MA Luxury Hospitality Management and Service Design

Course Specification

Academic Year 2026/27

Contents

1. Course Overview

Full course/award title(s)	MA Luxury Hospitality Management and Service Design
Course Code	PMAA_0055_FI
Location of study	Istituto Marangoni London
Off campus elements / locations	Blended Model with compulsory placement
Fees	https://www.istitutomarangoni.com/en/schools/london-school-of-fashion-and-design/postgraduate-courses
Additional costs	Refer to the Programme Additional Cost Document
Awarding institution	Regent's University London
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	180 credits
HECoS Code	100084
Relevant QAA subject benchmark statements	Master's Degrees in Business and Management
Other external and internal references	OfS Conditions of Registration, advice and guidance QAA: Frameworks for Higher Education Qualifications (FHEQ) AdvanceHE: Principles of Inclusive Curriculum Design SEEC Framework
Professional, statutory or regulatory body recognition/ accreditation	Not applicable
Language of study	English

Date of production / revision of this course specification	September 2025				
Course intakes, modes of study, expected and maximum duration of course					
Mode of Study	Intake Month	Level of entry	UCAS Code	Expected Duration in Months	Maximum duration in months*
FT	October/ February	Level 7	Not applicable	12	36 months

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

This new programme signals a move for Istituto Marangoni into delivering blended courses for an international market. Also known as hybrid courses, this course combines online learning with traditional face-to-face instruction, offering a flexible and student-centred learning experience. You will learn online for your first term, then during Term 2 and 3 will join us in our World leading school in London to master and refine your skills in Luxury Hospitality. This is an obvious next step for our suite of Fashion Business Masters' courses, with a growing need for highly qualified staff to lead hospitality and service design in the global luxury sector.

Hospitality for this course means not only the growing and economically significant luxury hotel sector, but also the burgeoning move to provision of luxury rail travel, luxury residential, spas, cruises and much more. The programme will be aimed both at those with a relevant undergraduate degree who wish to move into a more specialised area and those already working in hospitality who may want to move into the luxury sector or upskill in order to move into leadership and management positions.

The new programme which begins online and then continues at the London Campus will build on the success of existing business courses broadening the scope to a wider range of hospitality sectors. It aims to add a practical element to those in employment through the blended delivery and including the British tradition of service design and delivery which has been a hallmark of British luxury hospitality since the heyday of the Edwardian Gentlemen's Clubs in Pall Mall and St James's.

The industry expectation is greater now more than ever. The luxury hospitality and service design industry is influenced by a combination of evolving customer expectations, technological advancements, sustainability concerns, and shifting cultural trends.

According to recent reports, the global luxury hospitality industry is currently valued at approximately $140.28 billion in 2023, with expectations of significant growth to reach $369.36 billion by 2032.

Key points about the luxury hospitality market:

- Market size: $140.28 billion in 2023
- Projected growth: Expected to reach $369.36 billion by 2032
- Growth rate: Compound annual growth rate (CAGR) of 11.5%
- Industry links: Bulgari Hotels and Spa, Dorchester Hotel, Aimo e Nadia Milano, LuxAviation

Career progression:

- Directors/managers
- Luxury hotel managers
- Customer engagement manager
- Director of events and lifestyle
- Marketing & Hospitality-Residential Manager
- Brand advocate & Ambassador Manager
- Head of Customer/Guest Experience
- Guest Relations Manager
- Head of customer Sustainable Happiness
- Private client relation manager
- High-End Residential Lifestyle Manager
- Entrepreneurs (Luxury Hospitality Consultant, Founder/Owner of Boutique Luxury
- Experiences, Service Design Advisor, Wellness & Spa Brand Consultant)

3. Course structure

This is a guide to the overall structure of your course, mandatory elements, Units (including terms when delivered) and periods of assessment.

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Your course is composed of four terms, each focusing on a key aspect of luxury hospitality. Each Unit has a specific credit value. On successfully passing each of these Units, you will gain credits that count towards the total of 180 that is needed for your postgraduate degree (MA).

One credit equates to 10 notional hours, which is the average time a student will take to achieve the specified learning outcomes. These will not all be 'taught' hours. You will receive guidance and instruction through lectures, seminars, and practical applications, 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 7.

The two units in Term One are both taught fully online, with those in Terms Two and Three being delivered in a blended model.

Terminology:

Online - Online learning, also known as distance education or eLearning, refers to the delivery of educational content and instruction through the internet

Blended/ Hybrid - Blended learning, often called hybrid learning, combines traditional face-to-face classroom teaching with online learning

Synchronous Learning - Synchronous learning takes place when the educator is present at the same time as the learner(s)

Asynchronous - Asynchronous online learning does not require learners and educators to engage at the same time. Learning materials are posted online, and learners work through them in their own time and at their own pace

Example of Term 1 Online model:

	Weekly hours	Unit hours
Synchronous introduction and overview sessions	3	20
Tutorials	5	20
Self-paced development modules	7	20
Group work and feedback	5	20
Individual self-study	20	80
Assessment preparation and presentation	0	40
TOTAL	40	200

Term One - Introducing Luxury Hospitality

Unit ISM7105 Strategic Marketing and Branding for Luxury Hospitality (20 credits):
This Unit introduces key marketing and branding strategies tailored for luxury hospitality businesses. It covers market positioning, brand identity, and consumer engagement.

Unit ISM7106 Disruption and Innovation: Luxury Hospitality, History and Context (20 credits):
This Unit explores the evolution of luxury hospitality, major disruptions in the industry, and emerging trends shaping its future.

Term Two - Managing Luxury Hospitality

Unit ISM7107 Leading and Managing Performance in Luxury Hospitality (20 credits):
This Unit focuses on performance metrics, leadership approaches, and operational excellence within luxury hospitality settings.

Unit ISM7108 Service Design and the Luxury Customer Experience (20 credits):
This Unit examines the design of luxury hospitality services, customer experience management, and strategies for exceeding guest expectations.

Term Three - Leading Luxury Hospitality

Unit ISM7109 Luxury Leadership: Strategy, Analysis and New Business Models (20 credits):
This Unit addresses leadership theories, strategic decision-making, and innovative business models within the luxury hospitality sector.

Unit ISM7110 Luxury Hospitality Futures: Concept Design, Forecasting and Transformation (20 credits): This Unit explores emerging trends, forecasting techniques, and the development of future concepts in luxury hospitality.

Term Four - Practical Experience in Luxury Hospitality

Unit ISM7111 Consultancy Project and Placement (60 credits):
This Unit provides practical experience through a consultancy project and industry placement, allowing students to apply their learning in real-world luxury hospitality environments.

The programme will be supported by a range of activities, guest speakers, and workshops either online or onsite. There may be some exceptions to this when opportunities arise to enhance the student learning experience, such as attending industry events or guest lectures.

Assessment periods are normally scheduled at the end of each term.

Extra-curricular activities may include attendance at conferences, exhibitions, and events that support individual and collective research understanding. If a student is unable to gain a placement, this term will be supported by a live industry project supported by IML and the careers team.

The academic year for the course follows the regular university postgraduate calendar:

February Intake
Term 1: February - April
Term 2: May - July
Term 3: August - October
Term 4: November - January

October intake
Term 1: October - December
Term 2: January - March
Term 3: April - June
Term 4: July - October

Assessments are scheduled throughout the academic year. Submission dates can be found on the Blackboard page of the Unit and in the assessment brief. General assessment periods are also noted on the postgraduate calendar.

Units:

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

One credit equates to 10 notional hours of study, 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, workshops 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.
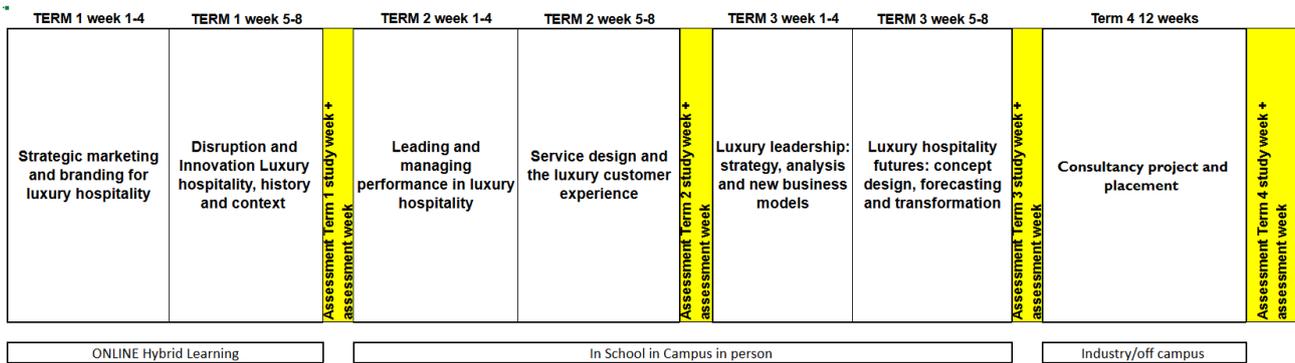
On a postgraduate degree course, you can usually expect to study 180 credits per level (or year), with no more than 80 credits per term.

There are no content warnings attached to the units on this course.

Course Units

Level 7		
Term	**Core Units**	**Credits**
1 – Online	ISM7105 - Strategic Marketing and Branding for Luxury Hospitality	20
1 – Online	ISM7106 - Disruption and Innovation: Luxury hospitality, History and Context	20
2	ISM7107 - Leading and Managing Performance in Luxury Hospitality	20
2	ISM7108 - Service Design and the Luxury Customer Experience	20
3	ISM7109 - Luxury Leadership: Strategy, Analysis and New Business Models	20
3	ISM7110 - Luxury Hospitality Futures: Concept Design, Forecasting and Transformation	20
4	ISM7111 - Consultancy Project and Placement	60
Total Common Units credits		**180**
Total Credits for Level 7		**180**
Exit awards (if appropriate)		
Postgraduate Diploma (PGDip) in Luxury Hospitality Management and Service Design		
Postgraduate Certificate (PGCert) in Luxury Hospitality Management and Service Design		

4. Indicative course structure diagram

TERM 1 week 1-4	TERM 1 week 5-8		TERM 2 week 1-4	TERM 2 week 5-8		TERM 3 week 1-4	TERM 3 week 5-8		Term 4 12 weeks	
Strategic marketing and branding for luxury hospitality	Disruption and Innovation Luxury hospitality, history and context	Assessment Term 1 study week + assessment week	Leading and managing performance in luxury hospitality	Service design and the luxury customer experience	Assessment Term 2 study week + assessment week	Luxury leadership: strategy, analysis and new business models	Luxury hospitality futures: concept design, forecasting and transformation	Assessment Term 3 study week + assessment week	Consultancy project and placement	Assessment Term 4 study week + assessment week

ONLINE Hybrid Learning	In School in Campus in person	Industry/off campus

Above is the indicative course diagram for the MA Hospitality Management and Service Design. Term 1 week 1-8 online synchronous/asynchronous model week 9-10 is study week and assessment week uploaded online. Term 2 week 1-8 is on campus and week 9-10 is study week and assessment. Term 3 week 1-8 is on campus and week 9-10 is study week and assessment. Term 4 is industry based for 12 weeks either in london or internationally based for the student – assessment weeks are weeks 13-14

5. Exit awards

Exit (interim) awards can be conferred where:

a) you withdraw from the University without completing all the credits required for your named award,
   and
b) you have successfully completed the volume of credit at the relevant FHEQ level as indicated in Section 3 above,
   and
c) subject to the decision of the relevant Progression and Finalist Board.

Available exit awards for this course are:

- Postgraduate Certificate (60 credits at Level 7)
- Postgraduate Diploma (120 credits at Level 7)

Exit awards are not available with classification.

The full criteria for these exit awards can be found in the Assessment and Course Regulations section of Regent's University London Academic Regulations regents.ac.uk/policies

Where classification of an overall award is possible this will be calculated upon completion of 180 credits at Level 7 as set out in the Academic Regulations.

6. 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.

Learning Outcomes will tell you what we expect you to know and/or be able to do once you have complete a learning process (e.g., a unit, a level or the entire course) (QAA, 2018). Teaching and assessments are designed accordingly to enable you to demonstrate that you have adequately met these outcomes.

The learning outcomes that you will be expected to demonstrate at the completion of your studies are listed below. Each unit that you will study has developed between two and four distinctive Unit Learning Outcomes (ULOs). Each ULO is mapped against an equivalent IML Programme Learning Outcome (PLO) from the list below. We have ensured that all the compulsory elements of your course assess in their totality all seven learning outcomes (see Section 17).

Level 7 Learning Outcomes

PLO1 Knowledge based	Knowledge of specialist theoretical, practical and methodological approaches to Luxury Hospitality Management and Service Design
PLO2 Critical thinking	Application and evaluation of advanced principles, concepts and theoretical frameworks within Luxury Hospitality Management and Service Design to critically develop systematic responses to suggest new solutions
PLO3 Problem solving	Critically evaluate problems by developing, implementing and presenting strategies, methods, and techniques using specialist information and data to support Luxury Hospitality
PLO4 Synthesis	Analyse and synthesise complex situations and data to formulate and develop innovative proposals to address management and design issues and opportunities in Luxury Hospitality
PLO5 Evaluation	Critically analyse and evaluate methodologies to develop effective and advanced concepts which support conclusions and recommendations within luxury hospitality and service design
PLO6 Communication	Communicate advanced information using criteria developed for specialist audiences in Luxury Hospitality and service design
PLO7 Team skills	Strategically enhance team performance and contribute to specialist professional communities within your sector through the use of advanced interpersonal, team and networking skills
PLO8 Development Skills	Design and develop advanced strategic projects to enhance own learning, work and practice within Luxury Hospitality Management and Service Design
PLO9 Leadership	Take responsibility for leading the systematic and critical evaluation of own and others' capabilities, performance, and development, applying strategy and leadership to Luxury Hospitality Management and Service Design.

PLO10 Employability	Develop transferable skills that will prepare you for working in the industry, further academic research or taking on consultancy roles.

7. 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 as listed in Section 2 and the intended learning outcomes in Section 6. 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 programme relates to the internal IM Learning and Teaching Strategy, which can be found on the IML Student Hub. For details of learning and teaching strategy for the online units, see associated Digital Learning Strategy, which can be found on the VLE.

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 2.5-hour sessions which include a diversity of lectures, seminars, workshops, 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 assessment 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).

You will be assessed against the learning outcomes for all formative and summative assessment. You will get the opportunity to participate in 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 –This enables the development of learning and allows 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 projects 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 and real-world setting.

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

Case study analysis – detailed discussion and in-depth analysis of existing brands and real-life scenarios to substantiate and assess concrete examples of content and theories.

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

Research and ethical considerations are foundational components embedded across all units and subjects within the programme. You are expected to employ both primary research methodologies and academic research practices to inform and support all aspects of your work.

Istituto Marangoni London teaching methodology is rooted in experiential learning, where students develop research and ethical competencies through the practical application of market-relevant assignments.

Academic research and ethics are taught explicitly through a range of embedded methodologies, including guided literature reviews, critical analysis workshops, referencing and citation exercises, ethics case studies, and classroom debates on current issues. Students are also introduced to research design, data collection methods, and ethical approval processes through progressively structured activities that lead into more independent primary research. These elements are reinforced through formative assessments that help students internalise the importance of ethical and rigorous academic practice.

Team working – requires you to operate as a member of a team or group with emphasis on collective responsibility and joint decision making to emulate real world professional working scenarios

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

Study Trips (when applicable)

To enhance your learning path and consolidate understanding of subject specific content study trips are applicable in units. If assessment is dependent on information collected whilst undertaking the study trip, the trip would be considered mandatory. The cost of study trips can be either the

responsibility of the student or on occasion included in the annual study fee. If the visit is within the city, students pay for public transport.

Breakdown of teaching methods by percentage per level:

The following breakdown is a guide to how much time you will spend doing each teaching and learning method.

- 'Taught (on campus)' learning typically refers to traditional timetabled sessions led by a member of academic staff, such as lectures, seminars, and tutorials.

- 'Taught (online)' learning refers to the approaches outlined in the Digital Learning Strategy (which can be found on the VLE) for Term 1 Units only.

- 'Work-based learning' refers to placement unit in Term 4.

- '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 and preparation for assessments and writing.

Level 7	
Taught (on campus)	13%
Taught (online)	9%
Work-based learning	33%
Self-Study	45%

Course management and teaching staff:

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. Many of the lecturing team hold membership of professional networks and organisations and actively develop their own professional practice.

Guest speakers, including advanced practitioners, thought leaders and industry practitioners, deliver special lectures throughout the programme. There are also college-wide events that our students can join.

Assessment strategy and methods:

Assessment is a positive element of your education. We are committed to delivering authentic assessment and challenge-led learning. This ambition is reflected in our Assessment Framework where we outline the practices and expectations which will guide and enhance assessment, one of those practices being to move away from unseen written examinations as an assessment methodology and moving towards more authentic challenges. We are in the business of

nurturing future leaders who can use what they have learned to shape the world – authentic assessment and real-world challenges create a safe lab for that learning.

Assessment can be a learning tool and a guide to **understand and evaluate** the quality of your work and your progress. Your course will offer a variety of assessment methods that support the learning required by the learning outcomes. We will provide you with feedback on your assessment performance to guide your learning journey. You will play an essential part in our assessment strategy as an active feedback recipient, and we will work together to determine how you can progress further from the feedback received.

There are some differences in the purposes of the assessment you will encounter: some assessments are formative, and others are summative.

Formative assessments will provide you with an opportunity to receive feedback on the progress of your work through the completion of an assessment or assessment tasks. These are developmental in nature as they offer information to help you identify next steps in learning and how to do better in future work which is why no grades are given. Formative assessments feed directly into summative assessments. All assessment tasks include formative assessment opportunities.

Summative assessment is the evaluation of your learning at a particular time, measured against specified learning outcomes. You will be awarded a grade and numerical mark for each summative assessment on each Unit. The grades you receive for assessed work on each Unit are added up to give a final grade for the Unit. Assessment also determines your suitability to progress onto the next year of your course and, at the end of the course, it enables the University to determine your degree award.

All assessments will incorporate effective and constructive feedback that relates to the Unit-specific or task-specific marking criteria previously made available in the assessment briefs. Feedback for summative assessment will explain the reason for the mark given but it can also provide information about how to improve the work for future assessment tasks.

Unit	Assessment Task
ISM7105: Strategic Marketing and Branding for Luxury Hospitality	AC1 – Individual Strategic Marketing Report (60%) An Individual 2,500-3,000-word report highlighting the theoretical developments on brand equity in relation to branding and strategy of a luxury hospitality brand of your choice, and present a key marketing strategy for them incorporating ethical and sustainable approaches.
	AC2 – Individual Branding Identity Kit (40%) Create a new and innovative branding Identity Kit for the luxury hospitality brand from your report which demonstrates the brand identity, brand image, brand culture, and brand personality.

ISM7106: Disruption and Innovation: Luxury Hospitality, History and Context	AC1 – Analytic Group Project (60%) Minimum 4,000 – Max 6,000 words or equivalent in total.
	AC2 – Trend Prediction Poster (40%)
ISM7107: Leading and Managing Performance in Luxury Hospitality	AC1 – Group Presentation (60%) Minimum 10-minute - Max 15-minute group presentation based on live case study assessment.
	AC2 – Individual reflection and evaluation of case study assessment, 2,000 – 2,500 words (40%)
ISM7108: Service Design and the Luxury Customer Experience	AC1 – Visual Plan (60%) Visual Plan of the service design process for luxury hospitality. This will comprise a portfolio of work including research, ideation, prototyping, and implementation.
	AC2 – Pitch (40%) 5-minute Visual Plan Pitch
ISM7109: Luxury Leadership: Strategy, Analysis and New Business Models	AC1 – Report (60%): 2,000- 2,500-word Competitor analysis report.
	AC2 – Oral Examination (40%) Maximum 5-minute Oral exam of a Strategic decision-making framework for a luxury hospitality brand.
ISM7110: Luxury Hospitality Futures: Concept Design, Forecasting and Transformation	AC1 – Individual Pitch (100%) Maximum 10-minute individual pitch which demonstrates the conceptualisation of new experiences for luxury hospitality.
ISM7111: Consultancy Project and Placement	AC1 – Consultancy Project (70%) Equivalent to minimum 8,000 – maximum 10,000 words.
	AC2 – Consultancy Pitch (30%) Maximum 15-minutes consultancy pitch, including questions.

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.

8. 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.

Not applicable.

9. Student support

Istituto Marangoni London 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:** 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 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 and support with Term 4 work placement.

- **SEN support:** it is available to all students with learning disabilities by booking 1-2-1 sessions with the SEN tutor. It devises 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 advise, guidance and encroachment, equips students with

problem solving skills / tools, improves self-confidence, encourages reflections, 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.

10. Learning support

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 arrival 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 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 physical learning environment with practical guidelines and useful information.

11. Opportunities for personal development planning

The professional and personal development of each student 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 development which include live industry projects and business and enterprise start-up which can be pursued as part of your consultancy project.

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

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

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.

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.
Career 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.

12. Admissions information

Admission requirements for the programme:

- Application Form.
- Minimum of two years' relevant post-graduation management work experience in related industry.
- Curriculum Vitae.
- Two references: 1 Academic reference, and one work related.
- Question to be answered by applicants in no more than 800 words "What do you recognise are the skills and attributes needed for the future of luxury hospitality and how do you feel the MA in Luxury Hospitality and Service Design at IML will support you with this?"
- Copy of recognized UK Bachelor's Degree with normally 2:2 or equivalent qualification and transcript.
- Applicants are required to provide proof of their English language ability. The English test score should be at least B2 on the CEFR level (e.g. IELTS Academic 6.5 overall, no less than 5.5 for each element).

Note: Students may be admitted onto the Programme based on accreditation of prior experiential learning. The Admissions Team can be contacted for further information.

13. Visas and immigration

Students holding a visa to study in the UK should familiarise themselves with the conditions and details of their visa. Key expectations for visa holders include:

- Ensuring the School retains an up-to-date copy of a student's passport and visa documents.
- Updating the School with any changes to your address, personal email address and personal phone number.

Students be aware of the requirements of their visa, including the limitations on your working rights and permitted work. For any further questions, students should contact the Visa Manager directly using an email address included in the Student Handbook

14. Assessment and progression regulations

You will be assessed on how well you are achieving the intended leaning outcomes at different stages throughout your time of study at Istituto Marangoni London. This will include a variety of methods as described under Section 7 above.

In order to continue with your studies, there are minimum requirements to be met to be able to progress at the end of the taught Units, prior to the Consultancy Placement and project in your fourth term. The current progression 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.

https://www.regents.ac.uk/policies

You will be provided with guidelines on what you need to achieve in each assessment to ensure you receive a good mark.

15. Award criteria

To complete your course, you will need to achieve 180 credits for a master's degree.

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

For further details on award requirements, please see the Academic Regulations, available on our website https://www.regents.ac.uk/policies. 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.

16. 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

Istituto Marangoni London also financially supports, partly or fully, academics costs to attend conferences and trainings 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. This selection is being made based on available budget and development needs in order to progress staff and be able to deliver teaching quality.

Staff members are invited to an array of regular training sessions facilitated by DOE, PL, and ULs, covering tutor induction at the beginning of the Academic Year, and stretching through formal faculty meetings prior to the beginning of every Unit and specific support on assessment activities.

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.

- **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.

17. Curriculum map

The following table indicates which core and common Units assume responsibility for delivering the learning outcomes detailed in Section 6.

Level	Unit code	Unit Title	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PL09	PLO10
7	ISM7105	Strategic marketing and branding for luxury hospitality	X			X	X	X		X		
	ISM7106	Disruption and Innovation: Luxury hospitality, history and context	X	X	X	X	X		X			
	ISM7107	Leading and managing performance in luxury hospitality				X	X		X	X	X	X
	ISM7108	Service design and the luxury customer experience	X		X	X		X		X		X
	ISM7109	Luxury leadership: strategy, analysis and new business models	X			X					X	X
	ISM7110	Luxury hospitality futures: concept design, forecasting and transformation	X	X	X		X	X		X		X
	ISM7111	Consultancy project and placement		X	X	X	X	X		X	X	X