning Teaching Assessment

FHEA, Fellowship

SFHEA, Senior Fellowship

PgCert

Continuous monitoring and evaluation of programmes is an essential part of Istituto Marangoni London's quality assurance framework enabling discussion and consideration regarding potential enhancement of learning opportunities within specific programmes, resulting in a higher quality student academic experience. The academic team is encouraged to evaluate the programmes and propose content, teaching delivery or assessment related changes for reasons such as quality improvement, in response to feedback from students, academic faculty or subject External Examiners, to ensure currency of programmes, annual monitoring and data outcomes and/or alignment with any regulatory body requirements or changes.

Below are examples of continuous programme management and quality arrangements:

- **Course validation or revalidation:** the programme approval is based on a process of internal and external peer review and ensures alignment against all relevant UK external reference points as well as internal and external policies and procedures. Once approved internally, Programmes go through external validation or revalidation events with Regent's University London.
- **Periodic reviews:** the programme re-approval process is based on a process of critical reflection of the programme's operation and continued relevance with internal and external peer review and student feedback being integrated to the process. It also ensures continued alignment against all relevant UK external reference points, internal and external regulations etc.
- **Annual programme/unit modifications:** the academic team is encouraged to evaluate the programmes and propose content, teaching delivery or assessment related changes for

reasons such as quality improvement in response to feedback from students, tutors or subject External Examiners to ensure currency of programmes, annual monitoring and data outcomes and/or alignment with any regulatory body requirements or changes.

- **Annual Monitoring Report:** annual monitoring ensures that courses are being delivered in such a way as to meet the academic and professional aims and objectives in order that students have opportunity to develop to the best of their ability. It provides the School an opportunity to examine how well courses are operating in this context and to review them in light of the School's Learning, Teaching and Assessment Strategy.
- **Programme Action Plans:** the process provides an important source of information for programme teams on the operation of the programmes as these documents provide a complete record of enrolment and Assessment Board related information, progress of actions, good practice identified, student and External Examiner feedback, complaints overview etc.
- **Unit Leader Reports:** the purpose of those reports is to continue and enhance the quality of units and act upon any concerns in a timely manner.
- **Student Engagement and Feedback:** student participation in quality assurance and enhancement processes helps to improve the educational experience of students, benefiting the wider student body, the Higher Education sector as well as engagement with collaborative partners within industry. Student engagement contributes to quality assurance and enhancement processes by effectively capturing the student voice, acting upon student feedback, student academic engagement as well as their engagement with the School. Students have an opportunity to provide ongoing information and formal feedback as part of their studies. The ways of providing feedback include (but not limited to): student voice and NPS surveys, industry engagement, monthly events, School forums, Student Representative meetings, formal School Boards and Committees, academic related activities.
- **External Examiner Reports:** External examiners ensure that both Istituto Marangoni London and Regent's standards and quality processes are appropriate and are of a standard comparable to those of other higher education institutions in the UK. External examiners review subject level assessment, attending subject boards, and can also attend progression and finalist boards in unrelated subject areas. Regent's University London has a Chief External Examiner with responsibility for oversight of the process and review of institutional level processes. An annual external examiner report is produced at the end of every academic year at level 7. These are made available to students, normally through the Programme Committee Meeting
- **Staff Development:** Academic staff are supported in further developing their teaching skills and in acquiring teaching qualifications:
LTA, Learning Teaching Assessment
FHEA, Fellowship
SFHEA, Senior Fellowship
PgCert

Istituto Marangoni London also financially supports, partly or fully, costs for academics to attend conferences and for training that can benefit both the staff and the institution.

The Director of Education, with the support of the QA and HR teams, selects on a yearly basis the academic staff to whom professional development will be offered.

LTA programme

This programme provides participants with the opportunity to develop their practice through critical reflection and contextual debates informed by relevant theories and perspectives. Participants will consider their own teaching practice in the context of the wider HE landscape, from both the teacher and learner perspectives. The assessment strategy for this programme requires an observation of practice, and participants will be expected to demonstrate that they can plan, deliver, evaluate, and reflect on learning episodes using this process to inform planning for their CPD.

This programme is designed to offer participants maximum flexibility and the opportunity to personalise their own learning and practise through engagement with online learning resources. These resources will consist of key elements for the unit – e.g. principles of effective session planning, inclusive practice, assessment and curriculum design all linked to relevant learning and teaching theory. The unit focuses on the enhancement of the student experience and the development of critical reflective practice with a particular emphasis on observations of practice.

Throughout the programme participants consider how they can demonstrate the application of:

- underpinning theories and models of teaching and learning and reflective practice;
- methods to ensure inclusive teaching and learning strategies;
- techniques for session planning within constructively aligned teaching learning and assessment;
- models of reflective practice;
- theory applied to practice;
- engagement with the disciplinary and contextual drivers and strategies appropriate to their practice;
- quality measurement and enhancement mechanisms.

16. Curriculum map

This table indicates which study units assume responsibility for delivering the learning outcomes detailed in Section 5.

Unit	Programme Learning outcomes					
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
ISM7112 Research Methods	X	X	X	X	X	X

ISM7113 Research in Practice	X	X	X	X	X	X
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