



PROGRAMME SPECIFICATION

Master of Arts in Interior Design

Academic Year 2023-24 DUBAI

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Istituto Marangoni Dubai

Istituto Marangoni Middle East Limited · Dubai International Financial Centre · Gate Village 8
 Unit 401 · Level 4 · PO Box 482020 · License number CL5911
 t +971 (0) 43457176 · dubai@istitutomarangoni.com

PROGRAMME SPECIFICATION - Master of Arts Degree Course in Interior Design - 1-Year course

Brief Overview

Over the past 85+ years Istituto Marangoni has grown and developed alongside the thriving Italian fashion and design industry. Through an exciting curriculum aimed to develop practical, creative, and business and management skills which are subject specific, and relevant to the international fashion industry, Istituto Marangoni undergraduate courses prepare students with the necessary knowledge and know-how in order to enter a professional career in the fields of Fashion Design, Accessories and Footwear Design, Fashion Styling, Fashion Business and Communication, Multimedia Arts, Interior Design, Product Design, Visual Design, Art History and Culture.

Academic Certificate Awarded (Study Title)

Participants who successfully complete this course will be awarded a MA Degree - accredited by CAA (Commission for Academic Accreditation). Participants will obtain 60 credits.

Course description (Curriculum)

The Master of Art in Interior Design program offers a dynamic and innovative approach to the field, equipping students with the knowledge, skills, and competencies needed to excel in a rapidly evolving industry. With a focus on creativity, problem-solving, and future-oriented thinking, the program prepares students to forecast and respond to the challenges of tomorrow.

The program provides students with a comprehensive understanding of the history and criticism of contemporary design, encompassing major movements and cultural contexts. This knowledge forms the foundation for exploring emerging trends, consumer preferences, and the impact of design on people's lives. With a specific focus on human-centered design, universal design, and design for well-being, students gain in-depth insights into how design shapes our experiences and environments.

Critical thinking and analysis are emphasized throughout the program, enabling students to evaluate design concepts, trends, and research findings. By incorporating design thinking methodologies, students develop a systematic approach to problem-solving and innovation. Visual communication skills are honed to effectively present design proposals and concepts to clients and stakeholders, with a strong emphasis on human-centered design and universal design principles.

Proficiency in conducting systematic investigations and utilizing research methods is a key skill cultivated in the program. Students learn to collect and analyze relevant data, contributing to the advancement of design knowledge. Technical skills in computer-aided design, rendering, graphic design, and lighting design are also developed, with a focus on sustainability in design and adherence to ethical and professional responsibility.

The program nurtures students' ability to create innovative, functional, and emotionally impactful design solutions that prioritize human-centered design, universal design, and design for well-being. By integrating trend forecasting, research methods, and design thinking approaches, students become proficient in addressing complex design challenges and staying ahead of industry trends.

The program also develops competence in managing the production process of interior design. Students learn about material selection, manufacturing development, and the importance of adhering to professional standards and ethics in their practice. Effective communication skills are emphasized, empowering students to pitch design projects, present business ideas, and engage with clients and stakeholders. Sustainability in design is a key consideration in all aspects, promoting responsible design choices.

The Master of Art in Interior Design program offers an innovative and forward-thinking curriculum that prepares students to excel in the ever-changing design landscape. With a strong focus on trends

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forecasting, research methods, creativity, and problem-solving skills, students gain the tools to navigate and anticipate future challenges.

Throughout the program, students delve into the history and criticism of contemporary design, developing a deep understanding of major movements and cultural contexts. This knowledge forms the basis for exploring emerging trends, consumer preferences, and the impact of design on well-being and human experiences.

By cultivating critical thinking and analysis skills, students learn to evaluate design concepts, trends, and research findings through a design thinking lens. They develop the ability to think creatively and approach complex design challenges with innovative solutions. Visual communication skills are refined to effectively present design proposals and concepts, with a strong emphasis on human-centered design and universal design principles.

The program places a significant emphasis on research methods and the ability to conduct systematic investigations. Students learn to collect and analyze relevant data, contributing to the advancement of design knowledge and gaining insights into evolving trends and user preferences. Technical skills in computer-aided design, rendering, graphic design, and lighting design are developed, while sustainability in design is integrated into every aspect of the curriculum.

Upon completion of the program, students possess the ability to create innovative, functional, and emotionally impactful design solutions that prioritize human-centered design, universal design, and well-being. They have a strong proficiency in trend forecasting, enabling them to anticipate and respond to future challenges.

Overall, the Master of Art in Interior Design program equips students with the knowledge, skills, and competencies necessary to excel in the field of interior design. Graduates will be prepared to make meaningful contributions to the industry while considering the well-being of users, the environment, and society as a whole.

Course description (Subjects)

FIRST YEAR

History And Criticism Of Contemporary Design

The course aims to provide a critical and orientational framework for national and international design, starting from the end of the nineteenth century and through the twentieth to contemporaneity.

The History and Criticism of Contemporary Design course aims to provide the student with information on various topics (both monographic and transversal) of late nineteenth, and twentieth century design culture and the first decade of the current century. It combines three different perspectives: those of history, critics and vocabulary. This semester therefore provides the student with the ability to focus on the development of the main movements in a historical perspective but also to develop and argue in line with his or her own personal opinions on the various issues that have characterized industrial design and aesthetic culture in Europe, USA, MENA and Far East regions.

Particular focus is placed on the position of the designer within society and in relation to the transformations of political, economic, social and cultural contexts, as well as artistic trends and architectural, urban and technological changes and innovations.

Furthermore, this course incorporates a dedicated module on research methods. By introducing students to rigorous research methodologies, they acquire essential competencies and skills. Students will learn how to conduct systematic investigations, collect and analyze relevant data, critically evaluate existing literature, and contribute to the advancement of design knowledge. This research component empowers students to undertake independent research projects and enhances their ability to engage with scholarly discourse.

Trend Forecasting

This course aims to equip interior designers with the knowledge, competencies, and skills necessary to navigate emerging trends and consumer preferences in the field. By integrating modules on Human-

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Centered Design, Universal Design, and design for well-being, students will develop a comprehensive understanding of how design impacts people's lives.

Through trend research, students will learn to identify and analyze emerging trends in interior design. They will gain the ability to map a trajectory from current design trends to future aspirations, and recognize emerging phenomena that influence behavior, conversations, and consumption habits. By the course's conclusion, students will possess the capability to identify emerging design trends and leverage this knowledge to create innovative and aspirational design solutions that meet industry demands and academic standards.

This course empowers interior designers with the knowledge, competencies, and skills required to navigate emerging trends and create meaningful design solutions. Through modules on Human-Centered Design, Universal Design, and design for well-being, students develop an understanding of the impact of design on individuals and society. By integrating trend research, user-centered methodologies, inclusive design principles, and well-being considerations, students graduate with the ability to create innovative, accessible, and user-focused interior designs that contribute to the well-being of users. Additionally, the course fosters critical thinking, problem-solving, and communication skills essential for professional success in the field.

Visual research

This course aims to equip interior designers with the knowledge, competencies, and skills necessary to effectively manage the creative process of research, analysis, and interpretation in interior design. Visual research is emphasized as a critical skill for translating ideas and inspirations into design proposals that align with industry demands and academic standards.

Through the course, students will engage in research activities focused on developing creative proposals in response to assigned themes, considering all the elements present in an interior space. They will learn how to effectively translate their proposals and inspirations through visual communication, capturing the mood and identity of a concept. Additionally, students will analyze and select innovative products from the industry to enhance their design proposals.

By the end of the course, students will possess the ability to utilize visual communication tools to create professional design proposals that meet both industry demands and academic standards. They will demonstrate proficiency in visually expressing their concepts and ideas, effectively communicating the essence of their designs.

In addition to enhancing visual research and communication skills, this course will also foster critical thinking, problem-solving, and communication abilities. These skills are essential for success in the interior design industry, enabling students to analyze complex design challenges, propose innovative solutions, and effectively articulate their ideas to clients and stakeholders.

Production Processes

This course encompasses key aspects necessary for success in the industry. Interior designers must possess a comprehensive understanding of materials and production processes to create innovative and sustainable design solutions that meet industry demands and academic standards. Throughout this course, students will acquire the knowledge, skills, and competencies required to effectively manage the production process of interior design, from aesthetic innovation to manufacturing development.

The course integrates elements from professional practice, entrepreneurship and innovation, sustainability in design, and design ethics and professional responsibility. Interior designers need a comprehensive understanding of materials and production processes to create innovative and sustainable design solutions that meet industry demands and academic standards. Throughout the course, students will acquire the knowledge, skills, and competencies necessary to manage the production process of interior design, from aesthetic innovation to manufacturing development. They will study traditional and new materials for design and their manufacturing processes, first on a theoretical level and then through the design of a product. The course will enable students to select materials, consider necessary manufacturing processes, and provide appropriate technical representations. By the end of the course, students will have a solid understanding of the production process of interior design, empowering them to create innovative and sustainable design solutions that meet industry demands and academic standards.

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Furthermore, the course will foster the development of critical thinking, problem-solving, and communication skills, which are essential for success in the interior design industry. It will cover important aspects such as professional practice, including project management, client communication, and legal considerations; entrepreneurship and innovation, encouraging entrepreneurial thinking, and exploring strategies for starting and managing an interior design business; sustainability in design, focusing on environmental stewardship, resource conservation, and the selection of sustainable materials; and design ethics and professional responsibility, addressing ethical considerations, cultural sensitivity, inclusivity, and adherence to professional standards and codes of conduct.

Innovative Technologies And Construction Materials

Interior designers require a comprehensive grasp of cutting-edge materials and technologies to create functional, emotionally impactful, and sustainable design solutions that meet industry demands and academic standards.

In the first semester, this course will provide students with the knowledge, skills, and competencies needed to identify colors, materials, and finishes that enhance the aesthetic and functional aspects of interior design projects. Students will learn how to analyze and research CMF (color/material/finish) to determine the desired ambiance and atmosphere of a design project. The course will also cover fundamental knowledge of materials and process technologies utilized in interior design, with a focus on their aesthetic characteristics. Additionally, the course will explore the main drivers and innovation trends in CMF, enabling students to make environmentally sustainable material selections. By course completion, students will possess a strong understanding of innovative materials and technologies in interior design, empowering them to create functional, emotionally impactful, and sustainable design solutions that align with industry demands and academic standards. The course will also cultivate critical thinking, problem-solving, and communication skills, which are crucial for success in the interior design industry.

In the second semester, the course will provide a comprehensive understanding of the environmental impact of design choices on human health, well-being, and the planet. Topics covered include design strategies for climate change mitigation, ecosystem conservation, and biophilic design. Students will learn to incorporate nature-based materials into interior design, design buildings that are attuned to climate conditions, and make material choices that contribute to decarbonizing the built environment. Emphasis will be placed on generating comfort through thermal and daylight solutions. Through lectures, research, tutorials, and exercises, students will acquire both theoretical knowledge and practical skills in applying sustainable design strategies based on scientific principles and holistic performance data analysis. By the end of the course, students will be equipped to make informed decisions about innovative technologies and materials that support their environmentally conscious design strategies. Students will be requested to develop an emerging topic related to the course to produce research. The course will focus on the principles of sustainable design and the integration of environmentally friendly practices into interior design processes.

Techniques Of Project Communication

In this course, students will acquire the theoretical and practical tools for image post-production, composition, and basic concepts of visual organization of content, including graphic layout and visual storytelling.

The course will enable students to create professional presentations of their interior design projects. Additionally, the course will cover techniques and tools for graphic visualization and presentation of project steps. Students will learn how to plan a storytelling for a design project in all its phases, including research, concept definition, product development, and brand identity. The course will also emphasize the conceptual elaboration, technical, and aesthetic features of the project to ensure that students can communicate their ideas effectively to clients and stakeholders. By the end of the course, students will have a solid understanding of visual communication for interior design, which will enable them to create professional and visually compelling presentations that meet industry demands and academic standards. The course will also develop students' critical thinking, problem-solving, and communication skills, which are essential for success in the interior design industry.

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Interior Design [sester 1+2]

In this course, students will explore the interior design process from concept development to construction details, with a strong emphasis on human-centered design, universal design, and design for well-being. Throughout the course, students will be encouraged to consider the needs and experiences of users to create spaces that are inclusive, accessible, and promote well-being.

During the first semester, students will engage in a briefing launched by the Art Director, an international competition, or industry collaboration. They will interpret and respond to a given topic, project space, and brand identity, utilizing human-centered design principles to develop their personal research and create a unique concept. The course will highlight the crucial challenges of contemporary living and guide students in translating these challenges into innovative architectural solutions that prioritize the well-being of individuals.

In the second semester, students will learn how to manage the creative process by conducting spatial analysis and research, and interpreting the findings to develop creative proposals for assigned projects. The course will specifically focus on commercial interior design, including architecture, furniture, decorative elements, materials, fabrics, textures, and colors. Throughout the design process, students will be encouraged to integrate universal design principles, ensuring that their designs are accessible and accommodating for a diverse range of users.

Technical drawings, plans, sections, and details will be utilized to effectively communicate the design process. Additionally, students will create evocative boards that represent colors, materials, and finishes, using reference images and keywords to convey the emotional and symbolic aspects of their designs. The entire design process, from briefings to work-in-progress sessions and final delivery, will be supervised to ensure that students are applying human-centered design, universal design, and design for well-being principles effectively in their projects.

Representation Methods and Tools

Students will develop the necessary tools for the freehand representation of interior spaces and furniture items using different drawing and rendering techniques. The course will focus on several different representational conventions applied to interior space and objects: one-point perspective, two-point perspective and axonometric projection (isometric, dimetric, and trimetric).

We will explore the importance of hand sketching in any design process structured by introducing common sketching materials and tools, we will cover basic sketching techniques, including perspective, composition, and dimensioning. Additionally, we will discuss how sketching can be applied to different design phases such as conceptual sketching, design development sketching, and presentation sketching. The class is based on hands-on sketching exercises to apply the learned techniques. Additionally, students will learn the colored perspective representation of design spaces and the ability to represent a design idea. The coloration techniques through the representation of materials and main textures is illustrated. Furniture elements are studied and represented starting from the research carried out during the course. The perspective sketch and the freehand representation of constructive details supports the project developed during the main course.

Communication Tools & Techniques

The course is designed to equip students with both theoretical and practical knowledge to effectively communicate their design projects in a professional setting. Students will learn the essential skills for image post-production, visual organization, and graphic layout. Additionally, the course will focus on developing students' abilities to pitch their business ideas in a clear and effective manner. Students will learn how to structure and deliver a presentation with a professional attitude, acting as a spokesperson for their proposed business idea.

Emphasis will be placed on highlighting the problem and the solution of the proposal, as well as the value proposition on which the business model is based. The course will also cover how to engage with the audience through a final call to action, setting up a call or meeting to further discuss the proposal.

Computer Aided Design (Cad)

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In this course students will further develop skills for effectively communicating their design projects through various visual aids.

The course will provide an in-depth understanding of technical drawing, 3D modeling, principles of lighting and materials, basic rendering settings, and creating short animations. With these skills, students will be able to develop projects that align with the artistic direction and prepare them for success in their future design careers.

Rendering

During the course, students will build upon their previous training to further develop their skills in creating expressive and stylistic visual representations of interior design projects. The course will focus on targeted exercises aimed at enhancing the students' ability to define a unique and recognizable style in their project renderings. While exploring the theme of photorealism, students will also learn about animation and post-production techniques to improve their visual communication skills.

Graphic Design

The course will equip students with the skills and knowledge required to visually communicate their design projects effectively. The course will cover both theoretical and practical aspects of graphic design, including principles of composition, color theory, typography, and image manipulation.

Through various design exercises, students will develop a personal visual identity and create a professional portfolio that showcases their work.

Light Design

The course teaches students how to design and develop effective lighting schemes for a variety of project types. Through a guided design process and practical experimentation, students will learn to create customized lighting solutions that meet the specific needs of each project. The course covers all aspects of lighting design, from initial design concepts to final project delivery. Students will also learn how to graphically represent and calculate a lighting project, ensuring their design meets the necessary technical and aesthetic requirements.

Innovative Process

The course in Innovative Process in Interior Design is a comprehensive program that delves into the exploration and application of innovative approaches, materials, technologies, and concepts in the field of interior design by creating exceptional spaces. This course is designed to empower aspiring interior designers with the tools and knowledge needed to develop unique and creative solutions for designing visually appealing and functional interior spaces.

Throughout the course, students will embark on a transformative learning journey, where they will acquire the skills and mindset necessary to challenge traditional design norms and push the boundaries of their creativity. The curriculum encompasses a range of key elements and steps involved in the innovative process of interior design, ensuring a comprehensive understanding of the subject matter.

The course will focus on the following Key elements: Research and Analysis, Ideation and Concept Development, Collaboration and Experimentation, Integration of Technology, Continuous Learning and Adaptation, Iterative Design Process, Unique Design Solutions

By the end of the course, students will be equipped with the knowledge, skills, and confidence to create unique and exceptional interior design solutions, addressing functional needs. The innovative process in interior design encourages designers to think creatively, explore new ideas, embrace technology, and challenge traditional design norms to create exceptional and groundbreaking interior spaces.

The final outcome will be a project and research based final presentation and discussion of the work developed by the students, based on a briefing provided by the instructor at the beginning of the semester.

Sociology And Anthropology Of Design

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During the course, students will explore the complex relationship between design and human behavior. The course will provide a comprehensive overview of the social and cultural factors that shape design and the impact of design on society. Special emphasis will be placed on the impact of digital devices on our daily lives and how the overuse of such devices can have negative effects on our cognitive and social development. Through case studies and practical exercises, students will gain a deeper understanding of the ethical and social responsibilities of designers and the ways in which design can shape human behavior and culture.

Environment Design

The course focuses on the creation of a distinctive brand identity for interior spaces. Students will learn how to interpret and translate the DNA and style of a brand/company into a specific space proposed by the client. The course covers all aspects of architectural, furniture, and decorative design, and emphasizes the importance of effective storytelling in professional presentations to clients.

Throughout the course, students will develop and present their projects using a range of technical drawing tools, as well as more evocative visual aids such as color palettes, material samples, finishes, and lighting choices, conveyed through images and keywords. The aim of the course is to equip students with the skills and knowledge necessary to create immersive, engaging, and memorable brand experiences through interior design. The course will focus on the principles of sustainable design and the integration of environmentally friendly practices in interior design.

Internship

The internship activity facilitates students to undertake work placement(s) to develop work based learning skills. The experience of working in a professional environment supports the development of professional and transferable skills, which in turn enhance future employability. Students will have the opportunity to develop working relationships using teamwork and leadership skills, recognising and respecting different perspectives. Thanks to the internship experience, students will apply both theoretical knowledge and practical skills of critical analysis to real world situations within a defined range of contexts to eventually increase their awareness of the social and community contexts within their disciplinary field. This unit will support the development of students as reflective practitioners and potential employees, who are equipped to meet the challenges and opportunities of the design industry. Students will undertake a work placement in industry, while documenting and reflecting upon the critical aspects of their experience in a critically reflective review. Each Student will be visited at least twice by their placement tutor during this unit. Tutorial support sessions can also be booked individually.

Dissertation

The Dissertation for the Master's in Interior Design program focuses on conducting extensive research and project development within the field of interior design to produce a comprehensive written document and a tangible design outcome. Students will select a relevant and original research topic, conduct a thorough literature review, and design a research methodology aligned with their research objectives. Ethical data collection and analysis techniques will be employed to uncover patterns and relationships, leading to the formulation of findings and conclusions.

In addition to the research component, students will engage in project development, applying their research findings to the design of an interior space, involving conceptualizing and developing a design proposal, considering factors such as aesthetics, innovation, functionality, sustainability, and user experience. The design proposal will be supported by the research conducted and will demonstrate the student's ability to integrate theory into practice.

Throughout the course, students will receive guidance and feedback from faculty members to refine their research and design work. The final outcomes of the Dissertation stage include a well-structured dissertation document, showcasing the research process, findings, and conclusions, as well as a tangible interior design project that reflects the application of research findings.

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Students will also have the opportunity to defend their research and design work before a panel of faculty members, and external guests from the industry, demonstrating their comprehensive understanding of the topic, their ability to critically analyze and contribute to the field, as well as their design skills and decision-making process.

The Dissertation emphasizes critical thinking, independent research skills, academic writing proficiency, and the application of research findings to practical design projects. It prepares students to become knowledgeable and skilled interior design professionals who can contribute to the advancement of the field.

Educational Mission of Istituto Marangoni

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

Programme Learning Outcomes: Framework

PLO Framework:

Knowledge [K]: outcome of the assimilation of information through learning, set of facts, principles, theories, and practices that are linked to an area of work or study.

Skills [S]: ability to apply knowledge and use know-how to complete tasks and solve problems. **Competence [C]:** proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development.

On successful completion of this program the graduate will:

Knowledge:

- K1. Comprehensive understanding of the history and criticism of contemporary design, including major movements and cultural contexts.
- K2. In-depth knowledge of emerging trends, consumer preferences, and the impact of design on people's lives, with a focus on human-centered design, universal design, and design for well-being.
- K3. Strong grasp of visual research techniques and research methods to inform design decisions and solve complex design problems.
- K4. Thorough understanding of materials, production processes, innovative technologies, and sustainable design principles, considering the environmental and social impact of design choices.

Skills:

- S1. Critical thinking and analysis to evaluate design concepts, trends, and research findings, incorporating design thinking methodologies.
- S2. Visual communication skills to effectively present design proposals and concepts to clients and stakeholders, emphasizing the principles of human-centered design and universal design.
- S3. Proficiency in conducting systematic investigations, collecting, and analyzing relevant data using appropriate research methods, and contributing to the advancement of design knowledge.
- S4. Technical skills in computer-aided design, rendering, graphic design, and lighting design, while considering sustainability in design and adhering to design ethics and professional responsibility.

Competencies:

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- C1. Ability to create innovative, functional, and emotionally impactful design solutions that prioritize human-centered design, universal design, and design for well-being.
- C2. Proficiency in trend forecasting, incorporating research methods, and utilizing design thinking approaches to address complex design challenges.
- C3. Competence in managing the production process of interior design, including material selection, manufacturing development, and adherence to professional standards and ethics in professional practice.
- C4. Effective communication skills for pitching design projects, presenting business ideas, and engaging with clients and stakeholders, while considering sustainability in design and promoting entrepreneurship and innovation

Map of Programme Learning Outcomes and Course Learning Outcomes (Matrix)

| Programme LOC | K1 | K2 | K3 | K4 | S1 | S2 | S3 | S4 | C1 | C2 | C3 | C4 |
|--|-----------|----|----|----|--------|----|----|----|-----------------------------|----|----|----|
| Course Code/Subject | Knowledge | | | | Skills | | | | Competencies [Sub-strand 3] | | | |
| ISSC/01 History and Criticism of Contemporary Design | P | | | | P | | P | | | P | | |
| ISDE/05 Trend Forecasting | P | P | | P | P | P | P | | P | P | | |
| ISME/03 Visual Research | | | P | | P | P | | | P | | | P |
| ISTT/04 Production Process | | | | P | P | | P | | P | | P | P |
| ISST/02 Innovative Technologies and Construction Materials | | | P | P | P | | P | | | | P | P |

| | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|---|---|
| ISDR/03 Techniques of Project Communication | | | P | | | P | | P | | P | | P |
| ISDE/02 Interior Design 1 | | P | P | P | P | P | P | | P | P | P | P |
| ISDC/02 Communication Tools and Techniques | | | | | | P | | P | | P | | P |
| ISDR/03 Computer Aided Design (CAD) | | | P | | | P | | P | | | | P |
| ISDR/03 Rendering | | P | P | | | P | | P | P | | | P |
| ISDE/02 Interior Design 2 | | P | P | P | P | P | P | | P | P | P | P |
| ISDC/03 Graphic Design | | P | P | | | P | | P | | | | P |
| ISME/02 Light Design | | P | | P | P | P | P | | P | | | P |
| ISST/03 Innovative Processes | | P | P | | P | | P | | P | P | | |
| ISSU/01 Sociology and Anthropology of Design | P | P | | | P | | P | | | P | | |
| ISDE/02 Environment Design | P | P | P | | P | P | P | | P | P | | P |

| | | | | | | | | | | | | |
|------------------|--|---|---|---|---|---|---|--|--|---|--|---|
| INT Internship | | P | P | | P | P | | | | P | | P |
| DIS Dissertation | | | P | P | P | P | P | | | P | | P |

Map of Program Learning Outcomes to the Emirates Qualification Framework (QF Emirates)

| Programme LOC QF Emirates | Knowledge | | | |
|--|--|--|--|--|
| | K1. Comprehensive understanding of the history and criticism of contemporary design, including major movements and cultural contexts. | K2. In-depth knowledge of emerging trends, consumer preferences, and the impact of design on people's lives, with a focus on human-centered design, universal design, and design for well-being. | K3 Strong grasp of visual research techniques and research methods to inform design decisions and solve complex design problems. | K4 Thorough understanding of materials, production processes, innovative technologies, and sustainable design principles, considering the environmental and social impact of design choices. |
| Comprehensive , highly specialized knowledge in a field of work, discipline and/or professional practice, and at the interface between different fields, including frontier concepts and recent developments | ISSC/01 History and Criticism of Contemporary Design | ISDE/05 Trend Forecasting | ISME/03 Visual Research | ISDE/05 Trend Forecasting |
| | ISDE/05 Trend Forecasting | ISDE/02 Interior Design 1 | ISDR/03 Techniques of Project Communication | ISST/04 Production Processes |
| | | ISDR/03 Rendering | ISDE/02 Interior Design 1 | ISDE/02 Interior Design 1 |
| | | ISDE/02 Interior Design 2 | ISDR/03 Computer Aided Design (CAD) | ISDE/02 Interior Design 2 |
| | | ISDC/03 Graphic Design | ISDR/03 Rendering | ISME/02 Light Design |
| | | ISME/02 Light Design | ISDE/02 Interior Design 2 | |
| | | INT Internship | ISDC/03 Graphic Design | |
| | ISSU/01 Sociology and Anthropology of Design | INT Internship | | |

| | | | | |
|---|---|---|---|--|
| Advanced knowledge of applicable research principles and methods. | ISSU/01 Sociology and Anthropology of Design | ISDE/02 Environment Design | ISST/02 Innovative Technologies and Construction Materials | IISST/02 Innovative Technologies and Construction Materials |
| | ISDE/02 Environment Design | ISST/03 Innovative Processes | ISDE/02 Environment Design | DIS Dissertation |
| | | | ISST/03 Innovative Processes | |
| | | | DIS Dissertation | |
| Programme LOC QF Emirates | Skills | | | |
| | S1. Critical thinking and analysis to evaluate design concepts, trends, and research findings, incorporating design thinking methodologies. | S2. Visual communication skills to effectively present design proposals and concepts to clients and stakeholders, emphasizing the principles of human-centered design and universal design. | S3. Proficiency in conducting systematic investigations, collecting, and analyzing relevant data using appropriate research methods, and contributing to the advancement of design knowledge. | S4. Technical skills in computer-aided design, rendering, graphic design, and lighting design, while considering sustainability in design and adhering to design ethics and professional responsibility. |
| Advanced skills required in research, analysis, evaluation and/or innovation of complex ideas, information, concepts and/or activities. | ISSC/01 History and Criticism of Contemporary Design | ISDE/02 Environment Design | ISSC/01 History and Criticism of Contemporary Design | |
| | ISST/02 Innovative Technologies and Construction Materials | | ISST/02 Innovative Technologies and Construction Materials | |
| | ISSU/01 Sociology and Anthropology of Design | | ISST/03 Innovative Processes | |
| | ISDE/02 | | ISDE/02 | |

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| | Environment Design | | Environment Design | |
| | ISST/03 Innovative Processes | | SSU/01 Sociology and Anthropology of Design | |
| | | | ISST/03 Innovative Processes | |
| Advanced problem-solving skills to analyze highly complex issues with incomplete data and develop innovative solutions and proposals Relevant to an academic/ professional field, field of work or discipline planning skills to develop and execute a major project or comparable activities (that includes a significant range of variables and complexity) with appropriately selected research methodologies producing sound | ISDE/05 Trend Forecasting | ISDE/05 Trend Forecasting | ISDE/05 Trend Forecasting | ISDR/03 Techniques of Project Communication |
| | ISME/03 Visual Research | ISME/03 Visual Research | ISST/04 Production Processes | ISDC/02 Communication Tools and Techniques |
| | ISST/04 Production Processes | ISDR/03 Techniques of Project Communication | SDE/02 Interior Design 1 | ISDR/03 Computer Aided Design (CAD) |
| | ISDE/02 Interior Design 1 | SDE/02 Interior Design 1 | ISDE/02 Interior Design 2 | ISDR/03 Rendering |
| | ISDE/02 Interior Design 2 | ISDC/02 Communication Tools and Techniques | ISME/02 Light Design | ISDC/03 Graphic Design |
| | ISME/02 Light Design | ISDR/03 Computer Aided Design (CAD) | DIS Dissertation | |
| | INT Internship | ISDR/03 Rendering | | |
| | DIS Dissertation | ISDE/02 Interior Design 2 | | |
| | | ISDC/03 Graphic Design | | |
| | ISME/02 Light Design | | | |
| | INT Internship | | | |

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 Unit 401 · Level 4 · PO Box 482020 · License number CL5911
 t +971 (0) 43457176 · dubai@istitutomarangoni.com

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| conclusions | | DIS Dissertation | | |
| Programme LOC QF Emirates | Competencies [Sub-strand 3] | | | |
| | C1. Ability to create innovative, functional, and emotionally impactful design solutions that prioritize human-centered design, universal design, and design for well-being. | C2. Proficiency in trend forecasting, incorporating research methods, and utilizing design thinking approaches to address complex design challenges. | C3. Competence in managing the production process of interior design, including material selection, manufacturing development, and adherence to professional standards and ethics in professional practice | C4. Effective communication skills for pitching design projects, presenting business ideas, and engaging with clients and stakeholders, while considering sustainability in design and promoting entrepreneurship and innovation. |
| Can self-evaluate and take responsibility for contributing to professional knowledge and practice including unfamiliar learning contexts | ISDE/02 Interior Design 1 | ISSC/01 History and criticism of Contemporary Design | ISDE/02 Interior Design 1 | ISDE/02 Interior Design 1 |
| | ISDR/03 Renderig | ISDE/02 Interior Design 1 | ISED/02 Interior Design 2 | ISDR/03 Computer Aided Design (CAD) |
| | ISED/02 Interior Design 2 | ISED/02 Interior Design 2 | | ISDR/03 Renderig |
| | ISME/02 Lighting Design | | | ISED/02 Interior Design 2 |
| | | | | ISDC/03 Graphic Design |
| | | ISME/02 Lighting Design | | |
| Can develop and implement further learning consistently and sensitively | ISDE/05 Trend Forecasting | ISDE/05 Trend Forecasting | ISST/04 Production Processes | ISME/03 Visual Research |
| | ISME/03 Visual Research | ISDR/03 Techniques of Project Communication | ISST/02 Innovative Technologies and Construction Materials | ISST/04 Production Processes |

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| | ISST/04 Production Processes | ISDC/02 Communication Tools and Techniques | | ISST/02 Innovative Technologies and Construction Materials |
| | ISED/02 Environment Design | ISST/03 Innovative Processes | | ISDR/03 Techniques of Project Communication |
| | ISST/03 Innovative Processes | ISSU/01 Sociology and Anthropology of Design | | ISED/02 Environment Design |
| | | ISED/02 Environment Design | | INT Internship |
| | | INT Internship | | DIS Dissertation |
| | | DIS Dissertation | | ISDC/02 Communication Tools and Techniques |

Study Plan

| SUBJECT CODE | SUBJECT | Credits CFA [ECTS] |
|--------------|--|--------------------|
| ISCC/01 | History and Criticism of Contemporary Design | 3 |
| ISDE/05 | Trend Forecasting | 2 |
| ISME/03 | Visual Research | 2 |
| ISST/04 | Production Processes | 2 |
| ISTT/02 | Innovative Technologies and Construction Materials | 2 |
| ISDR/03 | Techniques of Project Communication | 4 |
| ISDE/02 | Interior Design 1 +2 | 4 + 4 |
| ISDC/02 | Communication Tools and Techniques | 2 |
| ISDR/03 | Computer Aided Design (CAD) | 4 |
| ISDR/03 | Rendering | 4 |
| ISDC/03 | Graphic Design | 2 |
| ISME/02 | Light Design | 2 |
| ISTT/03 | Innovative Processes | 2 |
| ISSU/01 | Sociology and Anthropology of Design | 3 |
| ISDE/02 | Environment Design | 2 |
| INT | Internship | 10 |
| DIS | Dissertation | 6 |

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Learning and Assessment Strategy

Programme methods

The programme will present students with a variety of approaches to learning and assessment strategies that will promote intellectual, imaginative, analytical, and critical judgment.

It will allow students to develop understanding as well as their presentation and communication skills, which they will be able to demonstrate in a variety of forms.

A combination of different learning and teaching methodologies are employed to promote reflective learning and develop generic transferable skills.

Methods include:

- Projects to encourage independent learning through investigation, enquiry and problem solving;
- Group project to enhance interpersonal and collaborative skills;
- Tutorials and group tutorials to facilitate shared experiences and best practice;
- Seminars, formal lectures, and workshops.
- Study, trips, external projects and competitions present students with another dimension to their learning experience; guest speakers provide students with a full, broader, and real perspective to their specialist field of study.

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. Various forms of assessment are 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 curve. This process not only engages students, it also helps them see the progress they are making toward the learning goal.

Summative Assessment

These assessments are a means of evaluating 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 subject - concentrating 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 subject;
- Practical Coursework allows students to demonstrate their understanding and application of practical areas of study;
- Written Reports are required in some study areas, where a clear and structured brief is provided;
- Formal Examinations;
- Presentations may also be used to allow the student to develop their professional communication and

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presentation skills.

Attendance

The exams are processes designed to verify the learning outcomes and the knowledge acquired by the students within the single courses.

To gain admission to the exams, students must have attended at least 80% of the hours of lessons scheduled in the study plan for each course. The attendance is verified by the teachers of the individual courses, who will only admit the students who have complied with this requirement to the exams. Should the student fail to reach the required attendance level in one or more courses, they must attend said courses again before they will be allowed to sit the exam and be admitted to the next Academic Year.

Grades

The exams are graded by assigning marks out of thirty. The minimum mark is 18; The Board can also decide to award an additional merit to students who obtain the maximum mark of 30/30 in the form of the mention “Cum Laude”.

Full details on attendance and assessment are explained in the student handbook and in the Academic Regulation.

Career service

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 counseling activities are organized throughout the academic year. The careers service organizes 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, revise portfolios and encourage students to talk about their career goals and expectations.

Additionally, the Academic Board, by way of a specially appointed committee, will evaluate the contents and commitment in terms of time invested in the traineeship for the purposes of assigning credits. The above-mentioned committee will be responsible for assessing the results, having indicated the methods for doing so to the student before the traineeship commences.

When assessing the traineeship, the committee will be assisted by the teacher who has acted as the student’s tutor during the traineeship or apprenticeship activities.

The traineeship activity is regulated by a specific convention that indicates duration of the traineeship, place where the activities are performed, any payment or reimbursement of expenses, insurance covers, the name of the tutor, indicated by the student and appointed by the Director based on the indications provided by the Academic Board, and the name of the company tutor.

The learning activities performed by the students at other institutes in Italy, Europe, or other countries, which are the fruit of activated agreements, will be recognised. The results achieved are evaluated either by the Exam Board, considering the correspondence of the learning activities performed, or by a specific committee appointed by the Academic Board.

Student Support Strategy

Student Support Officers

A dedicated Student Support Officer is available for all students on the programme.

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For academic counseling, 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;
- 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, in person (by contacting reception) 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 Programme Leader and subject Tutor, and through appointments with academic staff;
- end of Course Evaluation;
- end of academic year online questionnaires where students will be invited to reflect on their overall experience in their school.

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.