



PROGRAMME SPECIFICATION

Undergraduate Training Programme in Interior Design 3-Year course
ISTITUTO MARANGONI DUBAI

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PROGRAMME SPECIFICATION ·

Undergraduate Training Programme in Interior Design · 3-Year course

Brief Overview

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

Certification Attained

Participants who successfully complete this course will be awarded a Istituto Marangoni certificate.

Course description (Curriculum)

The Interior Design programme envisages various teaching and learning methods, including seminars, tours, presentations, workshops, library and material archive sessions, lessons held in the laboratory, projects carried out individually and in groups and individual research. The first year of studies will provide students with a series of tools that are essential for building the foundations required to pre- pare them for the rest of the course. They will acquire the ability to analyze the space of the design in relation to the human figure and interpret its constructive technical aspects with new ideas, supported by the development of models in the workshop. The design elements will be represented with the software AutoCAD and Digital lessons will enable them to present their technical deliverables typeset professionally. The basic lessons of freehand drawing provided will help them to represent the prospective construction of the interpreted spaces. They will also be introduced to the materials and processes used in interior design. The lectures in History of Art and History of Design will provide the essential cultural support required in order to understand the evolution of the living space.

By the end of the academic year, students can choose to follow a specialized course focusing on interior lighting design or continue with a general course.

In the second year, the students will be capable of expressing their creativity by tackling various types of designs for interiors, interpreting the customers' requirements with ideas in line with the international trends. They will learn to choose covering materials and furnishing fabrics, they will study the theme of design and lighting, producing technical representations of the design layout. The three-dimensional construction of the spaces designed with dedicated software programs will illustrate the defined style of the interiors, presented with an approach that is not only technical but also based on emotions, for the structure of the detailed story of a concept, from its inspiration to its final representation. The cultural subjects will support the contemporary element of Design.

In the third year, students will consider the fashion industry, analyzing the identity of fashion brands and interpreting their stylistic codes in retail spaces, and studying the marketing aspect of the sector in order to understand the luxury market and the market positions of the brands. They will interact with the customer or company in an interior design project and produce an individual creative and innovative design that conveys the experience acquired during the course. The students will perfect their renderings in order to produce a realistic photo mock-up of the designed spaces and will acquire the skills required to present the technical and executive drawings required of designers. By the end of the course, they will have created a professional portfolio comprising the highlights of the designs developed during the course.

Course description (Subjects)

FIRST YEAR

Year 1 of the Undergraduate Training Course in Interior Design comprises the following modules:

- INTERIOR DESIGN 1 - DESIGN HISTORY
- INTERIOR DESIGN 2 - BASIC DESIGN
- INTERIOR DESIGN 3 - REPRESENTATION METHODS & TOOLS
- INTERIOR DESIGN 4 - MATERIAL SCIENCE & TECHNOLOGY

Design History and Culture

The course introduces the main moments of historical and critical debate that characterized the History and Culture of Design between the nineteenth and twentieth centuries.

The course combines three different perspectives: the historiographic, critical, and vocabulary-based stances.

Students will be provided 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 opinions on the various issues that have characterized industrial design and aesthetic culture in the West [European and American], East and Far East [India, Japan, China], and MENA [Middle East and North Africa].

Students will refer to major world events as an inspiration for design projects.

Students will have the opportunity to demonstrate their knowledge of historical content identifying key figures, their roles, and movements of the History of Design of the nineteenth and twentieth century in relation to the socio-cultural context.

Students will produce a series of creative products that reflect their comprehension of both historical content and relevant design skills, all collected in a portfolio along with insight research.

The final portfolio contents will reflect chronologically the different periods of evolution in design and context, by creating a thematic historical timeline.

Design Semiotics

The subject aims to provide students with an advanced, specific knowledge of design languages seen in their historical evolution, analyzed with a semiotic approach against the background of the social and cultural context of reference. The student will learn how the relevant contents of a given era are translated into recurrent aesthetic styles applied to product design and furniture elements as well as their use in interior design projects. Particular attention is given to the contemporary scenario and the latest development of design languages.

Students will develop semiotic skills to be applied to visual production and to how these can be used to convey specific cultural contents.

Multimedia Information Technologies

The objective of the course is to introduce digital technology for the organization and creation of graphic artwork, and to provide the tools useful for the management and professional elaboration of images. With the use of the software Adobe Photoshop, the student will acquire the fundamentals of composition, and those of layout through Adobe InDesign.

Exercises of layout and paging, of visualizations of interiors with furnishings, will build the necessary skills of the student required to create the presentations of the projects from the main course, including the principals of retouching photographs, manage imagery, and their interaction with typography and other visual elements.

Materials Science and Technology

The course aims to provide the principles and information necessary for the formation of a basic culture on materials for design, with a specific focus on interior design. The course will introduce materials considering the technical and scientific aspects including characteristics related to senses and perception. The course also aims to provide the necessary tools to make an informed selection regarding the materials of artefacts, their forms and production processes. Each lesson will include a theoretical component and application examples, with the aim of providing a basic knowledge of the subject in a facilitated and optimized learning context.

Representation Methods and Tools

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

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

Basic Design

The course addresses the critical analysis of the action space of visual communication, phenomena related to the perception of shapes and spatial languages and balance in the graphics field. In preparation for global activity in the Visual Design field, the course addresses the psychological aspects of the theory of form, colour and figuration (Gestalt) and also the more complex areas of graphic culture: relevancy, influences of light and colour, from spatial forms of language to interdisciplinary experimentation. The course adopts both an analytical and a practical approach, addressing the design of 2D and 3D objects by defining them as basic compositions of formal elements. Objects are defined as arrangements of geometric bodies, combining them with different compositional strategies. Special attention is given to modularity and structural joints as well as to the volumetric and morphological definition. Colour and shape combination is addressed as part of the object design. Chromatic, tactile, olfactory and "sensory" values are also taken into consideration as key aspects of conceptual modelling for design.

Computer Aided Design (CAD) 1

During the first semester the software AutoCAD will be employed as a fundamental instrument for the representation of project form and spaces. The use of workspace and main tools allows translation in a digital form of basic principles and methods concerning descriptive and projective geometry. Starting from the theoretical concept of orthogonal planes, using the software it will introduce the technical representation of plans and sections, common architectural elements (doors, windows, staircases) and custom-made furniture. The introduction to the Sketch Up software will also be introduced during this course, to allow students to familiarize themselves with 3D modeling software for quick sketches and spatial composition.

SECOND YEAR

Year 2 of the Undergraduate Training Course in Interior Design comprises the following modules:

- INTERIOR DESIGN 5 - SOCIOLOGY OF DESIGN
- INTERIOR DESIGN 6 - COLOUR DESIGN
- INTERIOR DESIGN 7 - ENVIRONMENT DESIGN
- INTERIOR DESIGN 8 - TECHNIQUES OF DESIGN COMMUNICATION

Sociology and Anthropology of Design 1

The course aims to provide students with a general knowledge of the cognitive mechanisms that govern the relationship of users with digital devices, as a central experience of the contemporary anthropological scenario. Particular attention is paid to the criticalities that emerge from this type of relationship and to the negative effects of a "toxic" relationship with digital devices, both on a cognitive and social level.

Innovative Technologies and Construction Materials

Aim of the course is to consolidate and extend the previous year's topics related to materials and processes together with a specific insight on the theme of materials perception, senses, and aesthetics by using CMF [Coherent Modelling Framework] and visual coherence methodology and approach. Scope of this module is to provide students with a professional tool and a specific approach that allows to develop creativity and at same time a professional design language.

After a review of the primary aspects related to materials and their main technical competencies requested to an interior designer, the course will then move to the creation of specific tools of research, concept generation and communication of the material aspects of a project with the goal to provide students of solid theoretical and practical competencies to be used for their on-going projects and future profession. The course covers topics related to the material science, geometry, forces and equilibrium, light, manufacturing, and environmental considerations. The lessons are structured to enable interactive discussion of the importance of each topic in the context of design, supported with various examples and tools to analyze and apply the concepts in real-world scenarios.

Interior Design 1

In this course, students will elaborate the design process concentrating on the interpretation of interior design proposals in which the aesthetic, functional and experiential components are considered and balanced in an approach that reflects the context and reflects the user/client's needs. Students will connect the design components of the interior project with user-centered experience. The architectural and interior interpretation of a sensorial design intention will be examined through the coordinated use of materials, lighting, and color.

SEMESTER 1

The students will create two different design proposals, each concentrating on a different project typology. The design themes will range from contemporary social needs to the more sensorial and experiential interpretations of interior space.

SEMESTER 2

In the second semester, students will continue to develop the approach and design sensibilities to align and interpret lifestyles. Both place and location will be examined as elements that influence approach, language and the style of interventions and product trend analysis. The project's sustainable materials for indoor and outdoor use will be examined in depth. (Bio-eco-recycled-renewable).

INTERIOR DESIGN LIGHTING

Lighting design will be examined as an element of sensory and technical design to be coordinated with the design aspects of two different projects. Students will learn the basics of the lighting discipline and explore the qualities of light. They will learn through theoretical courses as well as through the design project".

Environment Design 1

In this course, students will be introduced to the complete design process and methodological approach which they will be asked to duplicate in the form of project proposals. The course will focus on establishing the correct and complete steps and introduce and reinforce the design tools to be used.

The students will create a different design proposal, each concentrating on a different project typology.

The students' interior design projects will be based on solid foundations of spatial organisation responding to pragmatic and functional requirements but also on design intentions for a user-oriented experience.

The independent projects that the students will address during the course are of a different nature allowing them to investigate and define a design approach while addressing different elements (and inspirations) of an interior design project. The design themes will range from contemporary social needs to the more sensorial and experiential interpretations of interior space

Colour Design

When we talk about design psychology, we are not referring to the psychology of the designer, but of the consumer. This means exploring the psychology of society, its collective unconscious, the historical and cultural framework in which we live, and our capacity for symbolic manipulation of objects and colors. The Covid-19 pandemic has forced us to dramatically change our collective, and then personal, habits. Our work and everyday environments will henceforth be organized around the key word 'hybrid'. This exploration will be made through the theoretical contribution of important design historians such as Vilelm Flusser, but also with the neuroscientific approach of the neurasthenics of Semir Zeki and his school.

Techniques of Design Communication

The course will allow students to represent their ideas and projects through technical drawings and 3D modelling and renderings. Students will be introduced to the software, 3DS Max and concentrate initially on developing basic volumetric modelling for axonometric views. This will provide the foundations that will allow the students to illustrate the assigned projects three-dimensionally. They will also create conceptual volumetric renderings. The software learning will be advanced with the introduction of rendering engines that will allow the visualization of standard and special effects".

The course will introduce students to a series of important software, Adobe Illustrator, Adobe Photoshop, Adobe InDesign and Adobe Premiere. Students will learn how to manage both technical-functional and aesthetic-expressive aspects.

Software: Adobe Photoshop, editing and compositing for photos and raster images; Adobe Illustrator, creation, and management of vector graphic elements; Adobe InDesign, creation of organized, well formatted documents and presentations.

The course will conclude with the introduction of Premiere, the standard to produce audio-visual content in animated graphics. The use of the software will have a particular focus on the creation of a multimedia presentation of interior design projects made by students.

Computer Aided Design (CAD) 2

The course deepens the technical representation of the project by introducing elements of the executive design with the support of the CAD system. Construction details and architectural elements will be analyzed and adapted to the specific project. The custom-made furniture design will be analyzed further according to the contents of the Product Ergonomics course.

A three-dimensional modelling of some custom sizes is provided during the course. The techniques of rendering, lighting and definition of the materials will be investigated. Tools for post-production and photo montage of the three-dimensional model in a pre-existing digital image will also be provided.

THIRD YEAR

Year 3 of the Undergraduate Training Course in Interior Design comprises the following modules:

- INTERIOR DESIGN 9 - RENDERING
- INTERIOR DESIGN 10 - ORGANIZATION SKILLS
- INTERIOR DESIGN 11 - INTERIOR DESIGN
- INTERIOR DESIGN 12 - DESIGN RENDERING & COMMUNICATION

Sociology and Anthropology of Design 2

Students will be provided with an understanding of the impact that products have on social life. They will discover, analyse, and study the links between sociology and design. Students will learn to forecast how their objects would affect everyday people's lives, investigating the answers to questions such as: Can we control and guide the outcomes? Why is it important? They will study issues such as global warming, gender-based violence, the floating plastic island within the ocean, and the "Hikikomori" phenomenon. Besides, students will work in groups to present a concept solution for the chosen situation and learn an alternative approach to the traditional design process based on participatory design.

Interior Design 2

The course focuses on commercial spaces, product presentations and outfitting a space.

Students embark on a retail space design project (single-brand store - showroom - corner of an international fashion brand) and are introduced to the fashion system and luxury market. The aim of the project is to interpret and translate a fashion brand concept into a physical project space, while also designing the necessary exhibition structures.

Students work on an interior design project that has been pitched and is overseen by a real company/office working in the sector. The project involves briefings, works in progress and delivery to the customer. The goal is to introduce students to the working world by offering them the chance to communicate with a real customer.

Students are supported in their understanding, interpretation and reworking of customer requests by employing brand analysis and suggesting solutions that fit in with contemporary trends. All architectural, functional and aesthetic project features are developed through the creation of technical drawings (plans, sections and details) and mood boards that explore colors, materials, finishes and lighting, and which are presented to the customer.

INTERIOR DESIGN LIGHTING

The course offers the possibility to understand, design and develop a lighting scheme that is custom tailored to each project typology. The students will be guided through the design process and practical experimentation.

Environment Design 2

Development of the final degree project.

The course includes the approach and interpretation of a living space by interpreting the selected thesis theme in the assigned project spaces. The aim of the project is the ability to understand, interpret and rework an assigned theme, declining it in the development of a residential interior project, proposing suitable solutions in line with the main contemporary trends. The student has to face the evolution of living in relation to the new generations, their lifestyle, their needs and to reflect on possible future scenarios of living, proposing innovative and coherent solutions.

The approach to sustainability as a new social model and status symbol will be addressed by promoting the research of sustainable materials and solutions with low environmental impact. Reuse, recycling, craftsmanship, healthy and non-toxic materials are the keywords of this interpretation.

The evolution of the interiors – though changeable, flexible, reconverted, multifunctional and 'adaptable' - shows the transformation scenario that characterizes the spaces of contemporary living.

Finally, the analysis of technology as an integral part of our lifestyle and its contamination in indoor and residential environments. Immersive, sensorial and virtual experiences amplify the user's emotional response, pushing him to live increasingly immaterial spaces, less physical and suspended between real and digital, the 'physical experience'.

The student will be supported in the development of the project in all the architectural, functional and aesthetic aspects through the development of technical drawings (plans, sections, diagrams and details) and more evocative mood boards that represent the world of colors, materials, finishes and lighting.

The designed space will also be analyzed and represented with a conceptual model.

Organization Skills and Enterprise Performance Management

The course covers the practical and operative aspects required in carrying out the profession of Interior Designer in the final phase of a project. The course provides a simulation of the process applied by professionals in the management of a construction site and of all the working phases expected in the realization of the project proposed to the client.

During the course, students will develop the construction drawings, the Bill of Quantity and the Cost Estimate. In addition, they will learn how to manage the phases and timing of an interior construction site.

During the development of the construction project, students will consult the reference regulations and acquire information about the administrative process related to interior design.

- Development of the construction project
- Development of the construction drawings and details
- Site management: coordination and timing
- Electrical plan
- Development of the Bill of Quantities and Cost Estimate
- Knowledge of the administrative processes
- Knowledge of the relevant regulations

Design Rendering and Communication

The course provides students with the conceptual and technical tools necessary to employ new technologies in interior design projects. In particular, the most important fashion brands are now testing innovative materials (polymeric, metal, ceramics, composite materials) and new digital technologies. Students will use these technologies for their projects, in relation to the brief launched by a Company. During the project development, students will be asked to carry out the spatial translation of the concept in relation to the brand identity, and the elaboration of the construction details related to the architectural proposals for the assigned space. Students will start from the study of the company DNA, and they will go on with realizing a project reflecting the brand identity, by interpreting and creating an appropriate architectural visual language. Students will learn to interact with clients in an autonomous way, creating a creative dialogue with them. "The course provides the theoretical/practical tools finalized to the visual communication of the project. Through the use of graphic layout, visual storytelling, and use of digital and analogue media, students will learn to present their final projects effectively and professionally.

Rendering

The course provides support to the technical and visual representation of the projects carried out during the Interior Design course. Some topics related to photorealism and the most advanced use of the V-ray rendering engine will be studied, as well as Rhino software.

The use of Photoshop is recommended for the postproduction of the image in the specific context of the project. Introduction to advanced modeling techniques and realistic photo rendering of project areas. The student will have to carry out the project formalized at the executive level by deepening the characteristics of the space; moreover, ergonomic controls of custom-made furniture will be provided.

Final Project (Dissertation)

The final project is the assessment of the competences gained by the Student, his/her maturity in the methodologic approach and the acquisition of the relevant technical and cultural tools; this will translate into a final work that will show evidence of all aspects and steps that are part of the candidates' educational path. It will consist in the development of a work that will demonstrate a concrete application of the theoretical and cultural/creative studies undertaken.

Internship

As part of the didactical experience provided to its students, the Undergraduate programmes include an internship period which is embedded in the Study Plan 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 a period of an experience in professional practice through the realization of individual or group projects in collaboration with institutions or companies on their premises or on the School premises (internship on campus).

Educational Mission of Istituto Marangoni

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

Programme Learning Outcomes: 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.

Programme Learning Outcomes

At the end of the course in Interior Design, the student will be able to:

Knowledge:

1. Understand how to collect, assess, record, and apply appropriate information.
2. Become familiar with different styles and philosophies of international brands, trends, and markets, considering sustainability.

Skills:

1. Be proficient in communicating ideas effectively, both verbally, in writing and through graphic means, utilizing manual techniques and digital tools.
2. Able to manipulate and create spaces that are harmoniously and efficiently integrated in line with client needs, considering factors such as distribution, lighting selection, materials, colors and furniture.
3. Survey and professionally represent and design spaces, including custom-made furniture, considering technical features, and selecting appropriate materials.
4. Deal professionally with space planning, circulation, display strategy and setting-up for various uses such as retails, exhibitions, hospitality, and corporate spaces.

Competencies:

1. Generate, evaluate, develop, and communicate design ideas through the use of manual techniques and/or digital tools.
2. Raise clear specific problems, interpreting information, considering diverse points of view, reaching well-reasoned conclusions, and testing them versus relevant criteria.
3. Utilizing Information Technologies and Communication (ITC) tools in order to communicate ideas and design professionally.
4. Create and design innovative space solutions that align with contemporary trends and user needs, considering sustainability.

Study Plan

Year 1

Subject Code	Subject
ISSC/01	Design History and Culture
ISDC/01	Design Semiotics
ISDC/07	Multimedia Information Technologies
ISST/02	Materials Science and Technology
ISME/01	Representation Methods and Tools
ISME/02	Basic Design
ISDR/03	CAD CAM Modelling
ISSE/02	Foreign Language
	Free Study Activities

Year 2

Subject Code	Subject
ISSU/01	Sociology and Anthropology of Design 1
ISST/02	Innovative Technologies and Construction Materials
ISDE/02	Interior Design 1
ISDE/02	Environment Design 1
ISME/02	Colour Design
ISDR/03	Techniques of Design Communication
ISDR/03	Computer Aided Design (CAD) 2
	Free Study Activities

Year 3

Subject Code	Subject
ISSU/01	Sociology and Anthropology of Design 2
ISDE/02	Interior Design 2
ISDE/02	Environment Design 2
ISSE/02	Organization Skills and Enterprise Performance Management
ISDR/03	Design Rendering and Communication
ISDR/03	Rendering
	Internship
	Dissertation

Learning and Assessment Strategy

Programme methods

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

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

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

Methods include:

- projects to encourage independent learning through investigation, enquiry and problem solving;
- group project to enhance interpersonal and collaborative skills;
- tutorials and group tutorials to facilitate shared experiences and best practice;
- seminars, formal lectures, and workshops.
- study, trips, external projects and competitions present students with another dimension to their learning experience;

guest speakers provide students with a full, broader, and real perspective to their specialist field of study.

Assessment methods to support learning

The programme uses a balanced assessment system, both summative and formative as an integral part of gathering information on student learning. Various forms of assessment are used to test different types of skills and learning.

Formative Assessment

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

- criteria and goal setting: asking students to participate in establishing what should be included in criteria for success;
- self and peer assessment: With peer evaluation, students see each other as resources for understanding and checking for quality work against previously established criteria.
- student record keeping helps students better understand their own learning curve. This process not only engages students, it also helps them see the progress they are making toward the learning goal.

Summative Assessment

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

- Portfolio Assessment is used to assess a variety of projects that have been developed throughout the subject;
- Practical Coursework allows students to demonstrate their understanding and application of practical areas of study;
- Written Reports are required in some study areas, where a clear and structured brief is provided;
- Formal Examinations;
- Presentations may also be used to allow the student to develop their professional communication and presentation skills.

Attendance

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

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

Grades

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

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

Career service

The purpose of the Istituto Marangoni Career service is to bridge the gap between course completion and entering the world of work.

Monitoring, guidance, and counselling activities are organised throughout the academic year. The careers service organises various activities including seminars and round table discussions with fashion professionals, HR managers and head-hunter agencies on specific topics such as future career paths, personal research methods and job profiles. Individual meetings are also arranged to assist with CV preparation, revise portfolios and encourage students to talk about their career goals and expectations.

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

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

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

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

Student Support Strategy

Student Support Officers

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

For academic counselling, Student Support Officers will liaise with tutors and programme leaders to offer practical advice to resolve specific academic difficulties.

A written record of these tutorials will be kept in the student's file for reference and to assist in the monitoring of student progress.

For matters of pastoral care the Student Support Officers will help in:

- finding their way around;
- managing their time;
- dealing with stress;
- getting the best from their course;
- understanding and applying the school's rules;
- anything else the officers can advise on.

One-to-one appointments may be made by phone, in person (by contacting reception) or by email. Where possible students can expect to be seen almost immediately or contacted to arrange a suitable time.

Student Evaluation

Student feedback is essential to the programme development and student comments are used to enhance both the successful management of the programme and the teaching/learning strategies.

Istituto Marangoni gathers student opinion in a variety of ways, which may include the following:

- informal contact with Programme Leader and subject Tutor, and through appointments with academic staff;
- end of Course Evaluation;
- end of academic year online questionnaires where students will be invited to reflect on their overall experience in their school.

Istituto Marangoni would prefer that on most occasions students be identified when giving constructive feedback on the course and teaching methods. There might be occasions when it is not appropriate and Istituto Marangoni recognizes this exception. In these instances, programme teams and central support services will ensure that anonymity and confidentiality is respected.