

ISTITUTO MARANGONI LONDON ACCESS AND PARTICIPATION STATEMENT

ACADEMIC YEAR 2026 - 2027

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1. INTRODUCTION

Istituto Marangoni has been providing training and higher professional studies in fashion and related areas in Italy since 1935. The London School which (operating since 2003) is part of the GGE Marangoni Group delivers foundation, undergraduate and postgraduate education in Fashion Business, Fashion Styling, Fashion Design, Interior Design, Hospitality Management and Service Design, Product Design and Visual Design. The School attracts students from across the world and is predominantly international with a significantly smaller but important UK student population.

The London School is committed to widening participation and seeks to ensure that students from all backgrounds fulfil their potential, achieve high quality academic outcomes and gain employment in the fashion and design industry either within leading UK or international companies or through establishing their own business.

2. OUR COMMITMENT

The London School supports creative talent to access and participate in higher education, to improve diversity and promote the next generation of talent within the luxury fashion and design industries. Our mission is multicultural and global, being a highly internationalised education community providing excellent learning opportunities for students from all over the world.

This Statement has been updated to align with the School's EDI Strategy. The London School continues to have an effective track record of compliance with the Equality Act 2010 through its recruitment of students, its commitment to inclusive learning and teaching and comprehensive academic and pastoral support to facilitate successful outcomes for all its students.

In reviewing this Statement, the School has considered relevant student data including institutional management information and national datasets to inform its further ambitions and plans. The School also remains committed to make better and fuller use of its student and national datasets, including collecting and gaining greater insight on the employment destinations and career trajectories of our graduates as part of its longer term strategy. To do this effectively, we recognise the importance of developing promotional campaigns and activities to facilitate improved response rates to inform our future planning activities and responsiveness.

3. OUR STUDENTS INCLUDING ACCESS AND PARTICIPATION DATA

The School is a vibrant international community with an internationally diverse student population. Our Undergraduate student population is also predominantly international and under 21, with **22%** of our undergraduate student population reporting as mature students. In terms of ethnicity, while remaining a diverse and inclusive international community overall, our UK student population remains mainly white (**45.9%**). In 2025/2026 POLAR 4 Quintile 5 continues to remain our largest socio- economic group (**59.8%**) with low and far less participation from quintile 1 and 2. Despite this overall trend, our recruitment processes are inclusive and accessible, we welcome applicants including those from under-represented groups and support them from initial enquiry and throughout admission and enrolment.

21.4% of our UK and **8.7%** international students reported a disability in 2025/2026, with the largest category being those with Learning differences, such as dyslexia, dyspraxia and ADHD **67.3%**. The second largest reported disability is mental health conditions **23.5%** across a wide range of spectrums. We are working towards developing gap analysis of student data, including our student progression and completion date to

inform our future plans and facilitate student success across the diversity of our student population.

Data from the 2022/23 Graduate Outcomes Survey shows 70% of respondents were in employment or further study during census week compared to 66% the previous year which remain broadly consistent in terms of comparative performance,

4. AMBITION AND STRATEGY

The School recognises that historically it attracted a relatively low proportion of UK students from socio economic disadvantaged groups. The School is committed to improving overall participation from under-represented groups including through the targeted use of its fee reduction scheme to minimise financial barriers for talented UK students.

The School is also committed to seek to improve the diversity of our applicants from under-represented groups through the following initiatives:

- promoting opportunities and improving applications and acceptances from under -represented groups including mature and male applicants;
- reducing financial barriers preventing talented individuals from accessing our programmes or continuing study;
- ensuring our students have access to the same level of educational opportunity, that we support and facilitate their achievement and provide access to individualised support;
- participating in the national Saturday Club provided opportunities for school age students to gain an introduction to studying and practising fashion and design gaining inspiration for their future direction¹.
- reviewing our wellbeing and student support services within identified access and participation priorities
- local and national graduate entrepreneurial success.

We will do this by:

- maintaining our fee reduction scheme for UK applicants as a means of reducing financial barriers to study with us;
- promoting our scholarship programmes to talented applicants, including those from under-represented groups to encourage them to enrol with us;
- expanding our outreach activities including visits to Schools, academies and colleges;
- working with our alumni and industry partners to promote and celebrate positive images of diversity

¹ Participation in the National Saturday Club remains under review

within fashion and design;

- incorporating inclusivity in programme design and teaching including through the programme development, approval, annual monitoring and periodic review process;
- developing our monitoring and evaluation of our academic progression and completion data of under-represented groups compared to our overall student population and monitoring progression from foundation to further study;
- continuing to monitor and develop our services to ensure inclusivity and responsiveness to student needs;
- implementing the Student Wellbeing and Mental Health Strategy and providing prompt referral to specialist practitioners to support well-being, academic progression and completion;
- further promoting opportunities to disclose disability or requirement for adjustment throughout the student and applicant journey;
- continuing to support our disabled students and those from underrepresented groups to maximise progression and academic success;
- increasing cultural and outreach engagement events with targeted student communities.

Note: The School's participation in the national Saturday Club provided opportunities for school age students to gain an introduction to studying and practising fashion and design gaining inspiration for their future direction. Participation was deferred for 2025/20226 with any future participation remains under review.

5. OUR ACTIVITIES AND SUPPORT INCLUDING ENSURING SUCCESS AND PROGRESSION

The London School is committed to providing access opportunities to higher education and takes the following actions to promote access and diversity:

Pre-arrival access activities

From initial enquiry and throughout the application and enrolment process, all applicants and students are encouraged to disclose contextual information to enable us to provide targeted support.

The School also:

- operates fair and transparent admissions processes providing comprehensive information and advice, tailored to their individual circumstances;
- signposting financial advice and access to support including scholarships, fee reduction schemes and instalment plans;
- provides orientation activities enabling applicants to visit the School ensuring their choices are well-informed.

Our academic provision and inclusivity

Our academic provision is inclusive and accessible to all communities providing opportunities through:

- targeted use of our Foundation programme to support and provide progression opportunities into higher education;
- a comprehensive and focused academic offer relevant to entrants from a diverse range of nationalities;
- comprehensive progression opportunities from level 3 to Level 7; .
- targeted use of two programme intakes per year to enable further flexibility for non-traditional applicants.
- the use of personal development planning to support the holistic student experience needs, personal context (including barriers and achievements), student self-reflection (upon personal goal setting) and appropriate graduate professional ambitions.
- ensuring our programmes and approach to teaching and learning is inclusive, reflecting and drawing upon our international diversity that enriches the overall academic student experience;
- utilising our programme approval, monitoring and review processes and staff training and updating to support inclusivity in teaching and learning;
- the deliberate adoption of a range of inclusive learning and teaching styles to ensure students are suitability equipped with the relevant range of skills and competencies to enter the industry;

Pastoral and wellbeing support

The School provides a wide range of pastoral and wellbeing services to enable all our students, including those from underrepresented groups to fulfil their academic potential including the following:

- specific, tailored support and personal development planning for those with disclosed learning difficulties and/or support needs;
- Personal Learning Plans, ensuring any reasonable adjustments are identified and implemented to enable individual student success and progression;
- a well-established coaching and mentoring scheme;
- specialist counselling and access to diagnostic assessment support available to enable students' progression, mental well-being and academic success;
- cultural engagement: through social cultural events, including active engagement with targeted student communities, highlighting success and motivating broader community understanding, academic and career ambition;
- comprehensive induction programme to support transition into higher education study with opportunities for early formative diagnostic assessment.

Careers advice and support

To maximise employment opportunities for students from all backgrounds, the London School provides a comprehensive careers advisory service incorporating the following:

- bespoke careers advice and support: individualised advice and support including coaching and mentoring and access to the careers fair;
- extensive networking opportunities: engagement with leading companies in the industry and access to our global alumni community to secure work and internship opportunities during study and on

graduation;

- careers job platform: the student and alumni portal enables direct job search and application (local, national and international) within Istituto Marangoni industry networks;
- Alumni platform: the introduction of a new platform will support inclusive engagement by facilitating mentorship between recent graduates and more experienced alumni;
- careers counselling: this service (available on request for students and alumni or by referral) enables focused employment preparation with CV and cover letter support, personal branding, and interview skills training to enhance graduate self-assessment and success in a competitive employment marketplace.
- industry engagement: the School works closely with business, industry and trade organisations, for example, British Fashion Council and UKFT, to provide opportunities for work experience, including national and international placements and internships to support graduate employability;
- graduate satisfaction: the School monitors satisfaction with careers support through graduate survey responses and identifies annual action plans in response to priority areas, for example, entrepreneurial support.

6. FINANCIAL SUPPORT AND INVESTMENT

The London School is firmly committed to ensuring that financial and/or socio-economic disadvantage is not an unnecessary barrier preventing talented applicants from accessing higher education. It also recognises that its fees are significantly higher than the rest of the UK sector while access to student loans is limited to **£6525**.

To facilitate participation and continuation the London School provides the following financial support schemes with an overall investment of £1.4 million during the previous year with continued planned levels of investment:

- a targeted fee reduction scheme to offset the shortfall against the difference between IM's higher tuition fees and national student loan schemes²;
- substantial merit based academic scholarships, including individuals who are particularly talented;
- a Hardship Scheme that provides targeted financial support for students encountering financial hardship to support their continuation and completion.

The London School also ensures that applicants and students are well-informed about the cost of study and sources of financial support including work study rights for visa students, SLC funding and any additional study costs including accommodation and materials costs through a wide range of publications and its advisory services at all stages of the applicant and student journey.

7. COMMUNICATION WITH APPLICANTS, STUDENTS AND STAFF

The Access and Participation Statement is published on the School's website and the Hub. This edition will be disseminated as part of induction and orientation.

All staff are made aware of the Access and Participation Statement and their responsibilities within it to enable applicants and students from all backgrounds to access, participate and succeed.

² As an OfS approved provider student loans are available to students from England, Scotland and Northern Ireland

8. MONITORING AND EVALUATION

The School monitors and reports progress against the following measures within its management and governance structures:

- our student population;
- the number of scholarships and fee reduction schemes against different student groups;
- academic progression and completion including the comparative performance of students from underrepresented groups against our overall student population;
- graduate career destinations of our students.

The findings from such reporting in conjunction with national data sets is used to inform our future plans, priorities and areas of improvement. Given that our UK student population is small there are some limitations to meaningful access and participation data with regard to some national data sets.

We will review our performance against the findings from our monitoring and reporting measures including national data sources and any additional contextual information to identify further improvement and our priorities going forward.

9. REVIEW AND PUBLICATION OF THIS STATEMENT

The School Director is responsible for the annual review of our Access and Participation Statement; financial planning and performance indicators approved through the Academic Board and Finance and Resources Committee. The London School recognises the importance of students' input on assuring relevant areas are addressed in relation to widening access and participation which is sought through their participation in governance committees and the Student Senate. The Equality Diversity and Inclusivity Committee provides feedback on the Statement to inform its further development and the School's approach to access and participation more generally and the School's strategic priorities.

Version control statement

Document	Access and Participation Statement
Approved by	Academic Board Finance and Resources Committee Note: EDI Committee provides reviews and provides feedback on the Statement prior for consideration by Academic Board and Finance and Resources Committee.
Approval date	4 July 2026
Next review date	July 2027

Appendix 1

Overall Awards Against EDI Data

Awards by Type of Deduction	Number of students
Branded Scholarship	14
Commercial Scholarship (includes fee reduction)	191
Hardship	42
Progression	83
Grand Total	330

Awards by Sex ID	Number of students
Female	275
Male	55
Grand Total	330

Type of Award by Sex ID	Number of students
Branded Scholarship	14
Female	10
Male	4
Commercial Scholarship (includes fee reduction)	191
Female	158
Male	33
Hardship	42
Female	37
Male	5
Progression	83
Female	70
Male	13
Grand Total	330

Awards by Disability	Number of students
Learning difference such as dyslexia, dyspraxia or AD(H)D	19
Mental health condition, challenge or disorder, such as depression, schizophrenia or anxiety	6
No known impairment, health condition or learning difference	291
Not available	4
Prefer not to say	10
Grand Total	330

Type of Award by Disability	Number of students
Branded Scholarship	14
Learning difference such as dyslexia, dyspraxia or AD(H)D	1
No known impairment, health condition or learning difference	13
Commercial Scholarship (includes fee reduction)	191
Learning difference such as dyslexia, dyspraxia or AD(H)D	8
Mental health condition, challenge or disorder, such as depression, schizophrenia or anxiety	2
No known impairment, health condition or learning difference	172
Prefer not to say	9
Hardship	42
Learning difference such as dyslexia, dyspraxia or AD(H)D	3
Mental health condition, challenge or disorder, such as depression, schizophrenia or anxiety	3
No known impairment, health condition or learning difference	31
Not available	4
Prefer not to say	1
Progression	83
Learning difference such as dyslexia, dyspraxia or AD(H)D	7
Mental health condition, challenge or disorder, such as depression, schizophrenia or anxiety	1
No known impairment, health condition or learning difference	75
Grand Total	330

Awards by Mature Student	Number of students
No	233
Yes	97
Grand Total	330

Type of Award by Mature Student	Number of students
Branded Scholarship	14
No	8
Yes	6
Commercial Scholarship (includes fee reduction)	191
No	131
Yes	60
Hardship	42
No	27
Yes	15
Progression	83
No	67
Yes	16
Grand Total	330

Awards by BAME Group	Number of Students
Asian	143
White	81
Not Available	49
Other	27
Mixed	17
Prefer not to say	9
Black	4
Grand Total	330

Type of Award by BAME Group	Number of Students
Branded Scholarship	14
Asian	4
Mixed	3
White	3
Prefer not to say	2
Black	1
Other	1
Commercial Scholarship (includes fee reduction)	191
Asian	94
White	48
Not Available	27
Other	13
Prefer not to say	4
Mixed	4
Black	1
Hardship	42
White	17
Asian	11
Mixed	7
Other	4
Not Available	1
Black	1
Prefer not to say	1
Progression	83
Asian	34
Not Available	21
White	13
Other	9
Mixed	3
Prefer not to say	2
Black	1

Grand Total	330
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Awards by POLAR4 (Quintile)	Number of Students
5	21
4	11
3	5
2	2
1	1
Grand Total	40

Type of Award by POLAR4 (Quintile)	Number of Students
Progression	5
5	3
3	1
4	1
Hardship	6
5	3
4	1
2	1
3	1
Commercial Scholarship (includes fee reduction)	26
5	15
4	8
3	2
2	1
Branded Scholarship	3
1	1
4	1
3	1
Grand Total	40