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PROFESSIONAL PROGRAMME IN INTERIOR DESIGN
FOR LUXURY HOSPITALITY, WELLNESS AND RETAIL
Academic Year 2024-25
DUBAI

Brief descriptive summary

Over the past 85 years, Istituto Marangoni has evolved alongside the flourishing Italian design industry. The institute offers an exciting curriculum designed to develop practical, creative, business, and management skills specific to the needs of the international design sectors. The Professional Programme in Interior Design for Luxury Hospitality, Wellness, and Retail is crafted for professionals aiming to enhance their skills by learning design strategies tailored for luxury hospitality and retail spaces. This course integrates sustainable and wellness design principles, promotes human wellbeing, and embraces environmental psychology to understand the relationship between people and spaces. It also provides participants with an overview of the latest trends in interior design for luxury hospitality, wellness, and retail, focusing on materials, textiles, and new styles. By the end of the program, participants will be familiar with marketing and communication strategies essential for attracting clients aligned with their values and ethos, relevant in today's dynamic marketing landscape for interior designers.

GENERAL INFORMATION

Certification attained

Istituto Marangoni certificate

PROGRAMME INFORMATION

Educational Aims and Course Aims

School Education Aims:

- To develop flexible approaches to program delivery and student support that reflect the needs and expectations of our students.
- To provide a supportive and inclusive learning environment that enables success for all learners.
- To encourage the development of students' intellectual and imaginative powers, creativity, independence, critical self-awareness, and skills that will enhance global employment opportunities upon graduation in all programs.
- To establish a culture of constant improvement in learning, teaching, and assessment that is anticipatory, enabling, supportive, rewarding, and fully aligned with the institution's vision and strategic objectives.
- To provide a learning experience informed by research, scholarship, reflective practice, and engagement with the design industry and related professions.

Programme Aims:

Participants will learn to analyze and develop innovative strategies for luxury hospitality, wellness, and retail spaces, deepening their understanding of sustainable and wellness design principles.

Through the study of materials, environmental psychology, and emerging design trends, participants will be able to create customized environments that promote wellbeing, sustainability, and positive user experiences.

The course will cover the integration of branded interior design, emphasizing the importance of maintaining brand consistency across physical and digital spaces.

Participants will gain insights into creating luxurious and immersive environments for hotels, resorts, and retail spaces, with a focus on enhancing customer experiences and brand loyalty.

The study of marketing and communication strategies will be deepened to help participants build authentic brand images and effectively promote their businesses, attracting clients who align with their values and ethos.

Course Learning Outcomes

Educational Outcomes:

On successful completion of their course of study students will be able to:

- apply skills of critical analysis to real world situations within a defined range of contexts;
- demonstrate a high degree of professionalism characterised by initiative, creativity, motivation and self-management;
- express ideas effectively and communicate information appropriately and accurately using a range of media including ICT;
- develop working relationships using teamwork and leadership skills, recognising and respecting different perspectives;
- manage their professional development reflecting on progress and taking appropriate action;
- find, evaluate, synthesise and use information from a variety of sources;
- articulate an awareness of the social and community contexts within their disciplinary field.

Final Award Learning Outcomes

On successful completion of their course of study students will be able to:

• Develop innovative strategies for luxury hospitality, wellness, and retail design.

• Create customized environments that attract, retain, and engage clients, promoting wellbeing and brand loyalty.

• Deepen their technical skills in sustainable and wellness design practices to anticipate market evolution.

• Conceive creative layouts and memorable designs for both physical and digital retail spaces.

• Stay updated on international trends in luxury hospitality, wellness, and retail design, merchandising, and visual display.

Teaching/Learning and Assessment Strategy
Curriculum:

The Professional Programme in Interior Design for Luxury Hospitality, Wellness, and Retail at Istituto Marangoni offers an in-depth exploration of luxury interior design, emphasizing the use of exclusive materials, quality assurance, and sustainability throughout the design process. Environmental Psychology is a key focus, examining the interaction between individuals and their physical environment to understand how surroundings influence behavior, emotions, and well-being. Materials Science delves into innovative materials, surfaces, and textiles, prioritizing human health through the use of natural, non-toxic options. The program addresses the booming trend of wellness and silence retreats, highlighting how wellness-based design strategies are increasingly shaping interior and architectural design, with a strong emphasis on sustainability and its impact on health and lifestyle. Students will gain a comprehensive understanding of branded interior design for retail, learning to create engaging and functional spaces that blend physical and digital experiences, known as phygital spaces. The curriculum also provides an in-depth exploration of high-end hospitality design, equipping participants with the skills to create luxurious environments for hotels, resorts, and restaurants. Additionally, the program focuses on developing an entrepreneurial mindset and digital skills, teaching students to build authentic brand images, network effectively, and master "solopreneuring." They will learn to craft effective communication and marketing strategies to promote their business and attract clients aligned with their values, ensuring a competitive edge in the luxury hospitality, wellness, and retail sectors.

Programme methods:

The Professional Programme in Interior Design for Luxury Hospitality, Wellness, and Retail is designed for interior design industry professionals, spatial designers, and architects who seek to enhance their skills and stay current with the latest trends. Participants will gain in-depth knowledge and practical expertise in luxury hospitality, wellness resorts, and retail design. The program emphasizes sustainable and wellness design practices, equipping professionals with the tools to create human-centered spaces that respect the environment. By integrating principles of the circular economy and environmental psychology, participants will learn to design spaces that promote well-being and sustainability. This comprehensive curriculum ensures that professionals are prepared to be competitive in the evolving fields of luxury hospitality, wellness, and retail by adopting the latest trends and technologies in sustainable design and customer experience.

Methods include:

• Projects to encourage independent learning through investigation, enquiry and problem solving.

• Group projects to enhance interpersonal and collaborative skills.

• Seminars, formal lectures and workshops.

Participants will have the opportunity to demonstrate their achievement of the intended learning outcomes through a variety of tests appropriate to their field of study.

Course Specific Assessment Criteria:

The methods of assessment used give breadth and depth, which allow for both the formative and summative assessment of every student at each stage of the programme.

Assessment methods to support learning:

The programme uses a balanced assessment system, both summative and formative as an integral part of gathering information on student learning. Different forms of assessment can, and where appropriate should, be used to test different types of skills and learning.

Formative Assessment:

Formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made. In formative assessment students could be involved in the assessment process. These formative assessment situations will also give students an opportunity to learn to critique the work of others. Some of the instructional strategies that will be used formatively include the following:

- Criteria and goal setting: asking students to participate in establishing what should be included in criteria for success.
- Self and peer assessment: With peer evaluation, students see each other as resources for understanding and checking for quality work against previously established criteria.
- Student record keeping: helps students better understand their own learning as evidenced by their classroom work. This process of students keeping ongoing records of their work not only engages students, but it also helps them, beyond a "grade," to see where they started and the progress they are making toward the learning goal.

Summative Assessments:

These assessments are a means of gauging student learning, at a particular point in time, relative to established marking criteria. Summative assessments can occur during as well as at the end of each unit and concentrate on specific evidence of student work, examples as follows:

Portfolio Assessment is used to assess a variety of projects that have been developed throughout the unit.

Practical Coursework allows the students to demonstrate their understanding and application of practical areas of study.

Written Reports are required is some study areas, where a clear and structured brief is provided, and the students are asked to submit work to me marked independently and anonymously by staff.

Formal Examinations are required for some study areas.

Presentations are used in some subjects to allow the student to develop their professional communication and presentation skills.

Student Projects are used when the student is required to submit work to be marked independently and anonymously.

Course structure

Subject	Short Description
Environmental Psychology	Environmental Psychology is a multidisciplinary field that examines the interaction between individuals and their physical environment. This branch of psychology focuses on understanding how the environment influences human behaviour, emotions, and well-being, and how individuals, in turn, shape and perceive their surroundings.
Materials Science	Focus on innovative materials, surfaces and textiles for interiors consistent with the latest trends. Participants also learn how to put human's health at the centre of an interior design project by using natural non-toxic materials for interiors.
Luxury design for wellness resorts	Since sustainability has become the latest frontier of luxury applied to interior design, Wellness and Silence retreats are booming and we are witnessing the rise of wellness-based design strategies has increasingly influenced interior and architecture design as more people are becoming aware of their surrounding environments and its impact on their health and overall lifestyle
Branded Interior Design for Retail	Designed to provide students with a comprehensive understanding of the principles and practices involved in creating engaging and functional retail spaces and pop-up stores, as well as exploring the new trends of phygital spaces, where design is blending physical experiences with digital ones.
Interior Design for Luxury Hospitality	In-depth exploration of the principles, techniques, and strategies involved in designing high-end hospitality spaces. Participants will gain comprehensive knowledge and practical skills necessary to create luxurious and immersive environments for hotels, resorts, restaurants, and other retail spaces
Entrepreneurial Mindset & Digital Skills	Build a solid and authentic image for yourself and your brand, networking, "solopreneuring", effective communication and pitch-perfect design presentations and skills. Plan innovative marketing and communication strategies to penetrate the market and promote your business, to attract clients that align with your ethos and values

Director of Education: Responsibilities

The Director of Education responsibility for implementing the strategic direction of the courses within their programme and for co-ordinating the academic administration necessary for its successful day-to-day operation.

Main Responsibilities:
- Acting as the Chief Executive Officer to the programme. As such he/she will be responsible, within the agreed policies of the Programme Committee, and Academic Boards, for the efficient operation of the programme as approved by the Institute;
- be empowered to take any reasonable action with respect to the proper functioning of the programme;
- recommend areas for curriculum development;
- co-ordinate the assessment schedule for the Programme and ensure that it is communicated to students;
- liaise with Student Support Officers to ensure that appropriate study support is available;
- recommend the appropriate level of resources required for the Programme and liaise with the teaching team;
- undertake training and professional development and contribute to the training of others;
- monitor course feedback and the student voice;
- organise all areas of assessment procedures, facilitate monitoring;
- maintaining the quality of academic standards by supporting the rules and regulations concerning exam procedures and conduct of the student and teaching team.

Student Support Strategy
Istituto Marangoni administers policies to enhance the student experience, in an academic, practical and pastoral way:
- Director of Education: the first point of call to acquaint students with regulations and issues arising on the programme.
- Student Support Officers for student referral where appropriate.
- Programme and student handbooks.
- Induction programmes for facilities including: Library, IT, online resources (where available) school facilities and media services.

Student Support Officers
A dedicated Student Support Officer is available for all students on the programme.
For academic counselling, Student Support Officers will liaise with tutors and programme leaders to offer practical advice to resolve specific academic difficulties.
A written record of these tutorials will be kept in the student's file for reference and to assist in the monitoring of student progress.
For matters of pastoral care the Student Support Officers will help in:
- finding their way around the School;
- managing their time;
- dealing with stress;
- getting the best from their course;
- understanding and applying the school's rules;
- anything else the officers can advise on.

One-to-one appointments may be made by phone, through the receptionists or by email. Where possible students can expect to be seen almost immediately, or contacted to arrange a suitable time.

Student Evaluation
Student feedback is essential to the programme development and student comments are used to enhance both the successful management of the programme and the teaching/learning strategies.
Istituto Marangoni gathers student opinion in a variety of ways, which may include the following:
- informal contact with Director of Education and subject Tutor, and through appointments with academic staff;
- end of Programme Evaluation.

Istituto Marangoni would prefer that on most occasions students be identified when giving constructive feedback on the course and teaching methods. There might be occasions when it is not appropriate and Istituto Marangoni recognizes this exception. In these instances, programme teams and central support services will ensure that anonymity and confidentiality is respected.
In order to 'close the feedback loop' and to communicate any improvements resulting from student participation at least once every academic year, programme teams relate back to students the actions taken in response to student views.
Students will be asked to respond to a series of questions, for example, if they were clear about what they were meant to be learning on the unit, if the teaching had helped them learn effectively and if they have developed new or existing skills. The data will be analysed and the Programme Leader will be required to comment on:
- key strengths and issues arising from student performance;
- key strengths and issues arising from student feedback;
- actions and improvements for the next academic year.