

GRADUATE CATALOGUE

2024-2025

istitutomarangoni 

Istituto Marangoni · Dubai

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1. Catalogue Disclosure

1.1. Academic Contract

This is a personal agreement between 'the student and the School'. Under this agreement, the school agrees to teach students and in return, students agree to attend lessons and learn in accordance with this catalogue.

Providing that the School receives payment of its stipulated fees and students obey its rules and regulations, each party makes the following commitment to the other.

The School shall:

- provide tuition and supervision in respect of the programme of study;
- evaluate students in respect of that programme of study;
- award a qualification in accordance with the evaluation of student performance;
- act fairly and reasonably in dealing with students in all matters.

Students shall:

- strive to achieve and sustain standards of academic performance as stipulated by the School in respect of the programme being followed;
- observe all the School's rules and regulations;
- submit to the sole jurisdiction of the institution in all matters (academic judgement cannot be questioned by students or any other person or body);
- be subject to the authority of the School in relation to all matters of conduct and discipline;
- attend classes and workshops regularly;
- do their utmost to produce such work as required by the School;
- apply themselves wholeheartedly to the programme of study;
- keep the school informed about any changes of permanent address, address for correspondence, telephone numbers and private email addresses;
- respect and observe the rights and feelings of fellow students, School staff and visitors.

It is also agreed by both the School and students that:

- the School shall be entitled to make reasonable changes to the programme of study, facilities and courses being offered at its sole discretion. This discretion shall be exercised fairly and reasonably and students shall be entitled to receive fair and reasonable notice of any such changes;
- The academic judgement of the School shall be final and binding.

1.2. Student Rights

Istituto Marangoni Dubai is committed to ensuring that students are aware of their responsibilities as well as rights, which include (but the list is not limited to):

- Have access to a well-equipped learning environment which includes classrooms, laboratories, library and IT resources.
- Have the right to seek and receive relevant and trustworthy information as well as share their ideas freely and without any hesitation or fear of being disadvantaged.
- Have the right to dress as they wish to as long as it is appropriate and does not go against the School standards.
- Have freedom to practise their religion.
- Have the right to have their personal information kept confidential by the members of School staff and ensure that it is not shared with anyone unless prior written permission is provided.

In addition, the School is committed to promoting equal opportunities and good relations among its staff and students to create a positive learning environment in which all students are able to achieve their full potential. The School also promotes equality in terms of race, sexual orientation, disability, religious beliefs, age and gender to ensure that all aspects of the School's activities are free from unfair treatment or harassment.

2. About Istituto Marangoni

○ 2.1. History

Since 1935 Istituto Marangoni has been building on Giulio Marangoni's values, providing the fashion world with highly skilled professionals who respond to industry needs. He founded Istituto Artistico dell'Abbigliamento Marangoni in Milan (Italy) with the aim of creating new courses that would support the fast-growing fashion industry in Italy as it rapidly evolved at that time. Istituto Marangoni today follows that tradition and responds in the same way by listening to industry needs and developing courses to prepare the professional experts of tomorrow.

Today Istituto Marangoni is an established and recognised laboratory of aesthetic European-style culture with the finest Italian imprinting, collaborating with the most interesting names in the sector. These include global brands such as Armani, Prada, Versace, Dolce & Gabbana, Dior, Zegna, Jimmy Choo and Vogue. In the same way that Giulio Marangoni as a designer understood the needs of the industry, our current teacher-practitioners at Istituto Marangoni continue to teach with the same principles to prepare each student for a career in fashion and fashion business.

Italian fashion design and business models have influenced and continually impact the world economy of fashion and Istituto Marangoni has maintained its founder's goal of training the fashion professionals of tomorrow in such key sectors as design, communication, and managerial coordination. The programmes continue to uphold the value and quality of training and contextualising learning experiences in the realities of the international marketplace. Istituto Marangoni, persist in working closely with industry by developing courses while its continued aim is to empower talent in fashion and design and to produce industry professionals. Istituto Marangoni offers courses designed to provide students with the professional knowledge and practical skills to prepare them for the demands of the fashion industry.

○ 2.2. Istituto Marangoni Dubai

Istituto Marangoni S.r.l. confirms that names given to identify the local UAE School will operate under the same name as the parent institution, with additional identification of the UAE School as per the CAA

requirements. The School has a trade (commercial) name, which is Istituto Marangoni Dubai, whereas the legal entity has a legal name which is Istituto Marangoni Middle East Limited.

The School is located in Gate Village 8 Level 4 - Trade Centre - DIFC - Dubai - United Arab Emirates.

Istituto Marangoni, both at local level (the School of Dubai) and at Group level, intends to foster, establish and maintain an open, collaborative and collegial relationship with the Ministry of Education and the commission for Academic Accreditation (CAA) in Abu Dhabi. The aim is to grant that the standards requested by CAA are met at Istituto Marangoni Dubai to deliver to students the highest quality education services and materials. For this reason, the School will always provide CAA access to the School information and data such as enrolment figures, faculty and employers data, budgeting, personnel information, reports, signed partnership agreements as well as any license, auditing, external reviews or other accrediting agencies. The School will also welcome deputed CAA commissioners for on-site visits or other relevant meetings, and will facilitate any planned visits from CAA experts when requested.

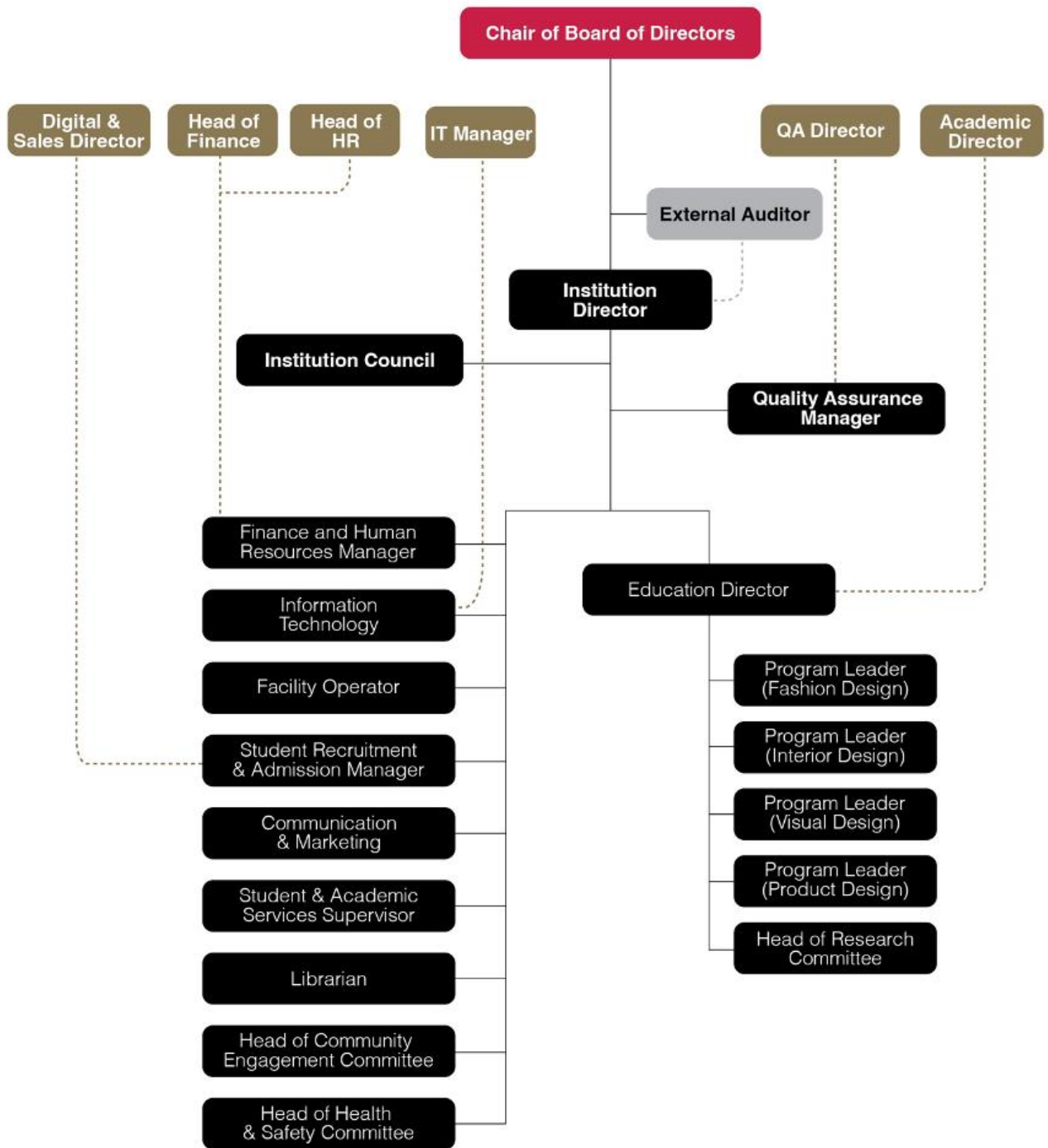
All educational programmes available at Istituto Marangoni Dubai are appropriate and coherent to its mission. International educational norms and UAE National Qualifications Framework (QF Emirates) are reflected in programme design and composition, and carefully integrated in the delivery of instruction, and in the assessment of student achievement.

○ **2.3. Organisational Chart**

In the first year of operation, the following members form part of the School's management arrangements:

- Institution Director who oversees all business processes and is a formal head of the School.
- Educational Director who oversees coordination of all academic activities related to the development of the educational outcomes as well as the academic faculty.
- Quality Assurance Manager who oversees all quality assurance processes and procedures as well as regulatory activities.
- Student Recruitment and Admission Manager who oversees the promotion of the School and sales targets.

- Admission Specialist who is in charge of supporting the Sales Manager in daily activities.
- Finance and HR Manager who oversees all the financial activities related to the business processes of the School as well as human resources aspects.
- Career Service & Industry Relations Manager who works closely on creating and maintaining a high level of placement for both graduate students and Alumni
- Student & Academic Service Supervisor who is in charge of the management of student support, supervision of regular academic activities and working closely with the academic faculty.
- Web Marketing Specialist who supports the Student Recruitment and Admission Manager with digital marketing campaigns
- Communication Specialist who supports the Student Recruitment and Admission Manager in School communication activities
- Librarian who is in charge of all services and learning resources made available for student in the reading room and the material lab.
- Receptionist who is in charge of guaranteeing welcome services to students, staff, guests and teachers.



-  ISTITUTO MARANGONI HEADQUARTERS
-  ISTITUTO MARANGONI DUBAI

○ 2.4. Mission and Vision Statement

Vision

Istituto Marangoni Dubai aspires to be one of the leading academic institutions in fashion, art and design in the UAE and regionally; a driver of change in the education sector through cross-contamination of fashion, art, design and innovative technologies. Istituto Marangoni Dubai aims to provide learners with high-quality education, blending innovative learning experiences with Italian expertise to enhance local talent and shape the future of the UAE fashion, art, and design industries. Istituto Marangoni Dubai aspires to create strong bonds with the local community and partner with industry players with the aim of supporting the graduates in their placement and career.

Mission

Istituto Marangoni Dubai is dedicated to providing students with a high-quality academic experience that qualifies the students to be long-lasting leaders with combined expertise and abilities in Fashion and Design, which will be achieved by offering an extensive and detailed educational portfolio that is constantly updated to match industry demands and evolution, achieving the highest academic standards with modern and dynamic curricula focused on results, integrating the spirit of “Italianess” into the experience of students on a daily basis through both curricula and the school experience, celebrating the global and multicultural reach of Italian culture through Fashion, Art and Design, supporting and developing the potential of our teaching and administrative staff, by means of constant and punctual training, and further strengthening historical and recent connections with the most important companies and personalities in the luxury Fashion, Art and Design market.

Values

The Core Values at Istituto Marangoni Dubai are:

- Inclusiveness: Istituto Marangoni Dubai encourages tolerance, values variety, and defends democratic principles.
- Excellence: throughout the board in educational endeavours, student services, and involvement in the local community.

- Social responsibility: Istituto Marangoni Dubai promotes civic engagement, environmental stewardship, and global citizenship. Additionally, it promotes awareness of and adherence to the needs and challenges of both national and international communities.
- Commitment: to the teaching profession and boosting the entire educational experience of students.
- Empowerment: giving all academic and staff members responsibilities and authority to empower them.
- Leadership: by inspiring colleagues, faculty and students to value their skills, originality, and creativity.
- Diversity: teaching and learning to students from various cultural backgrounds in order to create an excellent learning environment.
- Integrity: in all endeavours, both inside and outside of Istituto Marangoni Dubai.
- Teamwork: in all school-related activities, especially amongst teachers, staff, and students.
- Ethics: via candour and openness, as well as assurance, responsibility, and honor.
- Innovation: Istituto Marangoni Dubai will grow and be able to provide solutions for improving teaching and learning by encouraging and supporting innovation at the academic and administrative levels.

○ 2.5. Strategic Goals

The below are the strategic goals of Istituto Marangoni Dubai during the period of 2022-2027:

Goal 1: Reinforce student maturation and experience excellence in Schooling and learning. The School seeks to promote teaching and learning skills and strengthen the academic support services with a focus on a distinguished experience provided to students throughout their studies at Istituto Marangoni Dubai.

Objective 1.1: Implement teaching methods that will engage students and improve learning;

Objective 1.2: Reinforce Faculty and Staff Development.

Objective 1.3: Reconstruct scholarly and career counselling to increase student employability.

Goal 2: intensify Research Production, by incrementing innovative research and intellectual works among all programs of the School that will have an impact on the economy and society, locally, regionally and internationally.

Objective 2.1: Extend assets and broaden resources for research growth by demonstrating awareness for interdisciplinary research and creative works;

Objective 2.2: Object research and developing actions that encourage economy and employability.

Goal 3: widen the exposure of Istituto Marangoni Dubai, by increasing the internationalisation of the School, clustering on students as international citizens, and establishing international strategic partnerships.

Goal 4: Expresses and advocates internationalisation of institution-wide strategic plans, and develops policies to increase international enrollment, and the number of current students engaging in international higher education experiences.

Goal 5: Strengthen Community Engagement and increase institutional social responsibility, by developing policies to enhance faculty and staff participation in community engagement.

○ 2.6. Code of Ethics

Being part of the international Higher Education Group “Galileo Global Education”, Istituto Marangoni and all their employees, vendors and partners are subject to the “Code of Conduct and Ethics”. It implements principles such as:

- Honesty;
- Integrity;
- Transparency;
- Equality, non discrimination and impartiality;
- Loyalty, fairness and good faith;
- Compliance with all legal requirements and regulations;

- Observance of the most stringent rules for conduct in its relations with public Administration in full respect of their institutional functions;
- Clarity;
- Respect for individuals;
- Protection of the environment and health and safety.

The following conduct will not be accepted and where found, will be subject to disciplinary proceedings or lead to termination, according to type:

- Behaviour that could harm personal dignity;
- Favouritism;
- Sexually oriented threat or any type of sexually-based comment;
- Improper use of areas belonging to the group as well as the introduction of unauthorised persons into the facility;
- Comments or allusions that are defamatory or harmful to Istituto Marangoni;
- Defamatory or smear campaigns through social networks or other communication platforms;
- Conduct that may harm the confidential nature of any type of information inherent to Istituto Marangoni.

It is also prohibited to receive money or other goods, for themselves, others or the Group in exchange for confidential information of any nature. In the same way, such information may not be provided even free of charge.

○ **2.7. International Accreditations**

Istituto Marangoni's excellent standards are certified by other official accreditations of different validating bodies, according to different countries and their regulations.

In Italy, in Schools located in Milan and Florence, the Ministry of Education, University and Research (MUR) awards First Level Academic Diploma (Diploma Accademico di I Livello), First Level Master (Master

Accademico di I Livello) and Second Level Academic Diploma (Diploma Accademico di II Livello) through AFAM (Alta Formazione Artistica, Musicale e Coreutica). Diplomas are equivalent to Bachelor and Master Degrees. Vocational training courses are recognised by the regione Toscana and Regione Lombardia. All Schools in Italy also comply with quality standards ISO 9001:2015.

In London, all programmes are validated by Manchester Metropolitan University (UK) which awards students with either a BA (Hons) Degree or an MA Master's Degree. Currently, the School is also going through the validation processes with Regent's University London. In addition, the School has successfully been registered with the independent Higher Education Regulator in England – Office for Students (OfS). Alongside the OfS, the London School is inspected and monitored by the Quality Assurance Agency for Higher Education (QAA).

In Paris (France), BA (Hons) Degrees and MA Master's Degrees are awarded on selected programmes as they are also validated by Manchester Metropolitan University (UK). Currently, the School is also going through the validation processes with Regent's University London. Additionally, under the authority of the Minister responsible for vocational training (France Competences), the Commission Nationale de la Certification Professionnelle (CNCP) awards the RNCP Professional Certificate to students who complete a three-year course, with a title equivalent to a full-time three year programme of Higher Education (Level 6) and to students who complete the Cycles de Specialisation "Fashion and Luxury Brand Management" and "Fashion Design Womenswear", with a title corresponding to a full-time Master's Degree (Level 7).

In Miami, Florida (USA), Istituto Marangoni is licensed by the Florida Commission of Independent Education (FCIE) and the Florida Department of Education to award Associates of Arts (AA), Bachelors of Fine Arts (BA) and Masters of Arts (MA) Degrees. The School is currently applying for the national accreditation under National Association of Schools of Art and Design (NASAD).

○ 2.8. Relationships with Istituto Marangoni Community and Other Educational Organisations

Istituto Marangoni Dubai, as part of Istituto Marangoni Group, fosters strategic plans aimed at its chosen areas of community engagement, including initiatives aimed to enhance the environment and address issues of sustainability.

The main areas of community engagement of the institute involve:

- Students;
- Faculty;
- Employees;
- Alumni;
- Industry, employers and stakeholders.

2.8.1. Students Community

More than 4,700 students every year join Istituto Marangoni to be part of their unique academic path. Students from all over the world, coming from more than 107 nationalities, meet in Istituto Marangoni Schools and exchange ideas, projects, inspiration and visions which leads to an evolution of their aesthetic taste, helping them gain insight on their future career options. Students are constantly motivated to grow and they get all the tools they need to step into the working world with confidence. Through highly qualified teachers, our students get in touch with leading companies in the fashion industry, the same companies that turn to us to find their next hires. The community of Istituto Marangoni students is wide and precious, and contributes to increasing the value of their academic experience.

Despite the strict admission process, year after year the student community has had an important growth in numbers: confirmed over the last eight years, this positive trend has allowed the school to keep achieving ever more ambitious goals in terms of its population. Numbering around 2,800 in 2011, and now with over 4,700 members, Istituto Marangoni student community is a large blend of talents and sensibilities that

complement one another in a network of intense personal and cultural exchanges, making it one of Istituto Marangoni's most coveted assets.

2.8.2. Faculty Community

Specialised teachers and renowned professionals with extensive industry knowledge and experience, are part of the international I'M Faculty Community, counting more than 500 teachers all over the world. Qualified teachers are willing to transfer their skills in an engaging and direct way and transform today's talents into tomorrow's creatives and entrepreneurs. Many activities are implemented both at Group's level and with single local initiatives, to create a sense of belonging, loyalty and engagement. A Faculty database, in constant evolution and development, is aimed at tracking and mapping faculty's talents and skills.

To be connected with the most reputed professional and creative people of this industry is a key and unique aspect of Istituto Marangoni, in fact all the schools have appointed a range of high-profile mentors among their visiting faculty, to inject new stimuli for students and strengthen synergies between the educational front and the professional world. British stylist and fashion editor Katie Grand in London; French fashion designer and Balmain's creative director Olivier Rousteing in Paris; MSGM's founder Massimo Giorgetti and the eponymous showroom founder Riccardo Grassi in Milano; interior and product designers Giulio Cappellini, Carlo Colombo, Luca Nichetto and Elena Salmistraro in the Milano design school; footwear designer Paul Andrew and the international artists Andy Picci and Sarah Coleman in Florence; Chinese fashion designer Ricostru in Shanghai; Indian fashion designer Dhruv Kapoor and architect Ashiesh Shah in Mumbai are among the new mentors joining Istituto Marangoni for the academic year 2021-2022.

2.8.3. Employees Community

Istituto Marangoni community of employees include highly skilled and professional people at different levels, from junior to senior managers. Employees works all over the world, both at the Headquarters in Milano, hosting the Group's executive and operating offices, and in Istituto Marangoni schools located in different countries, but also in the three Representative Offices in Mumbai, Mexico City and Shanghai; in six Information Centres in Madrid, Tel Aviv, Stockholm, Bucharest, and Jakarta; and within the extensive network of official promoters. At their helm, the Managing Director Dr. Stefania Valenti coordinates a team of more than 600 employees, freelancers and teachers.

2.8.4. Alumni Community

During its 87 years of experience, Istituto Marangoni has developed and nurtured “I’M Alumni”, an international and multicultural community of over 45,000 students and Alumni worldwide who share the same values and skills learned while studying at Istituto Marangoni. The school places great value on its Alumni Community both at a global and at local level and has developed a dedicated Alumni office in order to enhance the sense of belonging to the institute, the continuous engagement of its Alumni worldwide and the creation of services to ease the networking and support the Alumni also after their graduation. In addition, the institute has also recently created an official Alumni Group on LinkedIn that gathers more than 6,000 active Alumni from all over the world, that is the contact point to easily get in touch with the other members of the Community and to share all the events, contests and job opportunities dedicated to professionals and senior profiles. Also Istituto Marangoni has also created the official Global Alumni Newsletter, sent every three months in order to share all the events, projects and activities developed by all the schools of the Group, sent to all Alumni worldwide.

Thanks to the strong professional network of Alumni and Companies, the Career Service Office of each school supports its Alumni by sharing job opportunities and recruitment activities, also after the graduation. Istituto Marangoni offers an exciting international career opportunity for its alumni from all over the world. A special training and development plan, called IMFT (Istituto Marangoni Faculty Training) aims at attracting new teachers among the Alumni Community, to become Istituto Marangoni ambassadors and boost faculty visibility. Every year, the Group organises different IMFT courses all over the world, to attract new potential candidates and train them with the unique teaching methodology of Istituto Marangoni. In order to qualify, candidates are requested to have at least 3 years industry experience in the field of fashion/art/design, and a strong interest in becoming the new generation of qualified Istituto Marangoni teachers. IMFT is a one-week course, free of charge to Alumni willing to start, alongside their profession, a part-time academic career within Istituto Marangoni schools. The best participants will be given the opportunity as a teaching assistant to shadow an experienced professor for 1-month, in the school where they have chosen to do the IMFT course. Young teachers will bring their personal and unique fashion/art/design experience to influence their teaching within the Istituto Marangoni schools in Europe,

also poised to be pioneer teachers for Istituto Marangoni in the future school openings around the world, with the delicate and exciting task of forming the future professionals in those fields. For Istituto Marangoni Dubai, a dedicated IMFT course was held last in May 2022.

2.8.5. Relationship with Different Employers

Believing in the importance of establishing solid relationships with the Fashion, Design and Arts industry and its stakeholders, Istituto Marangoni has also developed a network of more than 4,500 of the most important brands and companies of the Luxury, Fashion, Design and Arts industries in order to promote talent and create valuable exchange of opportunities for all its students and Alumni in all the schools of the Group. This commitment is shared by all its partners who have the opportunity to connect with the next generation of designers and creative professionals for talent acquisition and for the development of win-win projects. For this reason, Istituto Marangoni's teaching method sees brands and companies involved during the Degree and Master courses with specific Industry Projects that have the objective of practising what students have learnt during the course, through concrete projects proposed by the companies. These projects are also a valuable opportunity for the companies to meet Istituto Marangoni students in person and select the best talents for their internal talent acquisition process. Companies are also involved in the Career Days that are organised both digitally and in person from all the Career Services of each school, aimed at promoting internship opportunities and interviewing the students in line with the searched profiles.

2.8.6. Relationship with other Education Providers

Thanks to a dedicated department at Istituto Marangoni Headquarters, the Group sets forth multiple 'Memorandum of Understanding' and 'Collaborative Agreements' with foreign universities and schools all over the world, with the intention to cooperate as follows:

- Enhance collaborative academic programmes such as (but not limited to): Study Abroad programmes, e.g. Semester Abroad, Tailor-Made courses, Articulation Agreements, workshops and exhibitions;

- Facilitate the admission of qualified students from Partner University to Istituto Marangoni for the purpose of participating in Istituto Marangoni undergraduate and/or postgraduate Semester Abroad Programmes, or other types of bespoke Study Abroad programmes;
- Support academic and cultural exchange programmes for faculty members and guest lectures;
- Support joint research activities between faculty and researchers of both institutions;
- Explore other activities that contribute to the development of academic collaborations between the Parties.

Partnering with other Education providers is key and strategic in the vision of Istituto Marangoni, and the selection of partners will need to respond to some fundamental selection criteria such as: reputation of partner university (such as position in international rankings), school's fees (to be aligned with Istituto Marangoni premium price positioning) and alignment of academic curriculum (partnership can be established both with premium schools operating in the Fashion, Art and Design Higher Education fields, or with estimated providers of generalist Higher Education which might be interested in including Fashion, Art and Design courses in collaboration with Istituto Marangoni.

The two partner institutions cooperate and agree on a detailed plan aimed at implementing the activities defined together, and commit to appoint project managers and/or faculty staff (where course development is foreseen) in order to develop the projects agreed. Each activity should meet each institution's academic and fiscal constraints, and above all be consistent with the schools' mission.

As part of Istituto Marangoni network of schools, also Istituto Marangoni Dubai will benefit from this centralised service at Group's level, by being selected as a destination for study abroad from foreign partner universities and schools signing corporate agreements with Istituto Marangoni Headquarters. By means of dedicated presentations and lectures by schools' members of the faculty, students from partner universities are engaged and stimulated to choose Istituto Marangoni schools as their preferred destination for study abroad.

Among the latest successful relationships established with premium education providers worldwide, Istituto Marangoni can count on the recent approval of Chinese Ministry Education for a Sino-Foreign Cooperation with Zhejiang Sci-Tech University, China. In the recent years, Istituto Marangoni's priorities in China have

been focusing on scouting for a prestigious academic partner to set up a recognized collaboration, with the aim of playing a key role in nurturing Chinese talents by granting a degree while bringing European know-how, excellent academic professionals and an innovative teaching methodology in Fashion Higher Education. As a result, 'Istituto Marangoni Fashion Design Institute, Zhejiang Sci-Tech University' will open its doors in Fall 2022, welcoming talented Chinese students to get a Double Award either in 'Fashion & Accessory Design' or in 'Digital Media Design', in a dedicated campus located at Zhejiang Sci-Tech University, in the Linping District, Hangzhou, China.

3. IM Dubai Academic Governance

Istituto Marangoni Dubai will be opened as a new school and new legal entity (Istituto Marangoni Middle East Limited, under formation), 100% controlled from the parent institution in Italy (Istituto Marangoni S.r.l.).

Istituto Marangoni Middle East Ltd Governing Body (Board of Directors) will provide leadership and strategic direction to the institution and operate under By-Laws which comply with specific requirements. The local Board of Directors of Istituto Marangoni Dubai (Governing Body) will be established as stated on Istituto Marangoni Srl Board Resolution of 21st January 2022, and will be composed by:

- Ms. Stefania Valenti, Istituto Marangoni Group Managing Director and Istituto Marangoni Dubai Director and Board Member, holding Italian passport;
- Mr. Vitomichele Dellacasa, Galileo Global Education Italia Chief Finance Officer (CFO), and Istituto Marangoni Dubai Director and Board Member, holding Italian passport;
- Mr. Salvatore Sivari, Istituto Marangoni Group Head of Finance, and Istituto Marangoni Dubai Director and Board Member, holding Italian passport;
- Mr. Kamil-El-Ghali Senhaji, Galileo Global Education Regional Director Africa, Middle East, Asia and Mexico, and Istituto Marangoni Dubai Director and Board Member as Non-Executive Director, holding a French passport.
- Mr. Roberto La Iacona, Istituto Marangoni Dubai Institution Director, to be nominee as ex officio member of the Board of Directors holding Italian passport

4. Admissions

○ 4.1. Admission Requirements

Any person is welcome to apply for Istituto Marangoni Dubai. However, applicants should meet certain standards to be admitted to the school. Students who achieve a high average in their Secondary School Certificate are encouraged to apply to Istituto Marangoni Dubai for their higher education.

○ 4.2. Conditional Admission to Graduate Programs

- Students applying to one of the Master's programs offered by Istituto Marangoni Dubai are required to have a bachelor's degree in one of the accepted disciplines. However, students with a bachelor's degree in other disciplines may be conditionally admitted to the Master's program upon successful completion of the pre-master program, which consists of 18 ECTS of remedial courses designed to prepare the student for the Master's program. The pre-master courses are not for credit within the degree program and will not be counted in the CGPA.
- If the bachelor's degree was completed outside the United Arab Emirates, students may be conditionally admitted for one semester to obtain an Equivalency certificate for their bachelor's degree from the Ministry of Education in the UAE. Failure to obtain the certificate within this period will result in dismissal.
- The overall GPA in the bachelor's degree should be at least 3.0 on a 4-point scale or its equivalent. However, the following cases may be accepted conditionally:
 - May conditionally admit students to the master program with a recognized Bachelor's degree and a minimum cumulative grade point average (CGPA) of 2.5 on a 4.0 scale or its established equivalent. Such a student must take a maximum of 18 ECTS credit of courses studied for the graduate program during the period of conditional admission and must achieve a minimum CGPA of 3.0 on a 4.0 scale, or its established equivalent, in these nine credits of courses studied for the graduate program or be subject to dismissal.
 - May conditionally admit students to the master program with a recognized Bachelor's degree and a minimum cumulative grade point average (CGPA) of 2.0 on a 4.0 scale or its established equivalent to a maximum of 18 ECTS graduate-level credit hours as remedial

preparation for the graduate program. These remedial courses are not for credit within the degree program. The student must achieve a minimum CGPA of 3.0 on a 4.0 scale, or its established equivalent, in these 18 ECTS of remedial courses in order to progress to the graduate program or be subject to dismissal.

- Students might be conditionally admitted with a recognized Bachelor’s degree and an English EmSAT score of 1250 or its equivalent on another standardized approved tests, such as TOEFL score of 530 (197 CBT, 71 iBT), or 5.5 IELTS academic, to the master program. Such a student must meet the following requirements during the period of conditional admission or be subject to dismissal:
 - Must achieve the required English proficiency score (please see the below table), by the end of the student's first semester of study.

Test	Required Score
EmSAT -English	1400
IELTS Academic	6.0
TOEFL ITP	550
TOEFL iBT	79
PTE Academic	50
The Cambridge English: Advanced Test of English	52

○ **4.3. Admission Test (“Entry Test”)**

The Admission Test (“Entry Test”) is divided as follows:

- Creative ideas: candidates are invited to present 6 personal creative ideas. These may be submitted in the form of sketches, designs, photographs, mood boards and collages (the 6 creative ideas can also consist of a mix of these formats). They can also be:
 - personal re-interpretations of items, areas, people, situations;

- design ideas: representations of personal creations, such as clothes/fashion collections, objects, furniture, interiors, etc. (based on requirements for the course in question). All projects must be submitted in A4 or A3 size, in .pdf, .tiff, .jpg, .zip formats;
- Answer to 4 multiple-choice questions;
- Interview: the second part of the admission test consists of an interview which may be held via Skype or Zoom. The candidate's language skills will also be assessed during the interview.

The assessment commission is appointed by the Academic Board, presided over by the Educational Director and composed by appointed lecturers coming from different study fields. The commission establishes the subjects being tested and defines the assessment parameters. The calendar for interviews is set out by the Educational Director.

Candidates must present themselves for an interview with an identity document.

Communication of Admission Test results

The Admission Team, while evaluating the candidates, checks the results and prepares the list of admitted students. This list shows candidates in alphabetical order without indicating merit assessments.

The Student & Academic Service Office of the institute will contact the interested students by using the e-mail address indicated during the pre-enrolment.

First Year Enrollment

Admitted candidates must submit an enrolment application within and no later than August 30. Those who do not meet the deadline lose the right to be enrolled.

In the event of incomplete documentation submitted during the enrolment process, students are required to regularize their position as soon as possible and, in any event, not later than October 30, under penalty of exclusion from the enrolled student lists.

Candidates must present themselves for the interview together with an identity document.

○ **4.4. Student Fees**

Student fees are divided into Enrolment Fee and tuition Fee, and are payable in accordance with the following criteria:

Enrolment Fee:

By submitting an Application Form available in the dedicated Admissions Pack, students declare that they wish to enrol in the chosen course on the basis of the written terms, and the School has the power to accept or decline their request at its own discretion. Students accept to pay an Enrolment Fee (or a single fee) equal to the amount established in the application form. The School is not able to admit students to a chosen programme unless they have paid the Enrolment Fee (or a single fee) within the required deadline and provided all required documentation. The payment of the Enrolment Fee (or a single fee) will need to be effective prior to or at the time of submitting the Application Form, and according to the methods of payment specified in the form itself. If the payment is made by bank transfer, a copy of the bank operation will need to be attached to the Application Form. Upon the receipt of the Application Form and documents listed in the form itself, the School will check the accuracy of the information and whether it meets all eligibility requirements, and will send a written notice about whether the student has been admitted to the chosen programme.

The Enrolment Fee (or a single fee) can only be refunded in the following cases:

- If the School declines the application.
- If the student is unable to secure a visa.
- If the programme is cancelled.

In case the visa application is rejected, the reimbursement of the Enrolment Fee will be possible only after the formal submission of a copy of the confirmation letter.

For all students enrolling to the 2nd year and following ones (September intake only), the Enrolment Fee (or a single fee) must be paid by 30th July even if the student is signed up for the reassessment exams.

Tuition Fee:

The payment of the tuition fee will need to be received by the School, in one single payment, in cleared funds, by the following deadlines:

- For programmes starting in January, by and no later than 30th October of the previous year; or
- For courses starting in September, by and no later than 30th July of the same year.

The tuition fee for each year subsequent to the first year may increase no more than 5% on year. The information is transparently communicated to students through the relevant Application Form.

For enrolments after the above mentioned deadlines, the payment of the enrolment fees as well as tuition fees will need to be made in one single payment within and no later than a week after the date of the confirmation of admittance to the programme, and in any case never after the beginning of the programme itself.

In accordance with Istituto Marangoni Group’s best practice and in compliance with UAE regulations, Refund Policy – as clearly stated in the Admission Pack and in the Terms and Conditions – refers the following guidelines and rules:

- 100% of the tuition fee up to 90 days before the academic year start.
- 70% of the tuition fee up to 60 days before the academic year start;
- 50% of the tuition fee up to 30 days before the academic year start.
- 30% of the tuition fee from 29 days before the academic year start;
- No refund is foreseen for cancellation after the first day of the academic year.

Istituto Marangoni Dubai may withhold reasonable costs and losses incurred due to cancellation or interruption, including, but not limited to, administrative costs, any of occurred payments to representatives or third parties in the context of student’s selection, teaching and assessment costs up to the date of such cancellation or interruption.

The reimbursement of tuition fees will be made only after the receipt of an official letter of cancellation. It is noted that all letters must include bank details for refund purposes.

Courses	Enrollment Fee	Tuition Fee
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Master of Arts in Interior Design	AED 16800	AED 117600**
Master of Arts in fashion and Luxury Brand Management	AED 16800	AED 124950**

** Tuition fee may be increased to match the Bachelor's courses*

*** An annual tuition fee increase of a maximum of 5% could be applied*

○ 4.5. Scholarships

Istituto Marangoni Dubai offers best talents the opportunity to benefit from a deduction as a facilitation to the enrolment in its courses. Scholarships are intended as a deduction on the tuition fees (please note that the enrollment fee is always due). Specifications about each course are made available on the Istituto Marangoni scholarships page at www.istitutomarangoni.com

4.5.1. Selection Process and Criteria

Istituto Marangoni Scholarships Committee will select the winners based on the materials provided by the candidate. Materials submitted may not contain images and / or contents which are or could be considered offensive, illegal and / or immoral, nor sexually suggestive materials which promote, also potentially, offensive, profane, violent, obscene or hate speech based upon the race and / or sex of an individual or group. The rights of use for iconographic materials are considered property of the candidate.

All accompanying texts and documents submitted shall be written in English. Content in any other language will not be considered. The School reserves the right to exude candidates from participation who submit materials which do not comply with the regulation, incomplete documents or documents that do not meet the prerequisites.

4.5.2. Deadlines

Application deadlines for any eventual special project as well as submitting the documents will be specified in a dedicated regulation which will be shared with all candidates during the application process.

Scholarship applications are evaluated on a rolling basis and the applicants will be notified regarding the formal outcome of their application following the final decision made by the internal Committee.

4.5.3. Scholarship Committee

The Scholarship Committee is composed of Istituto Marangoni leading faculty members and is responsible for evaluating and selecting the most appropriate candidate profiles.

4.5.4. Terms of Assignment and Acceptance

Selected candidates will be contacted via email and asked to confirm the acceptance of the offered deduction within 3 working days as well as proceed with the formal payment of the enrolment fee within 5 working days from the acceptance day. In case the candidate does not accept the scholarship on time as well as does not pay the enrollment fee, the selected candidate will be removed from the list and the scholarship may not be guaranteed after this time.

5. Organisation of Courses

○ 5.1. Academic Calendar

Each academic year is divided into two semesters, consisting of teaching sessions and assessment sessions to test student learning (also referred to as “exam sessions”).

The teaching sessions of each semester consist of lessons, exercises and laboratory/workshop activities, followed by a period dedicated to learning assessment at the end of the semester. The duration of the academic year is set from September to October. This is not contrary to the possibility to bring forward teaching activities during the academic calendar.

Regarding teaching aims and to the most efficient organisation of activities, the Institute reserves the right to set out variations to the days and times on which lessons are held, both in temporary and definitive terms, giving suitable notification to Students of same. The scheduling of the use of spaces and times defines the availability of the spaces to be destined to teaching and study activities, as well as the respective times for use.

For each taught course activated, the scheduling identifies the exact name of the course, the name of the teaching staff, the time, and the starting and ending date of lessons.

The academic calendar is given to Students at the start of the Course.

The Academic Calendar for 2024-2025 (September 2024 intake) is available as an Appendix 1.

○ 5.2. Certification and Qualifications

Istituto Marangoni issues the following certificates:

- Certificate of registration (enrolment), after ensuring that all of the documents required to register for Courses have been provided, including the document “General Conditions for programme enrolment”, duly signed, as well as the regular administrative status of the Student;

- Certificates of Attendance
- Academic certificates (Transcript) reporting examinations passed and ECTS (European Credit Transfer System) Credits acquired;
- At the end of the Graduate Course the qualification of MA Degree is issued;
- Diploma Supplement.

- **5.3. Plan of Study**

5.3.1 ECTS: European Credit Transfer and Accumulation System

The Course Programme and the educational activities are organized on the basis of Educational Credits, hereinafter referred to as ECTS, as a measure of the commitment and learning results of the Student. ECTS refers to the measure of learning achieved, including laboratory activities and individual study required by the student to acquire knowledge and skills in the training activities established by the Course Programme.

The ECTS corresponding to each training activity are acquired by the student through attendance to lessons and successful passing of the exams or other form of learning assessment.

1 ECTS corresponds to 25 hours of work, including theoretical, theoretical-practical lessons, laboratories, designs, and individual study. The average load work for Students attending full-time to the academic studies is conventionally set to a total of 1,500 hours (60 ECTS per year).

The total time to dedicate to lessons, seminars, laboratory activity or other training activities is distributed as

follows:

- 30% for theoretical lessons;
- 50% for theoretical and laboratory lessons;
- 100% for laboratory activities.

5.3.2 Learning Activities

The Plan of Study sets out a series of preparatory priorities for teaching, based on which, to access some courses it is necessary to have passed others, which are considered fundamentals. The preparation defines

limits to progression in study programmes, guaranteeing the achievement of educational aims as required in the annual nature of the Courses.

Training activities are divided into the following types:

- training activities related to basic learning: these provide the necessary information and analytical and methodological tools across a range of different areas;
- distinctive training activities provide essential knowledge skills for the definition of cultural and technical content as well as the skills and specialist know-how that qualify professional figures;
- internship activities: the internship consists of a period of work experience, through the creation of individual or group projects working with institutes or companies at their premises or at the School (internship on campus).
- educational activities for the preparation of final examination for the final qualification (dissertation);
- individual/independent study activities that make students responsible for their own learning. The method obliges students to inquire into a subject and often to integrate knowledge from different disciplines. They develop research skills by having to select, collect, and present information. The independent method develops in the students the skills of a self-directed learner.

6. Academic Policies

○ 6.1. Student Statuses

6.1.1. Regular Students

Regular students are all those students who, by the end of the autumn session for the current year have successfully sat and completed all the examinations.

Students who have not achieved the minimum attendance, where required by the Academic Board, shall attend the courses and take the relevant tests *in itinere* and examinations.

6.1.2. Repeating Students

The students who are not in the position stated in the above section of this article can register as Repeating Students for the previous year of the course attended, paying the relevant fees; they are not obliged to attend the subjects for which they have already passed an examination or have met the necessary attendance and the signatures for admission.

Applications for enrolment in following years must be submitted to the Institute before 30 July.

All those who do not regularise their registration for the different years in the course within the time and according to the methods set down in the above sections of this article will not be admitted to lessons and will not be able to use the Institute's equipment.

○ 6.2. Attendance

Timetabled teaching sessions are an essential part of the student learning experience on all courses the School provides. Much of the curriculum content of courses is conveyed through timetabled teaching sessions which provide excellent opportunities to interact with the School's academic staff and fellow students. Students are obliged to comply with Educational Regulations concerning the obligation to attend the lessons scheduled according to the study programme, guaranteeing a frequency of not less than 80% for

each course. In case of non-attendance, the procedure stated in the Attendance Policy will be followed and students might be required to re-register for the Course. The procedure is as follows:

- An attendance concern letter will be issued as a reminder of attendance requirements by the Academic and
- A first academic warning letter will be issued if the student fails the conditions of their attendance concern letter.
- A second academic warning letter will be issued if the student fails the conditions of the first academic warning letter.
- An intent to terminate registration notification will be issued if the student fails the conditions of their second academic warning letter.

The School may decide, on the basis of extenuating circumstances presented by the student, to set aside a formal warning. Where this is the case, this will be communicated in writing to the student by the Student and Academic Services team.

At the start of the academic year, the School Academic Staff will set out the calendar and timetable for lessons, pursuant to current regulations. The timetable for the single course of study and the mandatory attendance for different didactic activities are set out annually, based on the Course Programme and on planning needs.

Course attendance is mandatory. Admission to exams is in fact granted to students who have attended at least 80% of lessons, held for each single course in the academic year of enrolment. Once registered for the course, the student is obliged to attend all lessons and in the event of repeated and unjustified absences, will be suspended.

Students' presence at lessons will be noted by the relevant course professor, using the forms provided by the Student Service office.

At the end of the course, teaching staff and the Student Services office of the Institute, before confirming admission to exams, will check attendance, in compliance with that stated in these Regulations.

○ **6.3. Assessment**

Istituto Marangoni has devised a reliable, appropriate, and impartial method for students' learning assessment that enables each student, in specific moments throughout their study path, to give evidence of their education advancement and how / if their knowledge skills have met established Learning Objectives and are coherent with the learning outcomes established for each course. Each Learning Objective is specifically designed to enhance the student learning preparation on a subject-specific level.

Examinations are held in the following format:

- Oral exams to assess understanding of the subject when questioned by the lecturer.
- Written exams required in some educational activities to allow students to display their understanding of a subject within a limited time period, using written tests and open and / or closed questions, or essays on specific subjects.
- Assessment of portfolio used to analyse different projects developed.
- Practical activities allow participants to demonstrate their understanding and application of practical study areas.
- Research / report required in some areas of study for which students need to deliver their work on a specific subject to be produced beforehand and present for examination or independent assessment by professors.

The Educational Director together with Professors agree on submission dates of written projects, whereas the Academic Services department prepare the exam session timetable according to the examinations calendar set out prior to the start of the academic year. The Educational Director is responsible for appointing the commissions' members as well as setting out the timeframe and internals for exam sessions.

Normally, exam sessions are scheduled as follows:

- First ordinary session (November / December).
- Second ordinary session (February / March).
- Third ordinary session (September).

Any further extraordinary session must be formally authorized by the Academic Board upon the proposed submitted by the Educational Director.

Extraordinary examination sessions:

- April
- November

In case of several appeals for the same course in the same session, it is necessary to wait at least 15 days between one appeal and the other.

- **6.4. Admission to Examinations**

To be admitted to final examinations, students must:

- be up to date with course registration, have paid all tuition fees and other costs, and, if foreign, have a valid permit of stay;
- be up to date with required attendance for each single course.

- **6.5. Examinations**

Final examinations are held before an Assessment Commission, consisting of at least two members, one of which is the professor responsible for the course and professors appointed by the Educational Director, one of which shall act as a President. The exams commission, interval of tests and the timeframe of same are all set out by the Student & Academic Services, at the instruction of the Educational Director. Students must attend their examinations at the set time previously communicated to them; once at the end of the list, the commission will close the reports. The exam reports will state, alongside each name, the assessment criteria, course name, assessment or alternatively, the non-presence of the candidate. The commission is obliged to countersign the candidates' reports, except in the case of remote examinations. The report must be signed, digitally, by all members of the commission.

Assessments may have the following outcomes:

- Successful student with allocation of a grade no less than 18/30 and/or eligibility after the exam;
- Students failed to pass: if students withdraw, they are not qualified, have not met the attendance requirements or have an overall negative result (lower than 18/30), according to parameters made known by the professor at the start of the course.

During the exam, it must be possible to identify the course of each single student, who must present and discuss their work with the Assessment Commission, including in the case of complex group projects.

○ **6.6. Grading System**

Assessment is carried out considering final exam performance. Grades are expressed in thirtieths.

Exams are successfully passed when students achieve a minimum of 18 out of 30. When a maximum grade is achieved, and in case of absolute and recognized unanimous excellence, a distinction may be awarded. It is not permitted to repeat a final exam that has been registered with a pass grade. The School follows the below conversation table for its grading system:

Grades in Letters (US)	Assessment	Numeric vote (Italy)	Numeric vote (UK)	Numeric vote (JAE)		Letters UAE	Points UAE
A	All learning out-comes have been achieved with an excellent level.	30 cum laude	70+	96	100	A+	4,0
B	All learning out-comes have been achieved with an optimal level.	29-30	65-70	91	95	A	3,8
C	All learning out-comes have been achieved with a good level.	26-28	56-64	86	90	B+	3,5
D	All learning out-comes have been achieved with a discrete level.	22-25	47-55	76	80	C+	2,6
E	All learning out-comes have been achieved with a minimum level.	18-21	40-46	66	70	D+	1,5
				60	65	D	1,0
F	The learning outcomes have not been achieved.	<18	0-39	<60		F	0,0

○ **6.7. Assessment Criteria**

The establishment of the European Higher Education Area (EHEA, European Higher Education) as part of the “Bologna Process” involves the definition of the course in terms of student learning. Student assessment

parameters are based on the “Dublin Descriptions” (Bologna Process, European Qualifications Framework, 2004). Which contributes to the description of qualifications within a national and European Framework.

The parameters need to be read in relation to one another and are based on the following elements:

- Knowledge and understanding.
- Applying knowledge and understanding.
- Making judgments.
- Communication skills.
- Learning skills.

Final qualifications for graduate courses will be given to students who:

- Have demonstrated knowledge and understanding in a field of higher education studies and which are at a level which, characterized using advanced textbooks, includes awareness of some avant-garde subjects of their own area of study.
- Able to apply their skills and understanding in such a way as to demonstrate a professional approach to their work and who have suitable skills to devise and support arguments and to solve problems within their area of study.
- Demonstrate the ability to collect and interpret data (usually within their own area of study) considered useful in achieving independent opinions, including reflection on social, scientific, or ethical subjects connected to them.
- Know how to communicate information, ideas, problems and solutions to specialist and non-specialist interlocutors.
- Have developed the learning skills needed.

- **6.9. Withdrawal and Suspension from Courses**

6.9.1. Self-Withdrawal from Courses

Students wishing to end their studies are warmly invited to speak to the Student and Academic Services office about their situation as well as their Course Director. A meeting will be scheduled to discuss their situation and decision to terminate their studies. Following the meeting, students can decide not to proceed with their career advancement, explicitly stating it in writing by completing a withdrawal form which will have to be presented to the Student and Academic Services office. An academic withdrawal is irrevocable. Withdrawal from studies will nullify the student's qualification and students will no longer be able to access the School premises as well as use its resources.

This does not exclude the possibility of a new registration, even for the same Course. Any acknowledgement of ECTS acquired is implemented by the Course Board, under the supervision of the Educational Director, after checks of their non-obsolescence.

Students who, after withdrawing from studies, are readmitted to continue their careers, will have to pay fees for the exploration of studies, to the small extent as set down by the Administration Body.

6.9.2. Academic Withdrawal from Courses

Istituto Marangoni Dubai considers that students' academic success depends heavily upon their engagement with their course. The School defines engagement as consisting of attending timetabled teaching sessions, which include lectures, seminars, academic and personal tutorials as well as other forms of contact with academic and professional services staff that relate to academic studies.

The School has in place a range of mechanisms for supporting student success and managing engagement with programmes of study. However, there may be occasions where a student is judged to be at risk of being unable to complete the required academic work to a sufficient standard to secure a pass at the end of the academic year.

Students considered to be at risk of failing at the end of the academic session should receive appropriate information, advice and guidance before the formal withdrawal procedure is initiated, so that they are aware of their situation and of the options available to them. This may take the form of a meeting or an informal letter from the Programme Leader or a delegated academic or administrative staff. Any judgement to withdraw a student should consider a range of factors and be based on evidence of the student's overall level of engagement with the course. The formal procedure will be initiated by the relevant Programme Leader on the basis of a considered view that:

- the student is currently at serious risk of failing at the end of the academic session;
- although the student has not yet reached a point where they are no longer able to pass at the end of the current academic session, if the situation is not rectified they will have reached that point by the time the formal withdrawal procedure has been concluded.

The formal procedure will be initiated as a result of evidence of one or more of:

- failure to attend lectures and / or other timetabled elements of a course;
- failure to submit work for formative or summative assessment.

The Student and Academic Services team will issue formal warnings to students who are not meeting attendance requirements or who have failed one or multiple assessments. In case of a withdrawal, the effective date of the withdrawal given in the letter must be an accurate date of the student's last engagement with the School and not the date when the formal withdrawal process commenced. Following the publication of such a letter, a student will be given 10 working days in which to request a review. Reviews may be requested on the following grounds only:

- that the correct procedures were not followed in the consideration of their case through the earlier stages of the procedure;
- that there is new material evidence that for good reason was not available at the earlier stages of the procedure.

Where an appeal is upheld and the Panel agrees that a student can continue on a course, but the student does not engage with the course fully, the student will be withdrawn by the Educational Director with no further rights to appeal.

Also in case where a period of at least three weeks has elapsed since the beginning of an academic year or equivalent period and there is no evidence that a student has either attended any classes or engaged in any other way with their course, the matter may be progressed immediately to the formal stage of the withdrawal process.

6.9.3. Study Suspension from Courses

Students who have been registered and with regular attendance records but who do not enrol in the following year, will maintain the right to apply to the same course for the year after the last year attended, provided that all administration issues are regularised.

Temporary study suspension will allow students to freeze the amount paid for tuition fees, and to use these amounts for the following academic year, integrating this with any tuition fee increases introduced.

Study suspension is only possible in cases of proven motives, such as:

- serious health problems;
- serious family problems;
- maternity.

Requests for a study suspension must be submitted to the Student and Academic Service office together with supporting documents, which will be evaluated by the Course Directors. Normally, a student will be able to receive a study suspension for one academic year (for up to a maximum of five academic year). The Institution Director, on advice from the Educational Director, and the student in question, will decide when and how to resume attendance at lessons after a period of interruption/freezing, as per current Educational Regulations.

○ **6.10. Failure Policy**

Introduction

Students who fail the subject's assessment or do not meet the minimum attendance requirement will be

registered as repeating students in the following year. This policy outlines the cases of repeating students, their enrolment in the following year and the fees associated with their repeating.

Scope

This policy applies to students who fail one or more registered subjects.

Policy

Students may fail a subject due to either insufficient attendance or failure to pass the assessment. In such cases, the student will be required to re-enroll in the following year as a repeating student. The following outlines the failure cases:

- Failure due to insufficient attendance:
 - The student fails to attend at least 75% of the classes (80% in the case of foundation courses).
 - The student does not provide valid reasons or excuses to justify the absences.
 - The student fails to attend catch-up lessons scheduled through Academic & Student Services (no more than 15 catch-up lessons can be scheduled).
- Assessment Failure:
 - The student's final grade in one or more subjects falls below 18.

Repeating Students

There are two categories of repeating students:

1. Repeating Students with Attendance
 - Applicable to students who met the minimum attendance requirement but failed the assessment (final grade below 18). In this case, the student will re-enroll in the following year as a repeating student. However, they will not be required to attend classes again, as the attendance requirement has already been satisfied.
2. Repeating Students Without Attendance
 - Applicable to students who failed the assessment (final grade below 18) and did not meet the attendance requirement. The student must re-enroll in the same academic year and attend again the lessons for each subject where the attendance was not satisfactory, and

maintain at least 75% (80% in the case of foundation courses) attendance to be eligible for the final assessment the following year.

Payment

Repeating students must settle their payments before the start of the academic year. The payment structure is as follows:

1. Repeat With Attendance:
 - Students retaking only the final examination (attendance requirement already met) will be required to pay the enrollment fee only.
 2. Repeat Without Attendance:
 - Students required to attend classes again must pay the enrollment fee and 50% of the tuition fee or in case of less than 50% of the credits a fee that is reduced and equal in % to the amount of credits to recover. (i.e. a student retaking 15 credits out 60 -25% of the annual total- will be asked to pay 25% of the tuition fee).
- **6.11. Student Transfer Policy**

6.11.1. Graduate Transfer Admission

A student who has studied at another academic institution and wishes to pursue their master's degree studies at Istituto Marangoni Dubai must submit an attested transcript from the Ministry of Education. Additionally, the following criteria must be met:

- Istituto Marangoni Dubai accepts only students transferring from UAE institutions recorded in the National Register of Licensed HEIs, or other organizations in the UAE approved by the Commission for Academic Accreditation, or recognized institutions of higher learning located outside the UAE.
- Students that wish to transfer to Istituto Marangoni Dubai should meet all the graduate admission requirements.
- The minimum CGPA should not be less than 3.0 points on a scale of 4 or its equivalent in any other scale, based on the teaching, learning and assessment system employed in the academic institution at which they initially enrolled, demonstrated by certified transcripts or other evidence. For those whose

CGPA is less than 3.0 out of 4.0, they can be accepted to a program in a field distinctly different from the one from which the student is transferring.

- The student may transfer up to, and not exceeding, twenty-five percent (25%) of credits toward their degree at Istituto Marangoni Dubai.
- Graduation projects and theses credit cannot be transferred.
- Dismissed or on probation students will not be accepted, it is expected that a student has a clear record in this regard.
- Transfers graduate program credits only for courses relevant to the degree that provide equivalent learning outcomes and in which the student earned a grade of B (3.0 on a 4.0 scale) or better.

The contents of the courses to be transferred must be equivalent in terms of learning outcomes to those offered by Istituto Marangoni Dubai.

6.11.2. Transfers to Other Schools/Universities

The student who meets the administrative and educational requirements of the institute may transfer to another school by submitting an application to the Institution Director, without prejudice to State regulations on the transfer of non-EU students.

The Institution Director is required to inform the student about the acceptance of the application within 15 business days.

From the date of acceptance of the transfer application to another School/University, the student interrupts the academic career at Istituto Marangoni Dubai.

The student transferred to another School/Istituto Marangoni Dubai receives the documentation certifying his/her academic curriculum with the list of examinations taken and ECTS acquired.

○ 6.12. Student Fitness to Study

The School is committed to supporting students and seeks to develop a positive and safe environment that enables them to engage with their studies and achieve the best of their ability. The Fitness to Study Policy is intended to inform and guide the School's response to situations where there are concerns that a student is not well enough to study, including situations where a student is unaware of it. The Policy is concerned with an individual's capacity to participate fully and satisfactorily as a student in relation to their academic

studies as well as the School's community in general. It is important to note that it applies to student activities on School premises, study / research activities off it (e.g. field trips or placements) as well as any other situations where conduct is brought to the attention of the School that suggests a reasonably foreseeable risk to the health, safety or wellbeing of the student or others.

This Policy is intended to be supportive but also recognises that there will be a small number of cases where students do not engage with or are unable to agree with, the support or reasonable adjustments that are offered by the School, and where consequently it may no longer be feasible for them to continue their studies. At the point where the School considers a student may need to be suspended or required to withdraw from study, the case will no longer be covered by Fitness to Study Policy and should be considered by the Academic Misconduct or the Student Code of Conduct Policies instead.

The procedure has three stages, based on the degree of concern and / or the perceived seriousness of the situation. Normally, the student would not be able to skip any stages of the procedure unless the School finds it necessary to directly proceed to stage 2 – serious concerns.

Examples of when the policy should be used include (but the list is not limited to):

- A student's academic performance or personal conduct is causing concerns.
- A high volume of Exceptional Factors forms received from the same student.
- A student's health issues affect safety and wellbeing of others.
- A student's health issues affect the ability of others to engage in learning, teaching and assessment.
- A student expresses their concern about their own fitness to study.
- Concerns about a student's fitness to study are raised by a third party (a member of staff, a tutor, a fellow student etc).

6.12. 1. First Stage – Initial Concerns

The first informal stage is typically used where there may be initial concerns about a student's health, wellbeing, or behaviour. In majority of cases, it will be raised by students themselves or identified by IM

Dubai members of staff, academic faculty or fellow students. A dedicated informal meeting should be arranged to discuss the issue. It is important to ensure that prior to the meeting, the exact nature of the concern should be established as well as relevant information gathered which may include (but not limited to) attendance records, evidence of what actions have been taken already etc. The specific information should also be shared with the student prior to the meeting.

It is important to ensure that the staff member meeting the student allows the student to explain their situation and should listen to what the student has to say in response to the concerns. The discussion and actions should be documented and the copy saved on the student record. In addition, a meeting report should be produced within 5 working days of the meeting and shared with the student as well as saved on the student's file.

Actions following the informal meeting with the student normally include a development of an action plan and further support provided by the School. A follow up review meeting should be scheduled within an agreed time-period (normally two months) to discuss the student's progress and further ongoing support needed.

The whole process should be managed by the Student and Academic Services office.

6.12. 2. Second Stage - Serious Concerns

The second stage is typically used where the actions implemented during the informal first stage have not resolved the issues or if the issue raised appears to have seriously affected the student. These types of concerns should be reported to the Educational Director as well as the Student and Academic Services office. If the Educational Director in consultation with the Student and Academic Services team deem the issues applicable to the second stage of the process, a formal meeting will be organised with the student in question. Prior to the meeting, the student will be provided with main points of discussion as well as any evidence collected.

The purpose of the formal meeting will be to establish ongoing or serious issues, any support that could be provided by the School as well as creation of an appropriate action plan. In addition, the student will be

given an opportunity to share any additional information or evidence too. Following the meeting, the student will be provided with the written outcome within 5 working days. The report will also be saved on the student's record.

In the event of the student not attending a scheduled meeting or does not try to reschedule it, the matter can be discussed in their absence.

Actions following a stage 2 meeting could include (but the list is not limited to) enhanced monitoring, further support to be provided by the School, creation of a specific action plan, a study break.

6.12. 3. Third Stage – Major Concerns / Appeals

The third and last stage of the process is typically used where actions implemented during the second stage have not helped to resolve the issues. In those cases, the Institution Director will invite the student to a formal meeting which will also include senior members of the School (e.g. the Educational Director, Quality Assurance Manager or a Programme Leader). During the meeting, the evidence collected will be discussed and the student will have an opportunity to provide any documentation or evidence to be considered. In the event of the student not attending a scheduled meeting or does not try to reschedule it, the matter can be discussed in their absence.

Actions following the stage three meeting could include (but the list is not limited to) further enhanced monitoring, study break, withdrawal from the course, any other actions proposed by the School.

Following the meeting (and normally within 5 working days), the student will receive a written report which will also be placed on the student's record. The student will have 5 working days to inform the School about their dissatisfaction of the outcome and submit an appeal or a request to review the outcome. The appeal can be submitted and a review requested on one or more of the following grounds:

- The process was not followed properly.
- The outcome reached was not reasonable.
- The student has new material evidence that they were unable to present before.

It is important to note that the review stage is not a rehearing of the original case and the reviewer will be able to make one of the following decisions:

- To confirm the earlier decision.
- To change the earlier decision.
- To refer the case back for further consideration.

The review decision will be sent to the student in writing within 15 working days of the review request being submitted.

○ **6.13. Academic Appeals Procedure**

The academic appeals applies to:

- The final stage of all postgraduate programmes where the recommendation concerning an award is made by an Academic Board;
- All intermediate stages of programmes where student progress is at the discretion of the Dubai School.

This procedure provides for:

- Early resolution of students' assessment-related issues and concerns through a Programme Leader or Student Services drop ins;
- Early review of assessment-related matters;
- Formal consideration of academic appeals;
- The review of decisions of those managing student academic appeals on limited grounds.

6.13.1. Academic Appeals/Grounds for Academic Appeals

An academic appeal is defined as 'a request for a review of a decision of an academic body charged with making decisions on student progress, assessment and awards.'

Students may use this procedure where they consider that the following grounds may apply:

- There are reasonable grounds, supported by authoritative and objective evidence, to believe there has been an administrative or procedural error that may have affected the decision or recommendation to the student's disadvantage; or
- The decision or recommendation in the case was clearly unreasonable; or
- There exists or existed circumstances affecting the decision which, for good reason, the decision-makers may not have known about when taking the original decision.

Students may also appeal against the final decision made using one or more of the following grounds:

- That there was mitigation for their actions that they did not submit prior to the final decision being made;
- That appropriate proceedings were not conducted in accordance with the relevant regulations or that some other material irregularity had occurred and that the conduct or irregularity was of such a nature as to cause reasonable doubt as to whether the final decision might have been different had it not occurred;
- That there is new evidence that they were not, for valid reasons, able to submit at an earlier stage of the process;
- That the penalty imposed was disproportionate, or not permitted under the procedure.

Students may also appeal against the decision of an Exceptional Factor claim on either or both of the following grounds:

- That the decision on their Exceptional Factors claim was not reasonable (including any decision that their claim or supporting evidence was submitted too late to be considered);
- That the correct procedures were not followed in the consideration of their claim.

In all cases that are considered through the formal and the review stages of the process, consideration will always be given whether there is evidence of bias or perception of bias, and whether the outcome is reasonable and proportionate in the circumstances.

The following examples are normally accepted as appropriate grounds for an academic appeal:

- Significant personal illness or injury;
- The death or critical / significant illness of a close family member / dependent;
- Evidence of a short-term exacerbation of a long-term health condition.

The following are not normally considered to be legitimate grounds for an academic appeal:

- Statement of a medical condition without reasonable evidence (medical or otherwise) to support it or a condition supported by retrospective medical evidence;
- Medical circumstances outside the relevant assessment period or learning period of which the request is for;
- Long-term health condition for which the student is already receiving reasonable or appropriate adjustments;
- Computer or printer problems;
- Holidays, house moves and events that were planned or could have reasonably be expected;
- Misreading the timetable or the requirements of assessments;
- Assessments that are scheduled close together;
- Poor time management;
- Consequences of paid employment.

Students may find that if they have specific concerns about the services the School provides for their wider learning opportunities, including teaching and supervision, that it would be better to make a complaint rather than an academic appeal.

Students are encouraged to disclose any disability they feel may be relevant to their case. The Dubai School staff will ensure that in managing the operation of this procedure for such students, any reasonable adjustments are made to ensure the students are well supported. However, students cannot use this procedure to request alternative assessment methods that have not been previously identified in a Personal Learning Plan. A disability does not exempt students from demonstrating achievement in the learning outcomes required for the programme, although an alternative means of assessment may be specified in a Personal Learning Plan.

6.13.2 Who Can Submit an Academic Appeal?

Any student who is registered with Istituto Marangoni Dubai for an award can make a formal academic appeal as can any student who has recently left the School. Any student making an appeal may do so with the help of a representative or a member of the Student and Academic Services team.

All students making an appeal should observe the timescale given below.

Where the issues raised affect a number of students, then they may submit an appeal as a 'group appeal'. Here it is useful if one student is nominated as the spokesperson to act as representative for the group.

6.13.3. Timescale

A student may make a formal academic appeal within 10 working days of publication of grades on the Student Extranet. Where a request is received later than this and the team managing academic appeals do not consider there are reasonable grounds for the delay the student will be informed that their case has not been considered.

A student who has left the School may also make an academic appeal within the same timescale. Students are encouraged to use Programme Leader or Student and Academic Services drop ins before beginning a formal academic appeal.

6.13.4. Result Drop-In Support

After students have been notified of their results, they will be given the opportunity to discuss and clarify their results and / or discuss any concerns with the appropriate staff. Drop-in sessions with Programme Leaders and / or Student and Academic Services are normally held at the School, but in exceptional circumstances, discussion may be by video conferencing, telephone or email. Students are strongly encouraged to make use of the academic support sessions before reaching a decision about whether to proceed with a formal academic appeal.

6.13.5. How to Submit an Academic Appeal

All appeals and requests for review of assessment-related matters should be submitted to Istituto Marangoni Dubai. This should be done using an academic appeals form which should be submitted by email to the Student and Academic Services team along with supporting evidence.

Checklist for making an Academic Appeal include:

- Is the issue best dealt with as an appeal or as a complaint?
- Have you submitted the appeal on the correct form?
- Have you included copies of any relevant evidence (please retain copies for your own use too)?
- Have you stated how you would like the issue to be resolved?

Where students decide to pursue a matter relating to the outcome of their assessment, initial review will be undertaken by the Student and Academic Services team. Where there appears to be an irregularity or error the Student and Academic Services Team can recommend to the Educational Director or a Programme Leader that this is addressed. If a change to assessment status is approved, the student will be informed of the change and that their appeal will not be processed.

Where a recommendation is not approved, the case will automatically proceed to the formal stage of the appeals procedure.

The Student and Academic Services Team may refer all or part of any appeal for consideration through another procedure such as the complaints or Exceptional Factors procedures. Where following initial investigation, an appeal appears to fall outside the permitted grounds for appeal, and it is not directed to another procedure, the appeal will not automatically proceed to the formal stage. In such cases an email will be sent to the student explaining why the appeal falls outside the permitted grounds. Students will have 10 working days to request consideration at the formal stage. No further action will be taken on the case unless a request for formal consideration is received.

6.13.6. Formal Stage of an Academic Appeal

The formal stage of the academic appeals procedure will be undertaken by Istituto Marangoni Dubai,

which will be convened and chaired by a senior officer nominated by the Educational Director and will also include two academic appeal assessors and a Student Representative.

As part of the investigation that is undertaken of every appeal, the team will consider whether there is evidence of bias or perception of bias, and whether the outcome is reasonable and proportionate in the circumstances.

Where the facts and evidence of a case are complex or contentious, the Chair may invite the student and a representative of the Academic Board to attend the meeting to explain their position. Students will have the right to be accompanied when attending a meeting.

6.13.7. Review of an Academic Appeal

If dissatisfied with the outcome of the formal stage, the student may be able to request a review on certain grounds completed by Istituto Marangoni Dubai which might include:

- That there exists evidence that could not reasonably have been made available at the earlier stages; or
- That there exists evidence of a material procedural irregularity from the earlier stages; or
- That there exists evidence that the judgement at the previous stage(s) did not meet the expectations of natural justice.

No new areas of appeal may be requested at this stage, but the student may submit further evidence (subject to the first bullet point above).

Normally the Institution Director, or nominated representative, will consider the application and determine if the application meets the available grounds and basis. Where the review is rejected, the student will be provided with the outcome and completion of the procedure letter.

Where the application is deemed to meet the available grounds the Institution Director, or nominated representative, will undertake the review or request the review to be completed by an appropriate member of staff.

The review will be restricted to the consideration of those matters identified as the grounds for review; the reviewer will not rehear the original appeal. The burden of proof will be on the student and the standard will be on the balance of probability.

The student will receive the outcome of the review and be provided with the basis of the conclusions reached. The student will also receive a completion of procedure letter.

6.13.8. Timescale and Communication of Decisions

The formal and review stages of this procedure will be completed within 50 calendar days. This 50-day period will begin when a case is received by the Student and Academic Services Team at Istituto Marangoni Dubai.

Summary decisions, giving the outcome of the appeal with brief details, will normally be sent to students within 5 working days of the meeting. A report will normally be sent within 10 working days of the summary decision. This will identify the evidence used, the findings of fact, the regulations applied, the reason for the decision, any remedy that has been identified, and instructions on what to do next.

The student will be given 10 working days in which to request a review. If the student does not request a review within that time, the decision of the Panel will be confirmed as the final outcome. In these circumstances students can request a Completion of Procedures letter.

Outcomes of any reviews will normally be sent to students within 10 working days of the Student and Academic Services Team receiving their request for a review. If the appeal is still not upheld the students will receive a Completion of Procedures letter. If the appeal is upheld, a student can request a Completion of Procedures letter.

○ **6.14. Student Academic Misconduct**

Academic misconduct occurs when a student does not follow good academic practice in an assessment, thereby gaining unfair advantage and undermining School's academic standards. It is a fundamental principle that students are assessed fairly on equal terms. Any attempt by a student to gain unfair advantage in the completion of an assessment or to assist someone else to gain unfair advantage, is an academic misconduct.

All disciplinary aspects of this procedure apply solely to academic misconduct that has taken place within summative assessment, which includes (but is not limited to) formal examinations, group work, essays, projects, and dissertations. When an academic misconduct is identified within formative assessment, it will not be taken forward to a formal misconduct investigation. It will instead be addressed through academic feedback and may lead to more developmental engagement to ensure that the student is able to maintain academic integrity at summative assessments.

6.14.1. Definition

Academic misconduct is defined as any action or omission by a student that has the potential to give an unfair advantage in any assessment. Misconduct can be defined under two headings:

- Offences relating to formal written invigilated examinations.
- Offences relating to assessed work other than written examinations.

In addition to written coursework this includes practical work, garments, sculptures, artwork, final projects etc.

6.14.2. Common Forms of Academic Misconduct

Common form of an academic misconduct include:

- **Plagiarism:** there is no minimum threshold for plagiarism. The penalties for plagiarism relate to the context and impact on the academic submission of the plagiarised element(s).

- **Self-plagiarism:** it is a submission by a student of work or large elements of work that has been submitted previously for academic credit in a different part of the course.
- **Contract cheating:** it is purchasing of work compiled by another person and submission as if it was the student's own. This is a severe form of academic misconduct and will normally result in exclusion from the School.

6.14.3. Offences Relating to Assessed Work

Offences relating to assessed work other than written examinations, many of which will be regarded as plagiarism, include, but are not limited to, the following:

- Unacknowledged incorporation of another person's work.
- Unacknowledged summarising of another person's work.
- Unacknowledged and/or unauthorised use of the ideas of another person.
- Copying the work of another person with or without that person's knowledge or agreement and presenting it as one's own.
- The representation of another person's work, without acknowledgement of the source, as one's own.
- The submission was entirely his/her own collaborative work.
- The completion of work with another person which is intended to be submitted as a candidate's own unaided work.
- The use of third parties and/ or websites to attempt to buy assessments or answers to questions set.
- The provision of falsified information that has the potential to give a student an unfair advantage.

6.14.4. Offences relating to Formal Invigilated Examinations

Offences relating to formal invigilated examinations may include, but are not limited to, the following:

- Non-compliance with examination regulations.
- Copying or attempting to copy from any other candidate during an examination.

- Communicating during an examination with any person other than the invigilator(s) or other authorised members of staff except insofar as the examination regulations may specifically permit this, e.g. in group assessments.
- Introducing into the examination room or being in possession of any written or printed material(s) or any electronically stored information unless expressly permitted by the examination and/or assessment regulations.
- Disruptive behaviour in an examination.
- Continuing to write after the invigilator has announced the end of the examination.
- The provision of falsified information that has the potential to give a student an unfair advantage.

6.14.5. Academic Misconduct Investigation

This procedure is the same for both minor and major cases of academic misconduct. Severe cases such as suspected contract cheating are managed by Programme Leaders or the Educational Director.

Where a potential case of academic misconduct has been identified, the student will be invited to attend an investigation meeting. The person conducting the meeting is known as the Investigating Officer. The student will be provided with a 5 working days' notice of the meeting. The student may bring a representative, normally a Student Representative of their class. Legal representation at the investigation stage is not normally permitted. If the student does not attend the meeting and does not attempt to make alternative arrangements, the meeting can take place in the student's absence.

Prior to the meeting, the student will be provided with the material that will be considered at the meeting.

All cases will be considered based on evidence. The standard of proof at any stage of the investigation is that the School is satisfied that, on the evidence available, the student's responsibility for the academic misconduct is more likely than not.

At the meeting, the Investigating Officer will present the full facts of the case to the student, explain the potential penalties and make it clear that the offence will be retained on the student's formal record. The

student will be given an opportunity to present their case and provide any supporting evidence or information that the student may wish to submit, which, in their view, may have led to the alleged misconduct occurring.

6.14.6. Minor Cases of Academic Misconduct

Poor academic practice by students who are at an early stage in their academic journey will be dealt with in a supportive, developmental way. The developmental process for minor cases may also be used to address poor academic practice in formative assessment, at any level of study and irrespective of a student's history.

Minor cases are restricted to the first offence for students studying at levels 3 and 4 or students who have been away from higher education for more than 4 years.

Where a case is considered by the Investigating Officer to rest within the minor category, developmental activity can take place at the earliest opportunity, without requiring prior confirmation. This does not preclude the possibility of an investigation of other potentially serious penalties. This would arise where, for example, the team were in possession of other information that is material to the case, but not known to the Investigating Officer at the time of the investigation meeting.

There will be no penalty for the student and the assessment will go forward as marked. However, the case will be noted on the student's academic record and the student advised of this action.

6.14.7. Major Cases of Academic Misconduct

Major cases apply to any student who has received (within the past 4 years) previous experience of higher education either at this or another institution. Examples include, but are not limited to, self-plagiarism, collusion, plagiarism, exam cheating, and falsification of data. Contract cheating will always fall under the Sever category and is addressed below.

Penalties are determined and administered based on the information provided following the investigation meeting. When considering the level of penalty, the team will access the student's academic record to determine whether the student has had a prior record of academic misconduct (including Minor cases) and to check on their level of study, the credit value of the unit, and credit weighting of assessment §under consideration.

6.14.8. Severe Cases of Academic Misconduct

The main type of a severe case is contract cheating, where a student commissions a third party to do some or all of a piece of work. Other types of severe cases could include large-group collusion and cheating, and large-scale falsification of data. The fault penalty of a severe offence is normally expulsion.

The procedure for severe cases can be instigated at an early stage where, for example, contract cheating is discovered or suspected, or if there has been major disruption of an examination. There is no need to await the completion of local investigations before instigating the procedure for severe cases.

The investigation of the case will include a disciplinary interview with the student, undertaken by the Educational Director and their Programme Leader. The student will be invited to a hearing and will be given a minimum of 5 working days' notice of the interview. At the hearing meeting, the student will be invited to make a statement and present any additional evidence that the student considers to be relevant to the case.

The investigators may conclude that an offence has been committed but does not fall into the category of severe cases or may conclude that no offence has been committed. In these cases, the investigators will make a recommendation regarding the application of any penalty. The student will be notified in writing following the penalty hearing. This will include details of how to appeal and upon what grounds.

6.14.9. Appeals

A student who is in receipt of a penalty decision from a minor, major or severe case has the right to appeal against

the decision. The appeal should be made within 14 working days of the date on which the decision outcome is set. The grounds on which a student can appeal are:

- A decision made at any stage of the process was unreasonable.
- There was a material and / or procedural irregularity in either the investigation or the penalty setting, which has prejudiced the student's case.
- Additional evidence has come to light since the investigation which could not have expected to have been produced at the time of the investigation.

The Appeals Panel will normally consider the full written appeal submitted by the student, including any supporting evidence, without the student present. There may be occasions where the Appeals Panel considers it important to

invite the student to attend a Panel meeting. Should this be the case, the student will be invited to attend with a representative and will be given at least 5 working days' notice. The appeal stage should normally be considered within 30 days of receipt of the appeal.

The Appeals Panel will produce a report of its deliberations and the rationale for its decisions. This will be made

available to the student when notifying the student of the Panel's decision and will include information regarding the Review Stage.

6.14.10. Review Stage

Reviews will take account of all factors, i.e. findings, context and mitigation. Reviews will also examine the way in which the investigation was conducted and the extent to which other factors were taken into consideration when allocating penalties and considering appeals.

A student may request a review of the decision made by the Appeals Panel within 14 working days of the outcome

of an appeal letter being sent. Outcomes will be sent by email. The review stage will normally be completed within 30 days of the receipt of the request for Review.

The reviewer will reach a judgement as to whether:

- Procedures were followed correctly.
- All evidence was taken into consideration.
- Judgement was applied impartially and consistently.
- The penalty was proportionate to the offence.

The reviewer will then advise on whether the case outcome should stand or whether it should be re-considered by the Appeals Panel. If the Appeals Panel re-considers the case, it will do so in the absence of attendance by the student. The reviewer will produce a summary of the rationale for their decision. The student will be informed of the Reviewer's decision and the rationale within 30 days time frame.

○ **6.15. Artificial Intelligence (AI) Policy for Students**

In a fast-moving fluid landscape of technological advancements, machine learning and human creativity are becoming intertwined. Humanity keeps pursuing innovative ways of elevating and advancing learned skills while technology is “responding” with fast advancements in its capabilities.

Artificial Intelligence is firmly in the spotlight, with its advantages and potential dangers constantly being debated, yet not enough time is dedicated to acknowledging modalities in which future symbiosis between human and machine cognition can transform the paradigm. Artificial Intelligence is in the main spotlight, with all its pros and cons, which are constantly debated, but probably not enough acknowledged.

The questions loom: where does the human being end, and the machine begin? How can we foster a positive and purposeful interaction with AI? What role do contemporary “authors” play, and how can we define

them as such? If machines support or take over cognitive and creative tasks, what should we be training humans to do?

6.15.1. Policy Scope

Artificial Intelligence (AI) is a tool that can be used to generate digital content. For instance, it can use any language or writing style in responding to human prompts or questions which are written in natural language. It can analyse, summarise and re-frase texts without understanding its deeper meaning by using word prediction models. It can also synthesise new images, produce audio and video content based on training material from the internet.

The aim of the policy is to:

- Provide guidance on the School's overall position on artificial intelligence tools.
- Set out guide-rails for using Artificial Intelligence tools in assessments.
- Highlight limitations of AI tools and usage within assessments.
- Manifest procedures for identifying and dealing with non-compliance in using Artificial Intelligence tools.
- Outline available student support.

The policy is applicable to all Istituto Marangoni students enrolled at undergraduate and postgraduate levels. It will be monitored reviewed and updated annually to ensure accuracy and complete alignment with the most up to date industry developments.

6.15.2. Istituto Marangoni (AI) Position on Artificial Intelligence

Amplifying Imagination: A Creative Boost

Istituto Marangoni believes in preparing its students for a dynamic future world by unleashing their full potential and making complex problem solving and elevated creativity accessible to all. Adaptability is key to flourishing in the fast-evolving society and students are equipped to deal with it through critical thinking

and philosophical understanding of fundamental values. Istituto Marangoni academic faculties will leverage the full potential of AI powered tools by enhancing collaborative work, creativity, critical thinking, problem solving and communication. This will lead to the ultimate goal of expanding research methods, new prototyping strategies, enhancement of visual and written outcomes, as well as encouraging new forms of trasmediation & human-machine dialogue.

Ethical AI: Nurturing Originality, Preventing Plagiarism

What is the future of art and the role of authors in a world permeated by Artificial Intelligence? Istituto Marangoni answers this question through the development of new frameworks that can help us to differentiate piracy and plagiarism from originality and artistry, “to avoid the deliberate exploitation of human authors, and to ensure adequate remuneration and recognition for human minds, the integrity of the cultural value chain, and the cultural sector’s ability to provide decent jobs”, as suggested by UNESCO (2022).

Empowering Education: A Tailored Journey for Students

Istituto Marangoni encourages an AI that can help empower and develop different areas, such as:

1. Cross- and transdisciplinary investigations, to make complex ideas accessible and feasible for students.
2. New approach to global collaborative learning through integration of augmented reality and gamification which can add value to student’s learning journey.
3. Inclusivity, thanks to the implementation of support tools that enable students with diverse mental, perceptive, and physical abilities to enrol into creative education courses and to find a welcoming field for their future career.
4. Sustainability, to help students embrace a more sustainable, ethical, and responsible approach to production chains and prototyping models.
5. Recognising the value of combining AI generated digital media, with traditional craftsmanship and techniques, that lead to out-of-the box solutions while preserving the integrity of “Human Created Art”.

6.15.3. Artificial Intelligence (AI) Tools in Learning and Assessments

Istituto Marangoni supports responsible usage and implementation of artificial intelligence tools within learning, teaching and assessment areas. The School defines reasonable usage of AI tools during the following:

- **Artificial Intelligence supported learning process:** to further develop subject knowledge, generate simplified explanations to complex ideas, check the meaning of key terms, explore different writing styles and approaches, summarise large amount of information, translate text into different languages, and to help organise study time. However, students are encouraged to make sure they are aware of the motivation and main purpose of using any chosen AI tool(s) as well as its functions and limitations prior to usage in the learning process. If used incorrectly, students might face difficulties in developing skills that would be beneficial in the future.
- **Brainstorming stage:** to generate new ideas for critical examination and curation, to gain new insights, to diversify graphic, and visual input for inspiration and pre-prototype exploration as part of primary research. However, students must be aware that none of the AI tools should be used as a single source of information due to their current limitations, for example, not having necessary access to appropriate or up to date academic sources that might only be available through institutional subscriptions.
- **Preparing for assessments:** to create practice questions and summaries aimed at reviewing concepts and getting prepared for assessments, without submitting these as own work. Students can use AI to plan and develop an outline structure for written assessments. However, students should make sure that any AI tool(s) used are appropriate and produce relevant outcomes for the type of assessments in question.
- **Production phase:** to generate graphic assets to support digital crafted artworks originally designed by them. Using artificial intelligence tools to help generate necessary images might be a useful tool, however, students should always take into consideration ethical aspects associated with it.
- **Assessments:** Artificial Intelligence use is only allowed when explicitly permitted by the tutor or indicated within relevant academic documentation, for example, programme or unit handbooks. Full briefs and instructions on the requirements and permitted use of AI tool(s) will be provided

to all students, however, in case of questions, it is the student's responsibility to communicate those to the tutor.

Artificial Intelligence tools boast great benefits but have also limitations. The following will be treated as inappropriate usage of AI tools and relevant procedures will be followed to determine an appropriate penalty:

- **Integrity and transparency:** Students should never produce and submit an assessment fully generated by AI. Work that lacks personal and authorial editing should not be passed off as being originally hand typed or made by the student. Cases like this will be considered as academic dishonesty and appropriate procedures will be followed.
- **Re-write manipulations:** Students should never submit a draft essay that was re-written in good form or structure by AI, except when it is declared as part of creative process and the student is in full control of the final outcome. Any loss of learning process should be considered as a minus, and the student should be capable to detailed oral defence of the submission content. However, technology could be used to produce declared cosmetic improvements.
- **Copyrights and academic referencing:** Students should never include outputs generated by AI tools without clearly referencing the source or undertake AI based analysis, evaluation, or calculation without acknowledging it. For example, in cases where one of the AI conversational tools was used, it would be necessary to include an appendix as part of the submission of the student inputs and any AI responses to those. In cases where an AI tool, where used in any of the research phases, it would be necessary to include a full description of how it was used. Artificial Intelligence generated images should be declared in appendix with prompts and analysis of the constituent elements utilised by the Artificial Intelligence system.
- **Sensitive information and data privacy:** Usage of AI tools must always follow relevant General Data Protection Regulations (GDPR) as well as internal School's Information Privacy Policy. Students should never enter personal or sensitive information in any artificial intelligence tools even if it is anonymised, manipulate personal data and generate unauthorised/ offensive / defamatory / cyberbullying contents. It is important to be aware that any information entered in AI tools is not private and could expose private and sensitive information to unauthorised parties.

6.15.4. Non-Compliance Information

Istituto Marangoni places great value in its culture of honesty and mutual trust and expects its students to act in a way that upholds these values in all parts of their academic journey. When joining the community, students make a commitment to fully align with assessment guidelines, which also include academic honesty, transparency, and fair academic practice. To achieve this, students must acknowledge and fully reference all sources and resources used when finalising their assessments.

There might be situations where members of the academic faculty might identify potential breaches of the academic honesty. Regardless of the student doing it intentionally or not, all cases will be treated seriously, and the procedure indicated in the School's Academic Misconduct Policy will be followed.

Identifying suspected academic misconduct will usually require an academic judgement which must be evidence-based. This means that the evidence must relate to the specific type of academic misconduct, which might relate to poor academic practice, unfair academic advantage, contract cheating, plagiarism, cheating, unauthorised and / or unaltered use of artificial intelligence tools etc. To establish that the academic misconduct has taken place, the evidence against the student must meet the balance of probabilities. This means that the evidence collected shows that it is more than likely than not that the student did what has been alleged. To ensure that the most appropriate penalty is applied, the School will also consider prior warnings and academic misconduct outcomes against the student.

For full information and a list of penalties, please refer to the Academic Misconduct Policy available on the School's Intranet.

6.15.5. Student Support

The School will ensure to provide all necessary advice and guidance on how to avoid committing an academic misconduct according to the context of the student's academic path. This might include (but not limited to):

- Relevant policy briefings during the students' welcome week.

- Providing clear assessment requirements at the start of each term / semester.
- Organisation of academic writing sessions during term / semester.
- Scheduling specialised training sessions during class time. This might vary depending on the student's academic path.
- Academic referencing guidelines which will be shared and discussed during several stages of term / semester.
- One-to-one meetings with the academic tutor or Programme Leader (when or if required)

In addition, the School understands that sometimes external or significant events can have a negative impact on the student's ability to study and / or engage with their assessments. The student is committed to maintain a fair, consistent, and objective way for letting the School know about such events. It is suggested that students refer to the Exceptional Circumstances Policy to familiarise with the procedure in case they need more time to complete assessments due to events beyond their control.

Istituto Marangoni aims to provide an inclusive environment and places students' general wellbeing at the heart of the support. In cases where further support is required, students are encouraged to arrange a one-to-one appointment with the School directly.

7. School Policies

○ 7.1. Student's Conduct

The Dubai School aims to provide all its students with the support and guidance they need to succeed and realise their full potential. The Student Code of Conduct sets out standards the School expects of its students so that everyone can undertake their studies in a supportive and non-threatening environment.

The Student Code of Conduct does not deal with academic misconduct as well as it does not cover conduct by staff towards students. Student complaints about staff conduct must be raised through the Student Complaints Procedure.

7.1.1. Expected Conduct from the Student

Students are expected to (the list is not limited to):

- Behave reasonably, fostering mutual respect and understanding across the School community.
- Act within the law, not engaging in any activity or behaviour that could bring the School into disrepute.
- Behave and communicate in ways that do not unreasonably offend others.
- Treat with respect everyone with whom they come into contact.
- Treat all School property with respect.
- Adhere to the School's Health and Safety policies.
- Inform the Academic and Student Services if charged with and / or convinced of a serious criminal offence.

The School works hard to build good relationships with its local communities. In that context, students are expected to:

- Help support these relationships in the way that they conduct themselves in the surrounding area.
- Be considerate to neighbours, especially in relation to noise levels and rubbish.
- Act within the law, not engaging in activity or behaviour that could bring the School into disrepute.

7.1.2. Improper Conduct

Istituto Marangoni Dubai considers the following conduct to be inappropriate and as such, it involves the risk of disciplinary actions, pursuant to the Students Code of Conduct. This list is not to be regarded as exhaustive.

- Unacceptable behaviour due to the consumption of alcohol or other substances.
- Possession or use of illegal drugs or other substances with similar effects to illegal drugs.
- Offensive, threatening, violent or abnormal behaviour on the premises of Istituto Marangoni Dubai, during activities inside or outside the Institute, or inappropriate use of the Institute's email accounts or computers.
- Actions that have caused or may cause health and safety problems in the Institute.
- Behaviour that may damage the reputation of Istituto Marangoni Dubai with local communities, or its relationships with the same based on complaints received by individual residents, groups of residents, community representatives or police officers.
- Behaviour that harms or may harm the reputation of Istituto Marangoni Dubai with external groups or organisations, or its relationships with the same.
- Disturbance to academic, administrative, social or other types of activity at the Institute.
- Offensive behaviour or language, bullying or harassment of any type towards a student, staff member or guest of the Institute, in any way, such as through social media, inside or outside the Institute, using own equipment or equipment belonging to the Institute.
- Actions including defamatory and/or false statements regarding any member of the Istituto Marangoni community.
- Tampering with fire detection equipment, alarms or extinguishers.
- Damage or defacing of Istituto Marangoni Dubai property or that of other members of the Institute, whether intentionally or due to negligence.
- Unauthorised use or abuse of property owned by the Institute, including computers.
- Recording lessons or other academic sessions or conversations without consent from the persons involved.
- Failure to collaborate with a member of staff in identifying, when requests to provide this information is reasonable.

The following conduct is normally treated as improper by Istituto Marangoni Dubai, in which case, the Institute may decide where or not to suspend and/or expel the student.

- Offensive language or conduct towards other persons, on grounds of age, disability, gender, gender identity, pregnancy, motherhood, ethnicity, religion, faith or sexual orientation;
- Taking of property owned by the Institute, staff or other students without permission;
- Deception, fraud or dishonesty to the detriment of the Institute, its staff or students, or during academic activities;
- Dealing in unlawful drugs or other substances with similar effects;
- Other conduct that constitutes a potential significant crime, towards the Institute or the reputation of a student in their quality as a member of the Institute;
- Actions that cause or which may have caused serious damage to premises of the Institute or during academic activities or which create a risk of legal liability for the Institute;
- Physical violence or threats of same towards others;
- Behaviour that may harm the reputation of the Institute;
- Sexual harassment;
- Non-consensual sexual acts involving staff members or students of the Institute;
- Serious and/or repeated harassment of staff or students.

Incidents of improper behaviour, as included in the examples above, which are considered by the competent staff members as having a significant impact on others or on the Institute in general, or as persistent and/or repeated over a long period of time, may be treated as serious misconduct.

7.1.3. Procedure for Dealing with Alleged Breaches

Where it is alleged that a student has breached the Student Code of Conduct, the matter shall be dealt with in accordance with the procedures set out below.

A student who wishes to make a complaint about the conduct of another student must use the Student Complaints Procedure. The School discourages the use of anonymous allegations because transparency is

central to the School's values. If a complaint is made anonymously, it can be much harder to investigate and to preserve fairness to all parties.

Disciplinary action may be taken against a student where one of the following apply:

- They persistently make allegations outside of the Student Complaints Procedure.
- They do not respect the confidentiality of other parties during an investigation.
- They persistently seek to publicise allegations about others that have been resolved or not upheld.
- They are adjudged to have made malicious allegations.

To balance the conflicting but legitimate rights and needs of the School community and to safeguard the orderly functioning of the institution, even where there has been no formal finding of misconduct, the School may take informal action where no disciplinary record will remain on students' file.

When the Academic and Student Services team receive an allegation of a misconduct, they will undertake an initial assessment and recommend one of the following options:

- There is no case to answer and no action should be taken.
- An informal resolution such as mediation is appropriate.
- A student is required to attend an informal meeting.
- A fixed penalty fine should be issued.
- The case should be referred to a disciplinary panel.
- An investigation is required before a decision can be made on the appropriate process. An investigation officer will be assigned to conduct a full investigation.

○ **7.2. Student Complaints Procedure**

7.2.1. Introduction

Istituto Marangoni recognises there may be occasions where students wish to raise legitimate complaints relating to their course, or the facilities and services provided by the School. It is important for both students and staff to know that such complaints will be dealt with seriously, transparently, and without fear of recrimination. To ensure this, Istituto Marangoni Duubai has in place a Student Complaints

Procedure which details the process and parameters for making a complaint, alongside how complaints may be responded to.

This procedure is designed to ensure that all student complaints are heard and responded to in a manner that is fair, transparent, timely and based on the consideration of relevant evidence. It will safeguard, as far as is reasonably practicable, the interests and well-being of any student making a complaint and of Istituto Marangoni Dubai staff who may be named or otherwise involved in a complaint.

7.2.2. Principles and Scope

Through this policy, the School commits to:

- treat complaints with the seriousness they deserve;
- deal with complaints in a timely manner;
- ensure that complainants will not be disadvantaged as a result of making a complaint;
- handle complaints in confidence and only give people the information that is required to investigate and resolve the complaint properly;
- answer all aspects of a complaint and ensure that the response is clear.

7.2.3. What is Covered by the Complaints Procedure?

Istituto Marangoni Dubai Student Complaints Procedure covers learning opportunities for registered students and actions by the School or failures by it to act on services it provides for its students or which are provided by others on its behalf.

All information submitted in relation to complaints shall be dealt confidentially, and only disclosed as necessary to progress the complaint.

The School confirms that making a complaint in good faith about any aspect of the learning opportunities or services it provides for students will not compromise or otherwise affect their standing with the School, prejudice their progress, or how they are treated by it or its staff.

A complaint may include, but is not limited to:

- perceived failure by Istituto Marangoni Dubai to follow an appropriate administrative process or satisfactorily apply an institutional policy;
- perceived failure of Istituto Marangoni Dubai to meet obligations outlined in Programme / Student Handbooks;
- concerns about the quality of facilities, learning resources or services provided by Istituto Marangoni Dubai;
- concerns about organisations or contractors providing a service on behalf of Istituto Marangoni Dubai (including placement providers);
- perceived deficiencies in academic provision (e.g. scheduling of classes; amended submission dates; submission procedures for assessed work; inconsistent advice; provision of feedback; quality or frequency of supervision);
- perceived deficiencies in standards of service, for example, support facilities or administrative services;
- perceived misinformation about an academic programme;
- inappropriate behaviour or conduct by a member of staff or contractor;
- allegations of harassment, bullying, or victimisation.

Where a student submits multiple complaints relating to the same issue, the School reserves the right to treat the matter as a single complaint.

Complaints relating to staff conduct will be referred to HR as a disciplinary matter where appropriate.

7.2.4. Timescales

Complaints should be raised as soon as possible to ensure prompt investigation and swift resolution. Students who wish to make a complaint must invoke the informal (stage one) complaints procedure within 20 working days of the incident that has given rise to the complaint.

Students who wish to make a formal complaint must do so within 20 working days of the stage 1 response or alleged incident if the matter is escalated directly to stage 2.

Students who have left the School (including recent graduates) may make a formal complaint within the same time period.

Only in exceptional circumstances, and with supporting evidence, will complaints be considered outside of these timescales.

Student complaints will normally be dealt with within 20 working days from receipt of a formal (stage two) complaint, but the School reserves the right to make a reasonable extension to this timescale during student vacation periods. For complaints that are about serious matters (for example, involving the health, well-being or personal security of a student and / or other students or staff) the School may consider whether to take the matter immediately to the formal (stage two) of the complaints procedure.

7.2.5. Who Can Submit a Complaint?

Student complaints can be made by existing students including students undertaking placement, students on approved periods of suspension, or recent graduates.

Student complaints may be raised by individual students, or a group of students can raise a collective complaint if they have experienced the same problem. In such instances, the group should identify a single spokesperson. Each member of the group must provide their student ID number and consent to participate in the group complaint. They must also be able to demonstrate that they have been personally affected by the matter.

Student complaints can also be made by students on a non-credit bearing course of provision (such as Semester and Short Courses), where the student has access to the same facilities as other students. Students who participate in “one off” courses or students who do not have the same access to facilities as other students are also able to make a complaint under this procedure.

Separate complaints procedures are available for applicants.

7.2.6. Suspension or Termination of a Complaint

If a student’s complaint overlaps with other School regulations or policies, advice should be sought from

the Educational Director about how to progress the complaint, if at all. The progress of a complaint through any stage of this procedure may be suspended for a reasonable period. The School reserves the right to suspend a complaint's investigation in the event of the complaint pursuing the case through legal proceedings during or prior to engagement with this procedure. The investigation will resume upon completion of any legal proceedings and where outcomes of the proceedings are known.

The School may, in exceptional circumstances, terminate a complaint at any stage where a student's behaviour in relation to the complaint or investigation is deemed unacceptable or disruptive, or where a complaint is deemed to be vexatious or malicious. In such cases, the School may also invoke the disciplinary procedures in the Student Code of Conduct.

Examples of unacceptable or disruptive behaviour could include (but not limited to):

- audio/visual recording of meetings without written permission;
- threatening, intimidating or abusive behaviour towards any member of staff connected with the investigation process;
- any attempt to interfere with the investigation process;
- sending excessive communications, via any medium, to the school team;
- providing false or manufactured evidence or information as part of the investigation process.

In the event of the potential complaint termination, students will be given 14 days' notice with a final chance to respond.

7.2.7. Making an Informal (Stage One) Student Complaint

When a student is dissatisfied with the action or lack of action by the Dubai School to deal with unsatisfactory learning opportunities or services, they should raise their complaint directly with their Programme Leader. At this stage, complaints may be made face-to-face, by phone, in writing or by email. Students may appoint a representative to submit the complaint on their behalf and are always advised to keep a record of any complaints made at this stage. This opens an informal (stage one) complaint process, intended to deal with straightforward complaints swiftly and at a local level.

When making an informal complaint the student should explain to the relevant member of School staff or the service provider the reason for their complaint and the resolution they are seeking. A resolution might take the form of one or more of the following: an explanation why something happened in the way it did; an undertaking that there will be no repetition of the cause of the complaint; an appropriate apology from the individual or from the Dubai School or the service provider and which results in a mutually satisfactory outcome.

A member of staff at the Dubai School who receives an informal complaint from a student (including a complaint about a service provided for the School by an independent contractor) will forward it to Quality Assurance Office and immediately report this to their line manager and the Educational Director, who will advise them how to proceed and ensure that the facts of the complaint are noted. They will also check subsequently whether progress is being made towards resolving the complaint. The School will attempt to ensure that informal complaints are resolved as quickly as possible and within the 20 working days time frame.

If the student is not satisfied with the proposed resolution to their complaint that is proposed or they consider that the matter is not being dealt with in a timely manner (for example, more than 20 working days have passed from the point at which they made their informal complaint without a resolution being proposed) they may escalate the matter and make a formal (stage two) complaint.

7.2.8. Making a Formal (Stage Two) Student Complaint

A formal (stage two) complaint may be appropriate where the student has declined to engage in the informal complaint stage for good cause; is dissatisfied with the resolution proposed to their complaint at the end of the in- formal stage; or the grounds for the complaint are serious and/or complex and require a more formal procedure. In this context, 'good cause' may include concern about the safety or well-being of students and others if the matter is not dealt with formally and promptly.

Formal complaints must be raised as soon as possible after the event that has given rise to the complaint: this makes gathering facts easier and evidence more reliable. Formal complaints should normally be raised within 20 working days of the matter that has given rise to the complaint. For the School to make an exception to this requirement the student will need to show good cause as to why they were unable to raise the matter within the normal time.

To make a formal complaint the student needs to complete a Complaint Form. The form should detail the grounds for the complaint, together with a statement of what has been done by the student to attempt to resolve the complaint. All supporting evidence must be submitted at this stage as there is no provision to lodge a new complaint or evidence after this stage. Submission of a Complaint Form shall constitute formalisation of a complaint, and all future correspondence regarding the complaint shall be kept on record. Students who might need further support in completing the Complaint Form may seek help from a representative of Student Services.

Supporting evidence for a formal complaint might include (but not limited to):

- independent medical evidence;
- financial information;
- witness statements;
- material given to the student by the school or a member of staff that describes the service or support they were to receive which the student considers to be misleading.

In all cases, students making a formal complaint should keep a copy of their Student Complaint Form and each item of supporting evidence that they submit with it: this is for their own subsequent use.

When a formal complaint has been submitted, the student will receive an acknowledgment, normally within five working days. If the student has not pursued the informal process and does not provide a satisfactory explanation as to why the informal stage has been avoided, the Investigating Officer may refer the complaint back to the student to be taken through the informal stage.

During all stages of the procedure, students may be accompanied to meetings by a member of the School - usually a fellow student or a Student Representative. To avoid any conflict of interest, a student may not be accompanied by an academic or administrative staff member from their department.

7.2.9. The Investigating Officer

A relevant member of the Dubai School academic or professional staff who has had no material contact with the student or the matter under investigation will be assigned to act as the Investigating Officer for the complaint.

The Investigating Officer must be able to undertake the investigation without actual or perceived conflicts of interest.

The Investigating Officer will, in the first instance:

- contact the student to confirm that they will be conducting the investigation;
- advise any relevant members of staff of the nature of the complaint;
- obtain any relevant documentation from Stage 1;
- invite the student to a meeting to review and clarify the terms of the complaint;
- if the student chooses not to attend a meeting, confirm to the student in writing the issue to be investigated.

The purpose of conducting an investigation is to establish the facts relevant to the complaint and to provide a full, objective and proportionate response to the student representing the School's clear position.

All parties shall be given at least 3 working days' notice of a meeting with the Investigating Officer. A meeting may be postponed if a student can provide good reason for non-attendance. Failure or inability of a student to attend a rearranged meeting will not preclude the Investigating Officer from reaching a conclusion.

Audio and/or visual recording of meetings is not normally permitted. If, due to exceptional circumstances, it is agreed in advance that a student is permitted to record a meeting, the recording is confidential and must not be copied or disseminated in any way.

The possibility of engaging in mediation to seek early resolution may be proposed by any party at any point during a Stage 2 investigation. Mediation provides both parties with an opportunity to understand what is driving the complaint and may be more likely to result in a swift and mutually satisfactory conclusion.

Following completion of an investigation, the Investigating Officer shall produce a written report outlining the process followed, details of any evidence gathered and any additional information for consideration.

Where a complaint is not upheld, the complainant will be informed of the reasons in writing.

Where a complaint is upheld, the outcome will confirm what actions the School will take to resolve the issue and any timescales for implementation.

7.2.10. Completion of Procedures (COP) Letter

The School will issue a Completion of Procedures (COP) letter after the internal complaint procedures have been completed.

The issue of a COP letter serves the following purposes:

- it fixes the date when the student completes the School's internal complaints procedures;
- it clarifies the issues considered by the School under those procedures;
- it advises the student of the possibility and timescales of bringing a complaint to Regent's University London review.

7.2.11. Review (Stage 3)

A student may request progression of a case to the Review Stage on the following grounds:

- that the correct procedures were not followed in the consideration of their case through the earlier stages of the procedure;
- that the outcome of the formal stage of the Student Complaints Procedure was not reasonable;

- that there is new material evidence that for good reason was not available at the earlier stages of the Procedure.

The review stage is not an opportunity for a rehearing of the original complaint. The review stage does not reconsider the case and no new or additional complaints can be added at this stage.

The senior member of staff with responsibility for student complaints will initially consider whether the grounds for Review have been met and retains a right to refuse the Review Stage where:

- no prima facie case has been made out in respect of the grounds identified above;
- the request for the Review Stage was submitted late.

Where the Review stage is refused, the senior member of staff with responsibility for student complaints will write to the student setting out the reasons for the decision.

The student will receive a decision on whether their request for Review has been accepted. If the request is accepted, the student will normally receive the outcome of the Review within 20 working days of the date the request for a review was submitted.

The Reviewer may decide:

- that following Review of the matter, one or more of the grounds for Review were not met by the student and the outcome of Stage 2 is not changed; or
- one or more of the grounds have been met and would have changed the outcome of Stage 2.

Reviewers may overturn the outcome of Stage 2. Cases where a complaint is upheld on Review may not be returned to Stages 1 or 2 for further consideration. The Reviewer's decision represents the final decision regarding the complaint.

Where a student complaint is upheld at the Review stage, the outcome must contain detail of what action the School should take to resolve the issue and any appropriate timescales for implementation.

If the student complaint is not upheld a Completion of Procedures letter will be sent to the student. If the complaint is upheld or part-upheld at Review stage, a Completion of Procedures letter will only be issued at the request of the student.

○ **7.3. Admissions Complaints and Appeals Procedure**

Istituto Marangoni Dubai is committed to operating a fair and consistent admissions process that protects the interests of applicants. In the event of a dispute, it is expected that in the first instance applicants will be able to successfully resolve such matters by way of informal discussion with the Admissions team. Where this is not possible, more formal action can be taken through the Admissions Complaints and Appeals Procedure.

Applicants can be assured that formal submission of complaints or appeals will not prejudice any opinion of the applicant or negatively affect any later dealings with their application or any subsequent application.

A complaint or appeal should be made by the applicant. Complaints or appeals made on behalf of the applicant (e.g. by School, parents or another third party) will only be considered in exceptional cases where there are clear reasons for doing so and written consent from the applicant is received. Complaints or appeals that are made anonymously cannot be dealt with under this Admissions Complaints and Appeals Procedure.

Please note that a formal complaint or an appeal must be raised within 3 months of the events complained about unless evidence is provided of an exceptional reason for the delay.

7.3.1. Scope of the Procedure

The Admissions Complaints and Appeals Procedure is restricted to:

Complaints:

- The handling of an application;
- The admissions process and / or service provided;
- Conduct of an interview or member of IM Dubai staff.

Appeals:

- There was a material and / or procedural irregularity in the decision-making process;
- There is evidence of unjustified discrimination or bias against the applicant;
- Additional evidence has come to light since the decision of the School was made, which could not reasonably have been expected to have been produced at the time of the case.

The procedure may be followed by all applicants to Istituto Marangoni Dubai.

An applicant cannot submit a complaint or an appeal where this is a disagreement with the judgement of an admissions decision in assessing the merits of an application, or in reaching a decision on an application, which has been reached in accordance with the published criteria.

7.3.2. How to Make an Informal Complaint or Appeal

Where appropriate, it is encouraged to try to resolve a matter of a complaint or an appeal by an informal discussion with the Admissions team, which can be done via email or a phone call.

Following informal attempts to resolve a matter of a complaint or an appeal (stage 1), applicants may raise a formal (Stage 2) complaint or an appeal to the School by completing a complaints or appeals form.

7.3.3. How to Make a Formal Complaint or Appeal

Where an applicant has reasons to believe that their application has not been handled fairly or objectively, they should complete a formal complaints or appeals form (stage 2) and email the form together with any relevant attachment to the Admissions Team.

7.3.4. Handling a Complaint or Appeal

An investigation of the applicant's written statement will be undertaken. The Admissions team may confirm or change an earlier decision in the light of this investigation. The Admissions team will send a written reply to the applicant within 15 working days of receiving the request.

7.3.5. Review of a Complaint or Appeal (Final Stage)

The applicant may ask for a further review of the decision of the Admissions Team within 15 working days of receipt of the outcome where:

- There were procedural irregularities in the investigation of the complaint or appeal;
- New evidence can be presented which could not reasonably have been made available with submission of the original complaint or appeal;
- The outcome of the investigation was not reasonable in all the circumstances.

The review will be undertaken by a dedicated senior member of staff who has not been involved in the case before. The final outcome will be communicated within 15 working days.

7.3.6. Data Protection

Applicants submitting a complaint or an appeal are required to complete a declaration form confirming their agreement that the School can process the information provided to investigate the complaint or appeal in accordance with the Data Protection Act 1988.

7.3.7. Monitoring of Complaints and Appeals

The School monitors and reviews the number and outcomes of complaints and appeals through annual periodic reporting to inform improvement to its service.

○ **7.4. Health and Safety Statement**

Istituto Marangoni Dubai is committed to managing health and safety effectively to protect its School community and other persons with whom the School interacts because it is recognised that the School has not only a moral and legal duty, but also because its community is the greatest asset. The policy sets out the commitment and the objectives the School aspires to in managing health and safety. It is signed by the most senior person within the School to demonstrate that the commitment is led from the top.

7.4.1. Responsibility for Health and Safety

Istituto Marangoni Dubai has overall responsibility for health and safety and the operation of this Policy. The overall responsibility for health and safety rests at the highest management level. However, it is the responsibility of the whole Istituto Marangoni Dubai community to cooperate in providing and maintaining a safe work and study space. Any health and safety related matters should be reported to an appropriate member of staff immediately. Failure to comply with this Policy may be treated as a misconduct and dealt with under the Disciplinary Procedure.

7.4.2. Accidents and First Aid

The Policy sets out procedures that are to be followed when an accident. The Policy is applicable to the whole Istituto Marangoni Dubai community as well as visitors who are members of the public and are therefore not at work.

Relevant definitions include:

- Accident: an unplanned event that causes injury to people, damage to property or a combination of both.
- Near miss: an unplanned event that does not cause injury or damage, but also could do so.
- Work-related illness: a prescribed illness that is obtained by an employee through the course of work or from a non-employee because of activities carried out by the School.

7.4.2.1. Accident Book

All accidents resulting in personal injury must be recorded on the School's Accident Book. The Accident Book will be reviewed regularly by senior management to ascertain the nature of incidents that have occurred in the workplace. This review will be in addition to any investigation of the circumstances surrounding each incident.

All near misses must also be reported to management as soon as possible, so that action can be taken to investigate the causes and to prevent recurrence.

7.4.2.2. Reporting Requirements

The following events must be reported and logged in the Accident Book (the list is not limited to):

- A death.
- A specified injury to an employee or other members of Istituto Marangoni Dubai community.
- An injury to a non-employee where that person is taken directly to hospital for treatment because of their injury.
- Any dangerous occurrences.

All injury related accidents must be investigated:

- To ensure that all necessary information is collected.
- To understand the sequence of events that lead to the accident or incident.
- To identify the unsafe acts and conditions that contributed to the cause of the accident or incident.
- To identify the underlying causes that may have contributed to the accident or incident.
- To ensure that effective actions are taken to prevent recurrence.
- To enable a full and comprehensive report of the accident or incident to be prepared and circulated to all interested parties.
- To enable all statutory requirements to be adhered to.

The investigation must include obtaining signed witness statements, photographs, and drawings (if applicable). All accident reports, witness statements, photographs and / or drawings are to be kept on

file to advise the insurers of a potential claim and to present to any events of further investigations. Records are to be kept for 3 years from the date of the incident unless other specific requirements apply.

7.4.2.3. First Aiders

First Aiders are qualified personnel who have received training and passed an examination in accordance with all local requirements. In addition, all First Aiders will be provided with refresher training at regular intervals to keep their skills up to date.

Full list of appointed First Aiders are available to familiarise with, however, please be aware that the First Aid personnel will not be required to provide treatment for which they have not been trained.

7.4.2.4. First Aid Boxes

First aid boxes will be provided within the School to ensure there are adequate supplies for the nature of the hazards involved. Boxes and kits will be checked regularly to ensure they are fully stocked and all items are in a usable condition. The first aid box should protect the contents from dampness and dust, it should be kept as near as possible to the hand-washing facilities.

Details of first aid facilities and the names of trained first aiders are displayed on the notice boards. All accidents and injuries at work, however minor, should be reported to the Institution Director and recorded in the Accident Book. The Institution Director is responsible for investigating any injuries or work-related disease, and preparing and keeping accident records.

7.4.3. Fire Safety

All reasonable steps will be taken to prevent a fire occurring. In the event of fire, the safety of life will override all other considerations such as saving property and extinguishing the fire. To prevent fire and to minimise the likelihood of injury in the event of it, Istituto Marangoni Dubai will:

- Assess the risk from fire at the School and implement appropriate control measures.
- Ensure good housekeeping standards are maintained to minimise the risk of fire.
- Provide and maintain safe means of escape from the School.

- Develop a fire evacuation procedure.
- Provide and maintain appropriate firefighting equipment.
- Regularly stage fire evacuation drills, inspect the means of escape, test and inspect firefighting equipment, emergency lighting and any fire warning systems.
- Provide adequate fire safety training to employees.
- Make arrangements for the safe evacuation of deaf or otherwise disabled people.
- Make arrangements for ensuring all visitors are made aware of the fire evacuation procedures.
- Display fire action notices.
- Keep fire safety records.

The whole IM Dubai community should familiarise themselves with the fire safety instructions, which are displayed on notice boards and in the official DIFC Gate Village 8 Emergency Evacuation Route. If a fire alarm is heard, the School community shall leave the building immediately by the nearest fire exit and go to the indicated fire assembly point.

7.4.3.1. Fire Marshals

The Fire Marshals responsibilities include:

- Continuous monitoring of assigned fire safety areas.
- Continuous checking of corridors and walkways to ensure combustible materials are not stored there.
- Monitoring of escape routes to ensure those are kept free of obstructions.
- Ensure fire doors are not tied, propped, or wedged open.
- Ensure that all extinguishers are where they are supposed to be, and that no obvious misuse or defect has occurred.

In case of the fire alarm going off, Fire Marshals must:

- Without putting themselves at risk, sweep through their located area and verbally encourage staff to leave via the nearest fire escape route.
- Check all accessible rooms including toilets and offices to ensure staff have evacuated the area or in case someone is waiting for assistance to evacuate. In case there are signs of fire in a room, they should note the fact, but should not enter or open the door.

- If there is no immediate danger, ensure that all windows and doors are closed en-route to the emergency exit.
- Report to the senior manager at the fire assembly point to report any signs of fire in their area, advise if anyone might be at risk or if their area is clear.
- Take part in any post-alarm de-briefing to identify any shortcomings in the fire evacuation procedures.

Please note that Fire Marshals are not expected to unnecessarily delay their own exit from the building or risk their own safety at any time. In addition, they are not expected to fight a fire or use a fire extinguisher except to aid their own escape.

For further Health and Safety information, please ensure to familiarise with the Health and Safety Manual.

8. People of Determination/ Disabilities Policy

Purpose

IMD is committed to providing equal opportunities to all its students, regardless of any obstacles they may face in their academic pursuits. The institution strives to assist students with physical or mental disabilities to overcome any barriers and attain their educational goals. This policy is to outline the support IMD provides to people of determination.

Policy

IMD provides a safe and comfortable physical environment where students can discuss any obstacles they may encounter during their academic journey. Additionally, IMD ensures that students have access to the Students and academic services department which can assist them with any challenges they may be facing. The office places great importance on confidentiality and takes steps to safeguard sensitive information both within the institution and externally.

Procedures

The student and academic services provide supportive and educational counseling to assist students in improving their learning approaches. The following principles are established as procedures in case of any obstacles:

1. Prospective students must inform the Students and academic services of any mental or physical challenges that would require special care before enrollment. The office will assess the support needed based on supporting documents and determine if the institution can adequately provide that support.
2. Upon enrollment, student must provide the Students and academic services with an impartial UAE certified professional's report, which should be accredited by the Dubai Health Authority. The report must include a clear diagnosis, ongoing treatment, prognosis, evaluation procedures employed (for mental challenges), clear history of treatment/diagnosis, explanation of any medications and potential side effects, and explanation of any aides used.
3. The Students and academic services notifies relevant faculty/staff of the special requirements and ensures adequate follow-up.

4. Students must provide updated medical reports annually to the Students and academic services where applicable.
5. Students can approach the Students and academic services at scheduled times throughout the semester to seek support for emotional or mental health issues.
6. The Students and academic services provides workshops on mental health and support for people of determination.
7. IMD ensures that counselling will be held with confidentiality by the Students Support Office.

9. Student Services

The School promotes initiatives to ensure cultural, recreational services to students as well as assistance to integrate them into their study and work environments. These activities include:

- counselling interviews focused on the management of problems impacting on the academic and educational experience of the student;
- Management of Personal Development Plans (PDP), activated with students presenting certification of specific learning disorders or with health problems that may compromise their academic experience. In this case, there is a coordination and monitoring programme for the PDP via constant discussion with the course professors;
- organisation of cultural activities;
- information and orientation interviews for choice courses and career placement.

For any student wellbeing and pastoral support, students are advised to contact the Student and Academic Services department.

10. Standing Surveys

IMD has designed a number of surveys aimed at collecting stakeholder feedback on different areas to enhance the overall quality of services provided. As IMD considers students an integral part of the development process, their feedback will be collected to further improve the services provided. The surveys below will be regularly conducted by the student services team:

Resources Questionnaire:

- IMD uses a Resources Questionnaire to assess the availability and effectiveness of resources required to support its academic programs and other activities.
- By gathering feedback through a Resources Questionnaire, IMD can identify areas where additional resources are needed or where current resources could be optimized to better support its mission.

Semester/Subject Questionnaire:

- At IMD, a Semester/Subject Questionnaire is administered to students at the end of each course or semester to gather feedback on their learning experiences.
- This feedback helps IMD evaluate the effectiveness of their teaching methods, course content, and overall learning environment, and make necessary improvements.

Final (Graduate) Survey:

- IMD's Final Survey is administered to graduating students to gather comprehensive feedback on their experiences throughout the academic program.
- This survey covers various aspects, including program curriculum, faculty, resources, job readiness, and overall satisfaction, providing valuable insights to IMD for continuous improvement.

Alumni Survey:

- IMD administers an Alumni Survey to graduates to gather information on their post-graduation experiences and outcomes, such as career progression and personal development.
- By collecting feedback through an Alumni Survey, IMD can evaluate the success of its programs and identify areas for improvement while providing useful data for prospective students and employers.

11. Student Council

Istituto Marangoni sets forth clear provisions for the establishment and operation of a Council of Students, which is composed of students appointed as representatives in the Academic Board.

The Council of Students is an autonomous organisational and coordinating body of the students enrolled in Istituto Marangoni programmes, whose main task is to promote students' participation and to coordinate student representatives in other academic, research and service bodies of the Institution.

The Council of Students act also as an advisory body which can make proposals for what concerns:

- education systems;
- educational activities regulations;
- the efficiency of services;
- tutoring and guidance activities;
- contributions to the educational expenditure required to students and their destination.

The Council of Students may however deliver opinions and proposals on all matters of general interest of the institute, students, and in particular on:

- teaching regulations;
- the efficiency of services;
- tutoring and guidance activities;

Istituto Marangoni provides the logistical, staff and financial support necessary for the operation of the Council of Students.

The Council of Students deliberates on the implementation of training activities organized by students themselves in the field of culture, cultural exchanges, sport and leisure and provides for the allocation of funds for this purpose. The rules for the operation of the Board of Students are set out in a specific Regulation. However, this regulation must provide rules for the election of one of its members as its President, who represents the Council of Students for all intents and purposes.

Students are involved in the publication of their research and scholarly activities through the Group's global online magazine Maze35, a digital space to cross paths with international voices of the Istituto Marangoni community. The editorial platform has been developed to exchange creativity and talent. This is the place where projects, ideas, research and case studies are shared and analysed by game changers, visionary minds, students and alumni to challenge the future of Fashion and Design, to

rethink the world of luxury through a new language that values authenticity, inclusivity and respect for the environment.

It's never easy to find one's own voice out there but inspiration from others can help guide you through a universe of opportunities and knowledge.

The activities of the Students Council include, but are not limited to, the following:

- Assisting Istituto Marangoni Dubai in identifying the interests, programs, and goals of the student majority.
- Communicating those interests, programs, and goals of the student majority to Istituto Marangoni Dubai.
- Assisting Istituto Marangoni Dubai in providing students with programs to meet the needs of its students.
- The elections are conducted according to the Election Code of the Student Council.

- **11.1. Nomination and election**

- Candidate should be an Istituto Marangoni Dubai student.
- The duration for the elected Council is three academic years.
- Each candidate should present a plan.
- The students should nominate only 5 candidates.
- The elections will take place as in the announcement period mentioned.
- The elections are held electronically through the portal using a student's ID number.
- The nominated council can vote on the president and vice president role.
- The candidate should take the council responsibilities as part of his/her priorities.

- **11.2. Students Representatives Roles**

Representing the student body: Student representatives are responsible for representing the interests and concerns of the student body at the institutional, program, and course levels.

Providing feedback: Student representatives are responsible for gathering feedback from students and communicating it to the relevant decision-making bodies. They should be able to articulate student perspectives and advocate for solutions that are in the best interests of the student body.

Participating in decision-making processes: Student representatives are responsible for actively participating in decision-making processes at the institutional, program, and course levels. They should contribute to discussions, provide input, and offer suggestions for improvement.

Communicating with the student body: Student representatives are responsible for communicating with the student body and keeping them informed about relevant decisions and developments. They should be able to convey complex information in a way that is accessible and easy to understand.

Building relationships: Student representatives are responsible for building positive relationships with relevant stakeholders, including faculty, staff, and administrators. They should be able to work collaboratively and constructively with others to achieve shared goals.

Maintaining confidentiality: Student representatives may be privy to confidential information, and they are responsible for maintaining the confidentiality of that information. They should respect the privacy of individuals and Istituto Marangoni Dubai and adhere to any relevant laws and regulations.

Promoting diversity, equity, and inclusion: Student representatives are responsible for promoting diversity, equity, and inclusion in all decision-making processes. They should be able to recognize and address bias, discrimination, and inequity and work to create a more inclusive and equitable environment.

12. Other Institutional Activities

Independently and working with other entities, the School promotes art and production activities to capitalise on the skills and talents of its staff and students. These may include:

- organisation of exhibitions and/or events;
- organisation and management of publications, publishing and/or online activities connected to the Institute's educational and research activities.

13. Thesis Supervision and Examination Policy

This policy applies to all candidates (students), supervisors, committees, examiners, and any other faculty or administration who are related to the management of a thesis at Istituto Marangoni Dubai.

Purpose: To provide precise and clear guidelines and procedures for preparing, supervising, submitting, and examining graduate theses.

○ 13.1. Final Examination: Thesis

To be admitted to the Postgraduate thesis, the student must fulfil the requirements outlined in the policies and procedures manual, including those related to the Internship, in accordance with the terms defined in the study plans.

The thesis is the final assessment of the skills acquired by the student, his/her maturity both with regard to the methodological approach and the acquisition of the technical and cultural instruments of reference. It shall therefore result in a project from which the aspects and stages of the path followed by the candidate appear clear.

At the time of the thesis discussion, the aspects concerning sociological and economic considerations will logically appear, while an appropriate historical location of the considered topics will be equally important.

The thesis supervisor must be chosen from the faculty in charge at Istituto Marangoni, while any co-supervisors may be external, however chosen for their specific competence on the thesis topic.

○ 13.2. Responsibilities

Board of Examiners

The Board of Examiners for the dissertation of the thesis is appointed by the Academic Board, after hearing the opinion expressed by the Director of Education, and must be constituted, in compliance with the current legislation, by a minimum of five members and not more than eleven, with the exception represented by the presence of any co-supervisor who does not participate in the exam assessment.

The Board of Examiners is constituted by professors from Istituto Marangoni. The following professors are members by right of the Board of Examiners: The Director of Education and the thesis supervisor. Co-supervisors may participate in the dissertation of the thesis but not in the assessment and are not entitled to vote. The Director of the course and/or supervisor professor may invite other external members without voting rights for any further analysis and non-binding opinions.

The Student

The student is in charge of preparing and submitting his or her thesis for review.

The student is responsible for ensuring that the research presented in his or her thesis was carried out while enrolled in the Istituto Marangoni Dubai program and that it is an account of their own research. The student must abide by Istituto Marangoni Dubai standards and procedures on academic honesty and research integrity.

If the student is not in good academic standing, he or she will not be permitted to start working on their postgraduate thesis.

Before deciding on the thesis topic and title, the student must consult with his or her advisor.

The Supervisors

The primary supervisor must be an Istituto Marangoni Dubai faculty member.

Where the study topic is relevant to Istituto Marangoni Dubai, an external co-supervisor may occasionally be necessary.

Throughout the development phase, the supervisor shall formally advise the student on the status of his or her thesis.

The thesis subject must be relevant to the curriculum and of interest to Istituto Marangoni Dubai, according to the supervisor.

The number of thesis being supervised by faculty members at any one point in time to 10 students per thesis supervisor.

The supervisor must make suggestions for the choice of thesis examiners.

○ **13.3. Grading System for Dissertation**

In accordance with the legislation in force, the grade will be jointly assigned by the Thesis Board of Examiners expressed on a scale of 110 out of 110.

The assessment is based on the weighted average of the grades obtained in the examinations converted into 100ths, to which the thesis score between 0 to 12 is added, and it is awarded by the Assessment Board. The average of career grades is calculated on ECTS corresponding to all examinations of the first, second, and third year, excluding exams that receive a positive suitability judgement but not a grade. The starting score may not be less than 66/110.

If the sum of the awarded score and the arithmetical average of the examinations reaches a score higher than 110, the Board of examiners may decide to award “with merit” whose assignment requires a unanimous vote by the members.

Once students pass the final examination, they are entitled to ask for the issuing of the study qualification: “master degree” accredited by CAA (Commission of Academic Accreditation - UAE) in a single copy and Diploma Supplement.

○ **13.4. Thesis Format**

The thesis must be a coherent, scholarly body of work and must meet the following minimum requirements:

- An introduction that describes the research in relation to the current knowledge in the field.
- Thesis chapters must be arranged in a logical and coherent sequence, presenting an argument that supports the main findings of the thesis.
- A conclusion that summarises the findings and clearly articulates the new contribution to knowledge in the discipline.
- A candidate may submit work as part of the thesis that has been published or accepted for publication or manuscripts submitted for publication that contribute directly to their argument and support their findings.
- In some cases, the candidate may adopt alternative formats for the thesis that suit his/her field of research but must follow the minimum requirements described in items 1, 2, and 3.
- The minimum word count for the thesis of Master Programs is 6.000 words.

○ **13.5. Plagiarism**

Istituto Marangoni Dubai encourages researchers to produce work that is free of plagiarism and in accordance with the Istituto Marangoni Dubai Code of Conduct. It is expected that the thesis supervisor shall use Turnitin to verify plagiarism in the student's work.

The following guidelines should be observed:

- The thesis, when completed, shall be inspected with Turnitin software for similarity;
- The percentage of similarity must not exceed 15% and it should be in section(s) related to literature review;
- If the 15% similarity or higher is in one continuous block of text, then it is considered "Plagiarism" and the case will be reported to the Director of Education and to the Students Disciplinary Committee;
- The supervisor must ensure that the final version thesis is free of plagiarism and suitable for examination.

○ **13.6. Thesis Process**

The thesis process consists of 3 stages:

- Submission of the application for thesis with research proposal
- Initial submission of progress
- Final thesis.

The following procedures shall be followed by all programs.

Submission of the application for Thesis

The student who wishes to apply for postgraduate thesis shall apply to the Students and Academic Service Office, according to the specific procedure. The application will be submitted to the appropriate Board appointed by the Academic Board. The latter has the right whether to accept or not the application in hand. Non-acceptance must be justified and notified to the student.

This application must be renewed if the examination is not taken on occasion of the specified session or if the Board of Examiners appointed rejects it.

The following sessions were established for the final postgraduate examinations:

- Ordinary session: November / December;
- Extraordinary session: February / March;

Additional extraordinary session: July, to be agreed with the Academic Board.

Final Submission

After students complete their thesis, they shall submit it to the supervisor. An electronic and hard copy shall be submitted to the school via Synapto, at least twenty days prior to the session for the Thesis defence.

Examination

The examiners shall be asked to examine the thesis based the following criteria:

- Does the candidate demonstrate a significant and original contribution to knowledge (relative to the level of the degree being sought)?
- Does the candidate engage with the literature and the work of others?
- Does the candidate show an advanced knowledge of research principles and methods related to the applicable discipline?
- Is there a clarity, coherence in the research, its arguments and conclusions?
- Is the thesis clearly, accurately and logically written?

○ **13.7. Final Thesis and Qualification Award**

The thesis is the final assessment of skills acquired by the student and must therefore be based on a project from which the aspects and stages of the student's chosen path emerge clearly. It is preferable for the thesis to be defined in conjunction with research centres or companies in order to allow a "real"

appraisal of the project.

Board of Examiners

A thesis committee is appointed by the Academic Board, after hearing the opinion of the Director of Education, to assess the final thesis. Such committee is composed by the following members:

- Director of Education or a staff professor appointed by the Director of Education
- Programme Leaders
- The thesis supervisor (if not the same as Programme Leader)
- Supervising internal staff professors
- External co-supervisors (not mandatory)

The commission must consist of no less than five members, with the exception of an external co-supervisor, who will not, in any case, take part in the assessment.

The thesis supervisor must be chosen among the teaching staff of the Institute, while any co-supervisors can be external and shall be selected for their specific expertise in the thesis subject.

In compliance with current regulations, the final grade will be assigned collectively by the thesis committee, in 110 out of 110. This grade cannot be below 66 out of 110. When awarding the grade, the commission must take into account the curriculum followed by the student and cannot allocate more than 12 points. If the sum of allocated points and the arithmetical average of exams should reach a grade above 110, the commission may decide to add “with merit”, for which a unanimous decision is required.

Final Thesis Sessions

Sessions for thesis discussion are set by the Director of Education, unless in exceptional cases, when they are set for the end of the exam session.

The following sessions were established for the final postgraduate examinations:

- Ordinary session: November / December;
- Extraordinary session: February / March;

Additional extraordinary session: July, to be agreed with the Academic Board.

Students who wish to discuss their thesis must apply through the Students' Extranet, following specific procedures. The application shall be approved by the course professor, who has the right to accept or reject it.

Rejection of the application must be motivated and communicated to the student. The application must be renewed both in case of rejection and in case of failure to attend the thesis session.

Delivery of thesis materials by students

Students must have passed all the exams foreseen in their study plan before they can discuss their thesis, and they must also have processed all tuition fees and other costs payments and completed their internship.

Twenty days prior to the thesis date session, the Students and Academic Service Office must receive a definitive copy of the thesis (two hard copies and one digital one, for which the Institute reserves the right to provide technical instructions). Of the three copies, one is used for discussing the thesis and will be returned to the student at the end of the discussion; the other two copies remain in the documents of the Institute, where one is destined for consultancy purposes, which may occur within the library of the Institute, after submission of the application on the relevant form.

Consultation must be authorised by the Director of Education.

After the discussion, the use of the thesis for possible integral/partial publication or for any other use, must be jointly allowed by the student and the Institute.

In any case, the following details need to be provided:

- thesis title;
- student's name and family name;
- registration number;
- name and family name of the supervisor and any co-supervisors;
- academic year;
- course name.

The Institute may use images from thesis to print out illustrative materials and for the promotion and

documentation of teaching activities held in the Institute. Theses may be consulted, but only within the school premises; it is not possible to carry out total or partial reproductions of theses themselves.

- **13.8. Copyright and Reproduction**

The student undertakes to offer Istituto Marangoni Dubai a non-exclusive licence when submitting the final and finished version of his or her thesis. The student is declared to be the only owner of the thesis under the terms of this licence.

By accepting this licence, Istituto Marangoni Dubai and its Library are obligated to keep the thesis safe and make it widely accessible, often online and through other searchable databases.

Students have the option to postpone the publishing of their thesis.

The school will be deemed to have received a non-exclusive, royalty-free licence from the student upon final thesis submission to copy, archive, preserve, conserve, communicate to the public via telecommunication or the internet, loan, and distribute the thesis globally for non-commercial purposes, in any format.

14. School Spaces and Resources

○ 14.1. School Building

The whole design process of Istituto Marangoni Dubai, located at the DIFC, Gate Village, Building 8, Floor 4, has been strictly referred to the local regulations both for the architectural aspects, Dubai University Design Code, and Fire and Safety ones, UAE Fire and Life Safety Code of Practice, in relation to the Educational Field.

As per the spaces, all the materials and equipment follow the international requirements concerning the quality and environment parameters, in particular:

- Flooring (Bolon): EPD iso 14025, EN 15804 (Leed v4), GreenTag A
- Paintings (Sikkens): EPD ISO 14025, EN 15804 (Leed v4), ISO 16000 A+ (Leed v4), Solvent Free VOC <1g/lt, Indoor Air Comfort Gold (Leed v4)
- Furniture: Greenguard certified

The distribution and layout is planned to keep the different functions separated among the didactical, administrative and facilities in order to clearly identify each area. From the entrance it is possible to immediately reach the three zones:

- Didactical space (439 sq.mt., or 4.725 sq.ft.)
- Facilities and Services space (317 sq.mt, or 3.412 sq.ft.)
- Administrative space (175 sq.mt., or 1.884 sq.ft.)

The administrative space for the staff is composed of an open space office, a private office for the Institution Director, a private office space for the Educational Director, a meeting room, an orientation office, a printer room as well as a faculty room.

In addition, the number and typology of classrooms, facilities and staff areas is compliant with the growth considered in the 5 Years Business Plan. In relation to facilities and services, the spaces identified are the ones below:

- Reading room (Library) that includes 12 seats, tables, chairs, bookshelves and 2 printers.
- Material Lab that includes 12 seats, a counter and shelves.
- Cafeteria that includes 17 seats, tables, a counter, chairs and stools.
- Terrace that includes 17 seats, coffee tables, armchairs and chairs.
- One restroom for females and one restroom for males.

The accessibility to these rooms and classrooms is guaranteed during teaching hours until 9 pm, under the supervision of deputed personnel. A daily cleaning is planned twice a day.

○ **14.2. School Library**

The School has a specialist Fashion, Design and Visual Arts library, which aims to deliver a high quality engaging and supportive service for Istituto Marangoni Dubai students and academic staff. The library is available for consultation and/or loans of texts or other materials stored, at the times established annually by the Institution Director within the organisation of general and secretarial services.

If a book has been lost or damaged, it is important to inform the librarian accordingly as soon as possible. Students are responsible for handling books, magazines and other library materials and equipment with care. Lost or damaged items will be charged at full cost.

○ **14.3. School Laboratories**

Access to laboratories and use of their equipment must occur in the presence of the teaching staff member concerned, who will be responsible for conducting the laboratories, both with regard to use and storage of the equipment, and with the activities carried out. Students, teaching staff and other staff are obliged to

comply with the safety regulations provided for each lab. It is strictly prohibited to use the laboratories for anything other than educational purposes. Damage to equipment will be subject to a charge to cover repairs or the purchase of new equipment, levied against the person responsible.

- **14.4. School IT Facilities**

The School offers different IT facilities for students such as computers, scanners, on-site copy machines, School email accounts, access to a dedicated student intranet. The School encourages appropriate use of the IT facilities by students and members of staff to ensure maximum use, therefore, all resources should be used in a responsible way.

Students must use computer facilities in a way that does not breach or infringe any local law. Students must not use the computing facilities to access, create or transfer offensive or inappropriate material. Students must not delete or modify any files, disassemble cables or other computer parts or install illegal software. Students must report any damage or faults regarding the internet connection to the appropriate staff member.

Internet access is possible using the stations in the computer laboratory or library, or via Wi-Fi. When students are in lessons, Internet use must be authorised by teaching staff. The use of email by students is dependent upon the acceptance of accountability.

15. Other Student Services

○ 15.1. Student Employability Support

The Career Service office provides career support for students at undergraduate and postgraduate levels. The purpose of the Career Service team is to create a bridge between Istituto Marangoni Dubai graduates and the job market. To do so, mentoring and counselling activities are organised throughout the academic year. These may include workshops and individual career advice meetings with eligible students. During meetings, CVs and portfolios are revised and students are encouraged to talk about their career goals and expectations, while being advised on professional paths and on strategies to tackle the professional world and, more specifically, the fashion and design industry both at local and global levels. To further enhance job market knowledge, the Career Service organises seminars and round table discussions as well as specific career days with professionals, HR managers and employers, usually on topics such as: career paths, personnel research methods and professional figures.

Students have the possibility to book individual appointments with the Career Service staff for counselling and support through a dedicated career management platform where they also have access to the Istituto Marangoni job board.

Thanks to the strong professional network of Alumni and companies, the Career Service supports its Alumni in sharing job opportunities and recruitment initiatives also upon the successful completion of the programme. The team also develops additional contacts within the industry for custom collaborations and talent acquisition support also for managerial and senior profiles.

○ 15.2. Student Representatives

Student Representatives play a crucial role for the management and improvement of Istituto Marangoni Dubai activities and act as a bridge between the students and the School. As Student Representatives, they have an important role to play by enabling communication to find out what works well within their courses and the School as well as help to identify areas of enhancement. Students work closely with the School staff to bring positive, student-led change that will have an impact on both their cohort and future students.

Student Representatives are invited to:

- Ensure that all students on their courses are aware of their Student Representatives who will ensure to present student views and opinions to the School staff.
- Help identify areas of improvement.
- Attend local Boards, Committees and other meetings to speak directly with School staff and take an active role in shaping the future of their courses.
- Lead and guide students in understanding the value of courses and education they are receiving as well as the importance of being proactive, productive and constructive in suggesting and highlighting possible improvements.

- **15.3. Student Clubs**

Student clubs are committed to encouraging programs, events, and activities that help students improve their skills through practical, hands-on learning experiences outside of the classroom. These clubs also recognize and celebrate the contributions students make to extracurricular activities. Through participation, students gain diverse and valuable experiences that enhance their formal education and contribute to their personal, intellectual, and skill development.

Student clubs provide an excellent opportunity for students to build social, educational, and leadership skills. Participation in recognized clubs and organizations offers students the chance to network, represent the university, take part in leadership programs, and engage in events and service activities both on and off-campus.

Membership

A student willing to join a student club must communicate with the Student & Academic Services Department (academicservices.dubai@istitutomarangoni.com)

The student must fulfil the following requirements:

- (a) Must be enrolled as a regular (non-repeating student)
- (b) Have a minimum attendance of 80%
- (c) Not holding any disciplinary warnings

To establish a club, a minimum of 5 members is required. Members should elect the club president who will serve as the focal point of contact with the Student & Academic Services Department.

President Responsibilities

- Coordinate all the club responsibilities in order to hold successful events and activities.
- Facilitate the work of the club in consultancy with all members.
- Submit event proposals to the Student & Academic Services Department for approval and follow up on them.
- Call for meetings and lead the discussion.

At the beginning of each academic year, the students previously involved in a club will automatically be reinstated.

16. Academic Offer Overview

○ 16.1. Overall Academic Offer Overview

Graduate Programmes available in Istituto Marangoni Dubai under CAA (Commission for Academic Accreditation) Accreditation are:

- Master of Arts in Fashion & Luxury Brand Management
 - 1 Year course: 60 credits

- Master of Arts in Interior Design
 - 1 Year course: 60 credits

○ 16.2. Master of Arts in Fashion & Luxury Brand Management

16.2.1 Program Learning Outcomes

The PLO framework is based on the UAE Qualifications Framework Emirates:

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.

Program Educational Learning Outcomes

Knowledge

K-1 Acquire a comprehensive knowledge of global management in all its diverse aspects and its applicability to a wide range of practical management situations in a global context including sustainability and ethics.

K-2 Develop a critical knowledge on how different fashion and luxury goods organisations manage their brands and market offerings to compete in different market environments.

K-3 Select and define a research topic and implement a research plan by using appropriate search techniques and tools to investigate primary and secondary causes for the specific fashion and luxury industry issues and to create innovative sustainable solutions.

K-4 Carry out further independent learning or continuing professional development.

Skills

S-1 Demonstrate the ability to elaborate systematic and creative solutions to a range of real-world business and management problems, taking into consideration theories, frameworks and practices relevant to luxury and fashion branding and brand management.

S-2 Articulate an awareness of the social and cross-cultural contexts within their disciplinary field.

S-3 Express ideas effectively and communicate information appropriately (verbal and non-verbal).

S-4 Demonstrate a high degree of professionalism characterised by initiative, creativity, motivation and self-management.

S-5 Use accurately a range of media including ICT.

Competencies

C-1 Critically evaluate current research in their specialist field of study and select and define a research topic and create a research plan by using appropriate methodologies as well as critically analysing the results and draw logical conclusions.

C-2 Develop the ability to identify the interrelationships between branding strategies and corporate, business and functional strategies of the organization.

C-3 Critically appraise published work in the area of fashion and luxury branding and brand management to design and produce successfully a substantial piece of independent research.

C-4 Execute and take responsibility for the developments and strategic deployment of professional leadership of peer groups and teams.

C-5 Demonstrate the ability to proficiency in utilising current issues including new technologies, the changing role of the consumer and corporate social responsibility including ethical considerations affect the competitive strategies of fashion and luxury goods organisations.

C-6 Display the ability to self-evaluate and lead contributions to professional knowledge, ethics and practice regarding the fashion and luxury industry.

16.2.2 Plan of Study

SEMESTER	ACADEMIC SECTOR CODE	ACADEMIC SECTORS	SUBJECTS (ENG)	LESSON HOURS	STUDY HOURS	TOTAL HOURS	CFA	LESSON TYPE	CREDIT/HOURS RATIO	TOT. LESSONS
I	ISDC/05	Communication Design	Communication Design	37.5	37.5	75.0	3	TP	25	15
I	ISSC/03	Fashion and Costume History	History of Fashion	22.5	52.5	75.0	3	T	25	9
I	ISDC/02	Communication Skills and Techniques	Advertising and Consuming Psychology	50.0	50.0	100.0	4	TP	25	20
I	ISSE/03	Economics and Fashion Marketing	Fashion Product Development: from Conception to Consumer	50.0	50.0	100.0	4	TP	25	20
I	ISSE/03	Economics and Fashion Marketing	Fashion Marketing	50.0	50.0	100.0	4	TP	25	20
I	ISDC/08	Fashion Project Communication	Fashion Project Communication	50.0	50.0	100.0	4	TP	25	20
I	ISSE/01	Economics and Business Management	Corporate Organization	22.5	52.5	75.0	3	T	25	9
II	ISSU/05	Sociology, Anthropology and Psychology of Fashion	Sociology, Anthropology and Psychology of Fashion	22.5	52.5	75.0	3	T	25	9
II	ISDC/01	Communication Sciences	Communication Theory	50.0	50.0	100.0	4	TP	25	20
II	ISDR/03	Design Rendering and Communication	Design Rendering and Communication	50.0	50.0	100.0	4	TP	25	20
II	ISSE/02	Management of Enterprise Performance	Organization Skills and Enterprise Performance Management	100.0	100.0	200.0	8	TP	25	40
III			Internship		250.0	250.0	10		25	
III			Thesis		150.0	150.0	6		25	
Tot. Credits				505.0	995.0	1,500.0	60			

Legend

LESSON TYPE

T = Theoretical lesson

TP = Theoretical and practical lesson

16.2.3 Course Descriptions

Communication Design (ISDC/05)

This course is dedicated to understanding how fashion & luxury companies design and implement communication strategies with a specific focus on how digital disruption and metaverse are impacting and changing the game rules. Metaverse is a medium for communication that bridges physical and virtual experiences. It is a digital environment complete with augmented reality and virtual reality technologies that will change how we connect, communicate, and access information. Therefore, this Communication design course provides students with a deep understanding of the role of design in communication and

equips them with the skills and profound knowledge needed to create effective and impactful communication solutions.

History of Fashion (ISSC/03)

This theoretical course offers a critical analysis of fashion and the way in which it interprets cultural, social and political events to create a contemporary aesthetic. The tools are provided to allow students to appreciate the multicultural nature of Fashion, highlighting intrinsic elements and the most important key figures. Contemporary Fashion studies look at past and present questions to provide an overall, detailed, and critical understanding of the way in which the fashion industry was born and how it has developed over time. The critical debate will look at different and contrasting viewpoints, expanding the reasoning on the subject of fashion to analyse it from different angles. Overall, the course aims to provide students with a deep understanding of the history and cultural significance of luxury fashion, as well as the skills to analyse and interpret fashion objects and images thoughtfully and critically.

Advertising and Consuming Psychology (ISDC/02)

This subject is focused on the development of advertising strategies for fashion and luxury companies starting from a deep understanding of the consumer's behaviours and researching relevant insight to transform it into storytelling for the customers. The course's key objective is to provide students with a solid foundation in understanding the principles of consumer behaviour and learn how they can be applied to create effective advertising campaigns. An introduction to research methods is also included in this course so that students

Fashion Product Development: from conception to consumer (ISSE/03)

Product development in the fashion and Luxury industry is an essential part of the overall manufacturing process. Fashion product development is responsible for managing the entire product lifecycle, from concept to manufacturing and its ultimate goal is to manage all stages of product creation efficiently. This course covers the practical process of product development from the creation to the arrival of the consumer. Specifically, the course enters in the details of 2 key elements of the marketing mix and specifically the P of Product and the P of Place, including sales and retail management. This knowledge is fundamental for both professionals involved in retailing roles and in product and brand management. Specific seminars will be dedicated to innovation management.

Fashion Marketing (ISSE/03)

Fashion marketing is a dynamic and challenging field that requires a unique set of skills to succeed. In this market where creativity, business savvy, and adaptability come together to create campaigns that not only drive sales but also shape the very culture we live in. The Fashion Marketing course provides a broad and structured understanding of the marketing process with specific application to Fashion and Luxury companies. The course will cover the most relevant models and tools of analytical and strategic marketing, offering as well the framework for developing a piece of more profound knowledge in the areas of operational marketing in another subject.

Fashion Project Communication (ISDC/08)

This subject is dedicated to learning how to approach marketing and communication with real-life branding projects and the key stages of it: the company brief, the analysis and the proposal. During this course, students will receive a deep and up-to-date overview of the digital marketing tools to be applied to the Company project. The general goal of a real-life company branding project is to create a unique identity and image for a company that will differentiate it from its competitors and resonate with its target audience. The specific objectives of the real-life project can vary widely depending on the company and the industry, but generally, the goal is to create awareness, interest, desire, and action among the target audience.

Corporate Organization (ISSE/01)

The objective of this course is to give our student a broad understanding of how potential employers (luxury companies) works and generate value by combining human and capital resources. This course is designed to provide students with the knowledge, skills, and competencies needed to succeed in a variety of leadership and management roles within corporate organisations and professional fields, including preparing employees who are not experts in managing crises with tools, knowledge and practical skills, so they can effectively manage crises if they occur.

As a crisis can precede change and also act as a motivation for a change process to take place, it can concurrently take place alongside a given change effort. As a result, it may potentially derail or shift an organisation in a different direction. Therefore, the topic of change management is included in this course.

Sociology, Anthropology and Psychology of Fashion (ISSU/05)

Despite globalisation, the world is not uniform, and no two markets are identical. Consumer behaviour, both on and offline, tone of voice, payment preferences, linguistic style and convention, and the symbolism attached to different colours and imagery – all vary across cultures. Many of these differences are subtle and not always obvious. Therefore, the objective of this subject is to understand the fashion phenomena as part of the social system and the relevant implication in the current environment. The aim of this course is to develop critical thinking and analytical skills in analysing the social dimensions of fashion and equip them with the tools to evaluate consumer patterns and fashion trends critically.

Communication Theory (ISDC/01)

This course is dedicated to providing a theoretical framework to apply digital communication in real-life fashion projects and communication plans. The course will be structured like a laboratory with theoretical pills and practical workshops in order for students to gain an understanding of ethical considerations in communication, such as privacy, freedom of speech, and cultural sensitivity. This course will include “copywriting” (another word for “marketing writing”) as it refers to text that is used to market a product. Overall, the aim is to equip students with advanced knowledge and skills in communication theory and practice, enabling them to become effective communicators and critical thinkers in the key part of the marketing development process (rebranding or launching a new campaign)

Design Rendering and Communication (ISDR/03)

This subject is dedicated to learning how to approach and communicate in a professional fashion environment from a formal and informal point of view, written and oral. During this course, students will work to improve their hard and soft skills. Overall, the course in design rendering and communication aims to provide students with the skills, knowledge, and experience needed to succeed in the field of design and to create effective, visually compelling design solutions.

Organisation Skills and Enterprise Performance Management (ISSE/02)

This subject is dedicated to develop a professional understanding of Fashion Business and Brand Management and to apply it in real life situations based on a company project. The main purpose of the course is giving students the basics to create a business plan. Starting from the analysis of the brand and its

management, through to the creation of a business model and principles of retail management, the student will ultimately present a new business plan in order to start their own company.

Internship

As part of the didactical experience provided to its students, the graduate programmes include an internship period which is embedded in the Plan of Study of each programme.

This working experience allows students to take advantage of skills and topics learned during lessons, putting them into concrete practice within a real professional environment.

The internship consists of an experience in professional practice through the realisation of individual or group projects in collaboration with institutions or companies on their premises.

Thesis

The thesis for the Masters in Fashion and Luxury Brand Management programme focuses on conducting extensive research and project development within the field of Fashion and Luxury Brand Management to produce a comprehensive written document. 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.

- **16.3. Masters of Arts in Interior Design**

16.3.1 Programme Learning Outcomes

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:

- 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.

16.3.2 Plan of Study

SEMESTER	ACADEMIC SECTOR CODE	ACADEMIC SECTORS	SUBJECTS (ENG)	LESSON HOURS	STUDY HOURS	TOTAL HOURS	CFA	TYPE OF LESSON	CREDIT/HOUR RATIO	TYPE OF EXAM
I	ISCC/01	Design History & Culture	History and Criticism of Contemporary Design	22,5	52,5	75,0	3	T	25	E
I	ISDE/05	Fashion Design	Trend Forecasting	25,0	25,0	50,0	2	TP	25	E
I	ISME/03	Visual Studies	Visual Research	25,0	25,0	50,0	2	TP	25	E
I	ISST/04	Fashion Product Technologies	Production Processes	25,0	25,0	50,0	2	TP	25	E
I+II	ISTT/02	Materials Science & Technology	Innovative Technologies and Construction Materials	50,0	50,0	100,0	4	TP	25	E
I	ISDR/03	Design Rendering and Communication	Techniques of Project Communication	25,0	25,0	50,0	2	TP	25	E
I+II	ISDE/02	Environment Design	Interior Design	100,0	100,0	200,0	8	TP	25	E
I	ISDC/02	Communication Skills and Techniques	Communication Tools and Techniques	25,0	25,0	50,0	2	TP	25	E
I	ISDR/03	Design Rendering and Communication	Computer Aided Design (CAD)	50,0	50,0	100,0	4	TP	25	E
II	ISDR/03	Design Rendering and Communication	Rendering	50,0	50,0	100,0	4	TP	25	E
II	ISDC/03	Graphic Design and Creative Studies	Graphic Design	25,0	25,0	50,0	2	TP	25	E
II	ISME/02	Basic Design	Light Design	25,0	25,0	50,0	2	TP	25	E
II	ISTT/03	Production Technologies	Innovative Processes	25,0	25,0	50,0	2	TP	25	E
II	ISSU/01	Sociology and Anthropology of Design	Sociology and Anthropology of Design	22,5	52,5	75,0	3	T	25	E
II	ISDE/02	Environment Design	Environment Design	25,0	25,0	50,0	2	TP	25	E
III			Internship		250,0	250,0	10		25	ID
III			Thesis		150,0	150,0	6		25	E
Tot. Credits				520,0	980,0	1.500,0	60			

Legend

LESSON TYPE

T = Theoretical lesson

TP = Theoretical and practical lesson

16.3.3 Course Descriptors

History And Criticism Of Contemporary Design (ISCC/01)

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 (ISDE/05)

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-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 (ISME/03)

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 (ISST/04)

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.

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 (ISTT/02)

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 (ISDR/03)

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.

Interior Design [semester 1+2] (ISDE/02)

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.

Communication Tools and Techniques (ISDC/02)

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) (ISDR/03)

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 (ISDR/03)

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 (ISDC/03)

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 (ISME/02)

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 Processes (ISTT/03)

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 (ISSU/01)

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 (ISDE/02)

The course will delve into the critical role of interior designers in addressing the global environmental challenges we face today. Students will learn to analyze and assess the ecological impact of interior design decisions and develop strategies to minimize resource consumption, reduce waste, and promote energy efficiency throughout the design process. Key topics covered in the course include:

Sustainable Design Principles: Students will examine the fundamental principles of sustainable design and explore how these principles can be integrated into interior design. Emphasis will be placed on concepts such as biophilic design, passive design strategies, and adaptive reuse.

Advanced Materials and Technologies: Students will explore the latest advancements in eco-friendly materials, including recycled and upcycled materials, low-impact finishes, energy-efficient lighting, and sustainable furniture options. They will learn to evaluate the environmental performance of materials and select appropriate options based on sustainability criteria.

Life Cycle Assessment: Students will gain an understanding of life cycle assessment (LCA) methodologies and tools to evaluate the environmental impact of interior design choices. They will learn to analyze the entire life cycle of materials, products, and systems, from extraction and production to use, maintenance, and disposal.

Sustainable Practices and Ethical Considerations: Students will examine ethical considerations related to sustainable design, including social responsibility, environmental justice, and equitable design practices. They will explore the importance of community engagement, collaboration with stakeholders, and the role of design in fostering positive social and environmental change.

Throughout the course, students will engage in hands-on projects, case studies, and collaborative exercises that simulate real-world interior design scenarios. They will develop critical thinking skills, analytical abilities, and creative problem-solving techniques necessary to incorporate sustainable practices, advanced materials, and minimize environmental impact in their design projects.

By the end of the course, students will have a comprehensive understanding of the principles and strategies of environment design in interior design. They will be equipped to create innovative, sustainable, and environmentally responsible interior spaces that contribute to a more sustainable future.

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.

Thesis

The Thesis 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.

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.

17. School Departments

Management of activities performed by Istituto Marangoni Dubai is divided into two main areas – academic and administrative. Administrative and Academic staff is available to offer a high quality level of service and student support for all scheduled programmes and on-site activities.

The staff available on the School premises cover the following areas:

- **17.1. Institution Director**

The Institution Director is the highest level at the School who manages and supervises the work and activities of all staff, both administrative and academic. The Institution Director and the team report to Headquarters comprising of Group Managing Director and Group Educational Director, Admissions, Sales, Quality Assurance as well as Group Academic and Student Services departments.

The purpose of the role and main activities include:

- Smooth management and operation of the School.
- Guarantee the development and profitability of the School.
- Supervise School's operations.
- Develop clear School related objectives.
- Develop and periodically review and update both long-term and short-term operational plans to be implemented locally.
- Represent Istituto Marangoni locally and set up PR and other communication activities with local stakeholders.
- Coordinate relations with various institutional entities and stakeholders.
- Respect local law and norms, and inform Istituto Marangoni Headquarters about relevant local regulations and legal framework which might affect operations locally.

To contact the Institution Director, the following contact information should be used:

Roberto La Iacona – the Institution Director - r.laiacona@istitutomarangoni.com

○ **17.2. Educational Director**

The Educational Director (DE) directly coordinates in relation to the delivery of programmes, monitors processes and procedures to make sure standards and the highest quality is met. Students can refer to the Educational Director for support in their studies, highlight issues as well as raise suggestions regarding their programme improvement.

The purpose of the role and main activities include:

- Be responsible for the overall academic portfolio of courses delivered at Istituto Marangoni Dubai.
- Develop and supervise the academic team and ensure that the teaching and learning mirrors Istituto Marangoni's overall philosophy and mission.
- Work closely with other Istituto Marangoni sister Schools to maintain the highest level of parity across all courses.
- Work closely with the Institution Director to guarantee the highest standard of teacher provisions of all courses, including local and european teachers.
- Work closely with the local Sales Manager for the preparation and engagement of the faculty in promotional activities such as open days, promotional lectures and workshops, seminars etc.

To contact the Educational Director, the following contact information should be used:

Elena Marinoni – the Educational Director - e.marinoni@istitutomarangoni.com

○ **17.3. Academic Team**

The Academic Team is responsible for the quality of the programmes; oversees designing, developing, delivering and monitoring of programmes; and manages the students' academic support. The Academic Team is also responsible for implementing the required programme content, coordinating and managing the academic administration when necessary for its successful day to day operation.

The purpose of the role and main activities include:

- Plan and deliver academic activities using a clear and appropriate approach.

- Develop student creativity, passion for the taught subject and problem solving skills through independent study, field trips and industry-supported projects.
- Develop the student learning progression and monitor the learning approach and developmental stages of each student.
- Establish and maintain appropriate working relationships with an international community of both peers and students.

The list of academic faculty includes:

Name / Surname	Role	Qualification	Year
Elena Marinoni	Academic Staff	MA	2002
Yuetong Shi	Academic Staff	MA	2019
Abedallah Farhan	Quality Assurance Manager	PhD	2022
Paolo Caratelli	Academic Staff	PhD	2007
Irina An	Academic Staff	MA	2013
Akanksha Rohra	Academic Staff	MA	2016
Sara Calati	Academic Staff	MA	2002

17.3.1. Advising Policy

Purpose

IMD is committed to providing students with high-quality academic advising services. Academic advising ensures that students receive the necessary information, support, and guidance to progress through their studies smoothly and successfully. At the beginning of each academic year, Program Leaders will assign new students to an Academic Advisor. The Academic Advisor will offer support related to institutional policies

and procedures, attendance, student development, support for at-risk students, and any additional assistance required.

Scope

This policy applies to all students enrolled at IMD

Policy

- It is the responsibility of the Program Leader to assign new students joining IMD to Academic Advisors based on their specialization and area of interest. The assignment process must be completed within the first three weeks of the semester.
- Students are encouraged to consult with their Academic Advisors throughout the semester.
- Each tutor may serve as an advisor to a maximum of 30 students.
- Online meetings may be scheduled if agreed upon by both parties.
- Required Documentation

Each Academic Advisor must maintain the following documents for academic advising:

- Student transcripts
- Minutes of meetings with students
- Any plans developed for the student
- Communication records between the Academic Advisor and students

Guidance for Academic Advisors

- Academic Advisors must officially communicate all necessary information to students, including their email address and office hours.
- Academic Advisors must arrange at least one meeting with each student under their advisement during the academic semester. Two meetings should be arranged during the semester for students who are repeating courses.
- Academic Advisors must follow up with students who have high absence percentages.
- Advising Topics

The following topics must be covered by the Academic Advisor:

- Academic goals for the academic year
- Professional development
- Personal skills.
- Respond to concerns raised by students related to their learning objectives.
- Provide students with relevant policies and procedures, and ensure that they have received the student handbook.
- Be the first point of contact for students in cases of withdrawal or postponement requests.
- Provide students with the necessary information related to cross-school applications, if required.
- Follow up with students to ensure that all missing documents required for unconditional admission are provided.
- Help and support students with any challenges or difficulties they are facing with their registered subjects.

Guidance for Students

- Communicate with the Academic Advisor on a regular basis, attend all scheduled meetings, and respond to all emails sent by the Academic Advisor.
- Communicate any academic issues or concerns to your Academic Advisor as soon as possible.
- Provide the Academic Advisor with all necessary documents required for academic advising, including the academic transcript, timetable, and study plan.
- Participate in the evaluation process of academic advising as requested by the Academic Services.

- **17.4. Library**

The library service aims to provide relevant, up-to-date and easily accessible learning resources for students. It also aims to help students use these resources correctly and provide support during their research. The purpose of the role and the main activities include:

- Arrange the library organisation;
- Arrange the development of library resources, services and policies;
- Purchase new magazines and books according to the indications of faculty, in the respect of the annual budget and following the Institution Director guidelines.

To contact the Library team, the following contact information should be used:

Library – library.dubai@istitutomarangoni.com

○ **17.5. Student & Academic Service**

The Student and Academic Services department oversees the organisational part of the programme timetable, exam sessions and extracurricular activities. Moreover, it provides pastoral support to students at the School and guidance regarding timetables, deadlines, School regulations, time management and career monitoring. The Student and Academic Services are available throughout the year on any aspects of the School life and student journey that may include (but is not limited to): finding students' way around the School and the city; managing time; attendance; exam tips; Exceptional Factors; dealing with stress' getting the best from the programme; any other matters regarding situations that may affect students' academic performance.

The purpose and main department activities include:

- Ensure high quality academic and student support services;
- Support in course planning and faculty assignment;
- Collect student feedback and present it in various School meetings;
- Provide pastoral and academic counselling to students.

To contact the Student and Academic Service department, the following contact information should be used:

Student and Academic Services team - academicservices.dubai@istitutomarangoni.com

○ **17.6. Career Service and Industry Relations Service**

The Career Service and Industry Relations department oversees all aspects related to student employability aspects. The purpose of the role and main activities include:

- Build and strengthen relationships with industry professionals.
- Create and maintain a high level of placements for both graduate students and Alumni.

- Provide assistance and advise students on relevant job markets.
- Provide career guidance and interview techniques, give feedback on students' CVs and cover letters.
- Develop local Alumni Community.
- Act as a contact point and reference for the industry to answer their talent acquisition needs.

- **17.7. Sales and Student Admissions Department**

The Admissions Office provides information about all programmes and study opportunities that the Dubai School offers. It provides assistance during all stages of a student's enrolment starting from an initial enquiry all through application and formal enrolment. It is also in charge of supporting students who wish to change a programme or transfer to another School at the end of the study year.

The purpose of the role and main activities include:

- Reach agreed targets defined by the Institution Director and the Group Head of Sales;
- Manage student recruitment and marketing activities;
- Provide orientation and information activities.
- Improve a commercial strategy of enrolment acquisition via multiple channels;
- Contribute to the development of the School's marketing strategy;
- Monitor enrolment performances to suggest effective actions to achieve goals and maximise results;
- Help increase brand awareness through marketing, events and other possible activities and channels;
- Support student recruitment promotional activities;
- Develop and nurture a network of local sales agents and counsellors.

To contact the Admissions, Marketing and Business Development Office, the following contact information should be used:

Admissions team - dubai@istitutomarangoni.com

○ **17.8. Finance and HR Department**

The purpose and main activities of the department / role include (but not limited to):

- Oversee of finance related activities;
- Manage the financial reporting, budgeting, auditing, financial analysis and banking functions;
- Support budget preparation;
- Manage periodic budget analysis;
- Manage suppliers and invoicing;
- Prepare management staff and academic faculty contracts in compliance with local laws and regulations;
- Manage recruitment processes.

To contact the Finance and HR Department, the following contact information should be used:

t.saeed@istitutomarangoni.com

b.prince@istitutomarangoni.com

○ **17.9. Web and Marketing Department**

The purpose and main activities of the department / role include (but not limited to):

- Support Sales / Admissions department with digital marketing campaigns, working on areas such as copy-writing, open days, booking orientations, scholarships etc.
- Work with development partners to create and update the landing pages whilst working closely with the communication department in terms of coordination of the layout and tone of voice;
- Maintain close relationship with external digital agencies;
- Monitor and carry out tests on the landing pages created, identifying critical aspects and resolving any issues immediately through CRM department and external agencies;
- Monitor the status of the website and the landing pages as a quality assurance controller.

To contact the Web and Marketing Department, the following dedicated contact information should be used: marketing.dubai@istitutomarangoni.com

○ **17.10. Communication Department**

The purpose and main activities of the department / role include (but not limited to):

- Support in various communication activities;
- Implementation of digital and social media activities;
- Support the organisation of the institutional and promotional events;
- Manage the organisation of off-line and on-line activities as well as PR in order to implement the brand visibility;
- Maintain relationships with external contractors for communication and PR activities.

○ **17.11. Reception**

The purpose and main activities include (but not limited to):

- Welcome students, prospective students, employees, faculty and external guests with utmost professionalism;
- Check students; follow to and from the School;
- Carry on opening and closing of the School;
- Provide professional front desk / enquiry service and respond appropriately and effectively to a wide range of enquiries.

To contact the Reception, the following dedicated contact information should be used:
admin.dubai@istitutomarangoni.com

APPENDIX 1: Academic Year Calendar 2024 – 2025 (Graduate Programmes)



Semester start/end
Induction days
Assessment
Special event
Internship
Dissertation
study days
Holidays

September 2024						
M	T	W	T	F	S	S

October 2024						
M	T	W	T	F	S	S

November 2024						
M	T	W	T	F	S	S

Induction Days 30

December 2024						
M	T	W	T	F	S	S

January 2025						
M	T	W	T	F	S	S

February 2025						
M	T	W	T	F	S	S

March 2025						
M	T	W	T	F	S	S

S1 Week 9	2	3	4	5	6	7	8
S1 Week 10	9	10	11	12	13	14	15
S1 Week 11	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	31					

S1 Week 12	6	7	8	9	10	11	12
S1 Week 13	13	14	15	16	17	18	19
S1 Week 14	20	21	22	23	24	25	26
S1 Week 15	27	28	29	30	31		

S1 Week 16	3	4	5	6	7	8	9
Assessment	10	11	12	13	14	15	16
S2 Week 1	17	18	19	20	21	22	23
S2 Week 2	24	25	26	27	28		

S2 Week 3	3	4	5	6	7	8	9
S2 Week 4	10	11	12	13	14	15	16
S2 Week 5	17	18	19	20	21	22	23
S2 Week 6	24	25	26	27	28	29	30
	31						

April 2025						
M	T	W	T	F	S	S

May 2025						
M	T	W	T	F	S	S

June 2025						
M	T	W	T	F	S	S

July 2025						
M	T	W	T	F	S	S

S2 Week 7	14	15	16	17	18	19	20
S2 Week 8	21	22	23	24	25	26	27
S2 Week 9	28	29	30				

S2 Week 10	5	6	7	8	9	10	11
S2 Week 11	12	13	14	15	16	17	18
S2 Week 12	19	20	21	22	23	24	25
S2 Week 13	26	27	28	29	30	31	

S2 Week 14	2	3	4	5	6	7	8
S2 Week 15	9	10	11	12	13	14	15
S2 Week 16	16	17	18	19	20	21	22
Assessment	23	24	25	26	27	28	29
Assessment	30						

Assessment	1	2	3	4	5	6	
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31			

August 2025						
M	T	W	T	F	S	S

September 2025						
M	T	W	T	F	S	S

October 2025						
M	T	W	T	F	S	S

November 2025						
M	T	W	T	F	S	S

Assessment	1	2	3	4	5	6	7
Assessment	8	9	10	11	12	13	14
Dissertation	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30					

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27	28	29	30	31			

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17	18	19	20	21	22	23	
24	25	26	27	28	29	30	

December 2025						
M	T	W	T	F	S	S

January 2026						
M	T	W	T	F	S	S

February 2026						
M	T	W	T	F	S	S

March 2026						
M	T	W	T	F	S	S

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30	31						