

The Catalog

2025-2026

Containing general information and courses of study for the 2025/2026 session.



Dubai Institute of Design and Innovation reserves the right, through its established procedures, to modify the requirements for admission and graduation and to change other rules, regulations, and provisions, including those stated in this catalog and other publications, and to refuse admission to any student, or to require the withdrawal of a student if it is determined to be in the interest of the student or the university. All students, who are enrolled in DIDI courses are subject to the same policies. Policies concerning noncurricular matters can be found in the Student Handbook.

NONDISCRIMINATION STATEMENT

In compliance with Federal Law, Law No. 34 of 2023 against Discrimination and Hatred (the "Law"), the UAE has introduced federal legislation which specifically prohibits all forms of discrimination based on religion, belief, sect, faith, creed, race, color, or ethnic origin collectively referred to as "Protected Classes.". The Law is drafted in broad terms to ensure that it encompasses all discriminatory conduct regardless of how it is expressed (e.g., through speech, writing, drawing, photography, singing, acting or miming) and irrespective of the means/channels through which it is expressed (e.g., online, by phone or video, and whether written or oral).



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ACADEMIC CALENDAR



2025–2026

	WK	MONTH	DATE	DAY	EVENT
		August	25	Mon	All Faculty Report
			25	Mon	Registration for Fall Semester Opens
			25–26	Mon–Tue	Orientation for Fall Semester
			29	Fri	Applications for Fall 2025–26 Closes
FALL 2025	01	September	01	Mon	First Day of Fall Semester Classes, Add/Drop Week begins
			05	Fri	Add/Drop Week ends, 5:00PM
	02		08–12	Mon–Fri	
	03		15–19	Mon–Fri	Faculty Advisors Assigned for the AY 2025–26
	04		22–26	Mon–Fri	
	05		29–30	Mon– Tue	
		October	01–03	Wed–Fri	
	06		06–10	Mon–Fri	
	07		13–17	Mon–Fri	
	08		20–24	Mon–Fri	
			24	Fri	Mid Semester Grade Release
	09		27–31	Mon–Fri	
	10	November	03–07	Mon–Fri	
	11		10–14	Mon–Fri	
	12		17–21	Mon–Fri	Academic Advising & Pre-Registration for Spring 2025–26
			21	Fri	Deadline to withdraw with a 'W' Grade, No refund, 5:00PM
	13		24–28	Mon–Fri	
			28	Fri	Deadline for application for Spring Semester 2026 Graduation, 5:00PM
	14	December	01	Mon	Last Week of Classes
			02–03	Tue–Wed	Commemoration Day and UAE National Day holiday** University closed
			04–05	Thu–Fri	
SPRING 2026	15		08–12	Mon–Fri	Reading Period & Final Examinations
			15	Mon	Winter Break for Students Begins
			16	Tue	Grade Announcement – Grades available to students on SIS
			19	Fri	Deadline for Student's Grade Appeals
			22	Mon	Winter Break for Faculty Begins
		January	05	Mon	All Faculty Report
			05	Mon	Registration for Spring Semester opens
			05–09	Mon–Fri	Orientation for Spring Semester– New Students
			09	Fri	Applications for Spring 2025–26 closes
	01		12	Mon	First Day of Spring Semester Classes, Add/Drop Week begins
			16	Fri	Add/Drop Week Ends, 5:00PM
	02		19–23	Mon–Fri	
	03		26–30	Mon–Fri	
	04	February	02–06	Mon–Fri	
	05		09–13	Mon–Fri	
	06		16–20	Mon–Fri	Ramadan Timings Starts**
	07		23–27	Mon–Fri	
	08	March	02–06	Mon–Fri	
			06	Fri	Mid Semester Grade Release
	09		09–13	Mon–Fri	
			16–27	Mon–Fri	Spring Break–No classes – 2 weeks
	10		30–31	Mon–Tue	
		April	01–03	Wed–Fri	
	11		06–10	Mon–Fri	
	12		13–17	Mon–Fri	Pre-Registration for Summer 2026 and Fall 2026
			17	Fri	Deadline to withdraw with a 'W' Grade, No refund, 5:00PM
	13		20–24	Mon–Fri	
	14		27–30	Mon–Thu	
		May	01	Fri	
	15		04–08	Mon–Fri	Last week of classes
	16		11–15	Mon–Fri	Reading Period & Final Examinations
			18	Mon	Summer Break for Students Begins
			19	Tue	Grades Announcement
			22	Fri	Deadline for Student's Grade Appeals
			25	Mon	Summer Break For Faculty Begins
SUMMER 2026	01	June	01	Mon	First Day of Summer Semester, Late Registration and Add/Drop Week begins*
			05	Fri	Late Registration and Add/Drop Week Ends, 5:00PM
	02		08–12	Mon–Fri	
	03		15–19	Mon–Fri	
	04		22–26	Mon–Fri	
	05		29–30	Mon– Tue	
		July	01–03	Wed–Fri	
	06		06–10	Mon–Fri	
	07		13–17	Mon–Fri	
	08		20–24	Mon–Fri	
	09		27–31	Mon–Fri	
		August	04	Tue	Grade Announcement – Grades available to students on SIS
			07	Fri	Deadline for Student's Grade Appeals

** All public and Islamic holiday dates may vary.



Welcome to Dubai Institute of Design and Innovation (DIDI), a leading design school in the region. This catalog provides information about our programs, courses, admission procedures, and academic policies.

About DIDI

Dubai Institute of Design and Innovation (DIDI) is a not-for-profit educational institution established by Dubai Holding Asset Management (DHAM) and Dubai Development Authority (DDA). DIDI is accredited by the Ministry of Education, providing an Cross-disciplinary Bachelor of Design degree that is built around the aspirations of internationally competitive design talents, those devoted to embrace the progress of our world. Design that has the ability to transform the way we live is integrated into the curriculum and research at DIDI and will help create a new generation of skilled individuals in the region. By using design as the language of change, DIDI will help shape the future, and contribute positively to societal change, and the happiness of society. It is the catalyst for positive change and human progress bringing innovative and efficient solutions to societies and industries.

DIDI's mission is to provide a world-class education that prepares students, to effectively respond to a rapidly changing world with transferable skills that are Cross-disciplinary and problem solving by design, needed to become innovative and socially responsible designers, ready to address the challenges of the 21st century. At DIDI we believe that the future of design education is experimental, transformative, disruptive and cross disciplinary. For this reason, DIDI intends to become the school of choice for the next generation of change makers who will conceive and create sustainable design solutions for today's problems for the benefit of tomorrow's society. By using design as the language of change, DIDI will help shape the future, and contribute positively to societal change, and the happiness of society.

Through its policies and practices, DIDI supports excellence in teaching and fosters the aesthetic, intellectual, professional, personal, and social development of its students. DIDI is committed to creating a diverse and inclusive community that values creativity, innovation, and social responsibility. In addition, DIDI will also support emerging design talent across the region through an open source and collaborative approach that values cooperation and partnership. These programs are designed to provide students with a comprehensive education that combines theoretical learning with practical experience, allowing them to develop a range of skills and competencies relevant to their chosen field.

DIDI is fortunate in its geographic location in the heart of Dubai Design District (d3), a thriving community of designers, artists, and creative professionals. The campus features state-of-the-art facilities, including design studios, a fabrication lab, a library, and a student lounge. DIDI's faculty comprises experienced and renowned professionals in the fields of design, media, and technology, who bring their industry expertise and academic rigor to the classroom.

Excellence in Collaboration

DIDI has invested in integrated curricular innovation and technological experimentation and its curriculum has been developed in collaboration with Massachusetts Institute of Technology (MIT) and Parsons School of Design, two of the world's leading universities for design innovation, teaching and research. Our ambitious University curriculum places students at the forefront of innovative design education, allowing students to map their own degree paths.



The Statement

Our Vision

DIDI will be the design university of choice in the UAE that contributes to the advancement of humanity by making everyday living better.

Our Mission

DIDI provides a world-class education in design and innovation to grow regional and international talent. Our students are immersed in research-based, applied, and experiential learning to creatively solve complex problems for the positive advancement of society. Our future-oriented mindset empowers the next generation of designers, innovators, and entrepreneurs through design-driven research.

Our Values

In support of the institutional mission, we value:

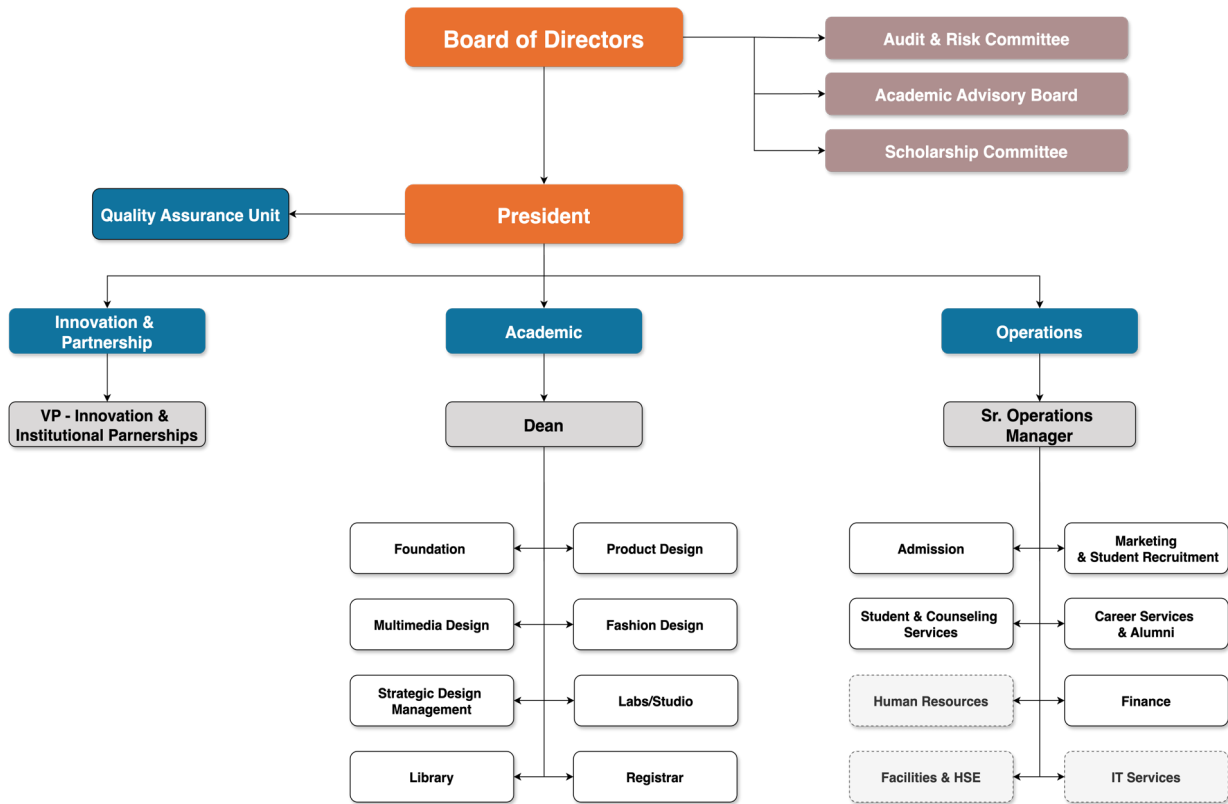
- Design as essential in the culture and intellectual life of a society,
- Rich and varied arts education that engages innovation and tradition,
- Providing equal opportunities for learning and excelling,
- Motivating members for lifelong learning,
- Respecting diversity, plurality & the opinions of others,
- Encouraging teamwork and collaboration,
- Treasuring creativity and achievements

Licensure and Accreditation

Dubai Institute of Design and Innovation, located in the Emirate of Dubai, is officially Licensed by the Ministry of Education of the United Arab Emirates to award degrees/qualifications in higher education.

DIDI is a private non-profit educational institution. The BDes program at DIDI is accredited by the Commission for Academic Accreditation (CAA), UAE's Ministry of Education since 2017. The program meets the QF Emirates Generic Qualifications Profile for a bachelor's degree, providing a Bachelor of Design degree that provides, students, with the tools needed to tackle complex problems facing society and to pursue a flexible career pathway.

DIDI is licensed and permitted by the Knowledge and Human Development Authority (KHDA).





Resources and Facilities

Dubai Design District (d3), was developed to provide a creative ecosystem that surpasses the expectations of a typical creative neighborhood. It has its own beating heart, its own spirit, and its own personal style. This is a place where creatives can live, work and play. Where aspiring designers like our students can cut their teeth and learn their trade; where local talent can work alongside international design, art, and fashion houses. It is, at its heart, a place where creative minds can come together to realize their dreams. The establishment of DIDI was a natural next step following the launch of d3, which is now a regional hub for innovation and a preferred destination for the world's leading fashion designers and artists. Students will be able to benefit from this unique location at the heart of the Creative Community at d3, which will provide them with the inspiration they need to innovate and create. In 2018 DIDI moved to its current campus located in Building 4 in the Design Quadrant.

DIDI currently occupies space on the Ground floor, Mezzanine floor and the First floor of Building 4 in Dubai Design District. The ground floor is used to accommodate the administration, the Mezzanine floor accommodates a part of the Learning space, the first floor accommodates the Fashion Studio & Workshop with the Fab Lab contributing towards the hands-on workshop space for the Bachelor of Design (BDes) Program.

The Fab Lab

DIDI has a Fab Lab in partnership with in5, a Dubai-based startup incubator and innovation center. The DIDI Fab Lab is a learning environment for all students and is an application of the global Fab Lab concept developed in MIT. The space and the machines are owned by in5 Design that provides support and maintenance through proper contracts with the suppliers and specialized companies. The Fab Lab at DIDI is a hub for creativity, innovation, and experimentation, providing students with a space to turn their ideas into reality. Students use the Fab Lab to design and prototype their projects, test new technologies, and collaborate with other students and faculty members.

The Fab Lab also offers workshops and training programs to help students develop their skills and gain hands-on experience in using the equipment and software. These workshops cover a range of topics, from basic design principles to advanced prototyping techniques. In addition to its educational and training programs, the Fab Lab at DIDI is also open to the wider community, including startups, entrepreneurs, and businesses. This provides an opportunity for students to network and collaborate with professionals in their field and gain real-world experience.

The Fab Lab in Dubai Design District (d3) is an innovative space that has been designed to promote sustainability and environmental awareness. As part of this commitment, the Fab Lab has been

constructed using repurposed shipping containers, giving it a unique and distinctive look. By reusing shipping containers, the Fab Lab has reduced its environmental impact by minimizing waste and reducing the need for new materials. Shipping containers are durable and can withstand harsh weather conditions, making them an ideal choice for a building that needs to be sturdy and long-lasting.

The containers used in the construction of the Fab Lab have been modified to create a functional and modern space that is well-suited to the needs of students and faculty members. The interior of the Fab Lab features state-of-the-art equipment and tools, including 3D printers, laser cutters, and CNC machines, robotic arm and other electronics prototyping tools, which allow students to design and prototype their projects.

- The ground floor is roughly 26 meters long and 14 meters wide (364 square meters) and it is currently an open space. The floor currently hosts some machinery and 7 tables 2.5 x 0.8m that the students use during their stay in the lab for lessons and workshops. The current assortment of the ground floor allows the students to fabricate their designs with the following machines or materials:
 - Wood and Foam
 - Laser cutting for plastics, fabrics and wood
- The first level is reachable through stairs and is made of two separate wings. One is 26 x 4.5m (117 square meters) and the other is 26 x 2.3m (60 square meters). The bigger wing on the first level hosts tables with computers and one section is devoted to 3D Printing machines. On the first level we have:
 - 3D Printing:
 - Design:
- The other wing is currently the office of DIDI Fab lab staff and in5 Specialist.

All the current equipment is at level with the digital and manual fabrication laboratories of many universities and address the needs of the students related to the curriculum. To address the needs of the students, the new equipment is to be added in the coming years which would add the following capabilities:

- Metal working
- Large format milling of wood, resin and foam
- Large format CNC for wood and other sheet materials
- Thermoforming
- Mid-sized 3D printing

Overall, the Fab Lab is a prime example of how innovation and sustainability can be combined to create a space that is both functional and environmentally friendly. Its use of repurposed shipping containers demonstrates the potential for creative solutions to sustainability challenges, and its commitment to promoting sustainability education and awareness which is an inspiration to students and visitors alike.



The Fashion Studio

Fashion students are usually based in DIDI's dedicated fashion studios, designed to mirror the collaborative working environment in the fashion industry. At DIDI, students find the freedom to cultivate their own fashion and design philosophy. Located on the First Floor of Building 4, the Fashion Studio provides full-semester academic programs for students during the Fall and Spring terms.

The dedicated studio provides students with the facilities and resources they need to pursue their passion for fashion design. The studio is an interactive and multi-disciplinary space, which allows the students to work on practical and theoretical lessons. The Fashion Studio is a state-of-the-art space that is equipped with industry-standard equipment and tools, allowing students to develop their skills and gain hands-on experience in all aspects of fashion design. The Studio features industrial machinery, large pattern cutting tables, mannequins, a fabric stockroom, finishing presses, flatbed machines as well as a wide variety of specialist sewing machinery, for both apparel and footwear and a range of other equipment that students can use to create their own designs. Currently the various machines allow our students to construct their designs to an industry standard by using the same quality of machinery. They also ensure the students are familiar with machines used in fashion studios where they may later be employed.

Most of the classes for the Fashion courses (Studios, Workshops and Lectures) are conducted in the studio to ensure student research and body of work can be developed with direct and ongoing feedback from both faculty and peers. The well-lit and well-equipped space is where students work independently with guidance from knowledgeable faculty and technical staff. The Studio is staffed by experienced technicians who bring their industry expertise and academic rigor to the classroom. They provide students with guidance and support throughout the design process, from conceptualization to production, and help them develop the skills they need to succeed in the fashion industry.

Overall, the Fashion Studio at DIDI is a vibrant and dynamic space that is dedicated to nurturing creativity, innovation, and excellence in fashion design. Its commitment to providing students with a comprehensive education that combines theoretical learning with practical experience makes it an ideal choice for students who are passionate about fashion and want to pursue a career in this exciting and ever-evolving field.

The Learning Space

The mezzanine floor in building 4 currently provides - A General Studio, Classrooms, Student Lounge, Faculty Suit and meeting areas for faculty and guests.

DIDI has a unique and innovative learning space that is designed to foster creativity, collaboration, and innovation. The learning space is a modern and flexible environment that is fully equipped with the latest technology and resources, providing students with the tools they need to succeed in their studies and pursue their passion for design.

The learning space at DIDI is divided into different zones, each with its own unique features and functions. These zones include the Design Studio, the classrooms, and the Workshop.

- The Design Studio is a space where students can work on their projects, collaborate with their peers, and receive guidance and feedback from their instructors.
- The classrooms at DIDI feature state-of-the-art technology, including interactive whiteboards, projectors, and sound systems, allowing instructors to deliver engaging and interactive lessons. Students can also connect their laptops and mobile devices to the classroom network, enabling them to collaborate and share their work with their peers and instructors.
- The Workshop is a space for hands-on learning, equipped with a range of tools and equipment for prototyping, fabrication, and experimentation.

In addition to its physical facilities, the learning space at DIDI also includes a range of digital resources, including online learning platforms, virtual reality tools, and social media platforms. These resources allow students to access course materials, collaborate with their peers, and connect with the wider design community. In addition to physical accessibility, the DIDI campus also provides a range of services and resources to support students with different learning needs including academic accommodations.

Overall, the learning space at DIDI is a dynamic and innovative environment that is designed to inspire and empower students to pursue their passions and develop their skills. Its flexible design and cutting-edge technology make it an ideal space for creative exploration and experimentation, and its commitment to collaboration and innovation makes it an exciting and rewarding place to learn and grow.



Campus Accessibility

DIDI will admit men and women, persons with disabilities, individuals of any race, creed, religion, color, national or ethnic origin, age, marital status, gender identity, or gender expression in compliance with all appropriate UAE legislation.

The campus is designed to be accessible to everyone, regardless of their physical abilities. The campus is fully compliant with international standards for accessibility and has been designed to ensure that all students, faculty, and staff can navigate the campus safely and comfortably. The entire Dubai Design District (d3) community is equipped with ramps, elevators, separate prayer rooms and other accessibility features that provide easy access to all areas of the community. All buildings are designed to be wheelchair accessible, with wide doorways, accessible restrooms, and other facilities that are designed to meet the needs of individuals with physical disabilities.

Overall, the campus is committed to providing a welcoming and inclusive environment for all students, faculty, and staff. The campus's accessibility features, and support services are designed to ensure that all members of the DIDI community can fully participate in campus life and pursue their academic and professional goals.



The BDes Program

Study Plan at DIDI

DIDI currently offers a single degree program, the Bachelor of Design. In place of a single major, students can combine two design disciplines, from four, and create their own unique 'Cross-disciplinary' study path. All first-year students share the common 'Exploring Design' coursework providing a broad and in-depth foundation. Year-long core studios, workshops and lectures provide a rigorous grounding in design thinking that encourages cross-disciplinary work at an advanced level.

In the second, third and final years of the Bachelor of Design program, students curate their own degree path by pairing two of the four disciplines offered. DIDI offers four disciplines: Product Design, Multimedia Design, Fashion Design and Strategic Design Management. DIDI's design degree program encourages students to explore their interest through innovative design pathways and across design disciplines, while gaining real-world experience through a design internship.

The four disciplines at DIDI are.



PRODUCT
DESIGN

Students learn to design products, systems, and services as agents of social change, critically analyzing their social, cultural, and technical applications and implications.



MULTIMEDIA
DESIGN

Students learn to develop new frameworks for ethical human-machine interactions and multisensory interfaces to create mixed-reality environments that widen human perception, intelligence, and experiences.



FASHION
DESIGN

Students learn to conceptualize and materialize artifacts for the body, rethinking the fashion industry using new technologies to achieve innovative, sustainable, and responsible design solutions.



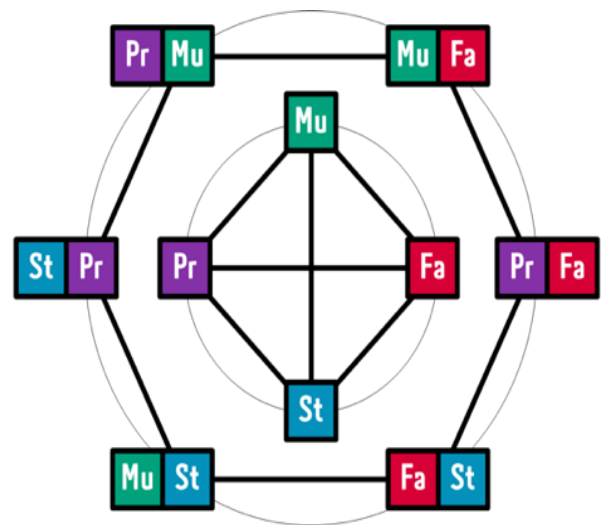
STRATEGIC
DESIGN
MANAGEMENT

Students apply design principles, tools, and methods as catalysts for systemic and organizational transformation by shaping strategic decision-making and branding, promoting design-driven entrepreneurship, and responsible innovation.

Declaration of Cross-Discipline

1. Information on the cross-disciplines will be delivered to students during the first year of study prior to the deadline for submitting their choice of concentrations.
2. Students who have completed at least 15 credits may declare their cross-
3. concentration in their second semester (of Year 1) on condition they have 15 credits in progress (which will result in the completion of the Studio and Workshop of the foundation year).
4. Students will be required to complete a Cross-Disciplinary form by the ninth (9) week of the spring semester of year 1.
5. Students who do not declare their disciplines by the stipulated deadline will be placed in concentrations with available space.
6. The Dean's office submits the approved concentration choices with the individual declaration form to the Registrar for student coding and to open registration with their assigned study plan.

The various Inter-disciplinary offerings at DIDI:





The various Inter-disciplinary offerings at DIDI are:



In this program, students learn to design products, systems, and services that create ethical human-machine interactions and multisensory interfaces. Students also explore mixed-reality environments that promote cultural and social change through critical problem-solving and world-making.

Career opportunities: Interactive Experience Designer, Tangible Computing Interface Designer, Smart Environment / City Designer, Digital Product Director, Data Product Designer, Mixed-Reality Content Designer, IoT And Smart Objects Designer.



Pairing product and fashion design allows students to seamlessly bridge between fabrication techniques and designing for the human body. Through their education, students develop skills that help to critically analyze their social, environmental, and technological applications and implications.

Career opportunities: Material/Biomaterial Designer, Smart Textile Designer, Fashion Buyer, Wearables Designer.



Combining multimedia and fashion design, students will be ready to work in the rising field of interactive textiles and intelligent clothing. In addition, students create mixed reality environments that augment the understanding of the human body in relation to the environment.

Career opportunities: Digital Fashion Stylist, 3D Digital Fashion Designer, Interactive Wearable Designer Digital Textile/Texture Designer.



In this program, students combine strategic thinking and business skills and apply them to interactive and visual interface design. This can range from applying design management principles and analyzing current and emerging markets to designing data-driven user experiences for ethical human-machine solutions.

Career opportunities: Information Designer, Chief Design Officer, Chief Marketing Officer, UX Developer.



Combining fashion and strategy, students will learn how to create their own fashion business, while understanding the ethical and economic implications of their work. In the process, students develop the skill to challenge current practices towards establishing an innovative and sustainable fashion industry.

Career opportunities: Fashion Brand Manager, Fashion Entrepreneur, Ethical Fashion Consultant, Fashion Brand

Strategist, Sustainable Fashion Business Consultant.



Combining strategic and product design is a highly sought-after skill set, especially for entrepreneurs who wish to disrupt the current status quo. Students apply strategic design management principles to design products, systems and services as agents of social change.

Career opportunities: Product Design Manager, Chief Design Officer, Product Manager, Future Product Strategist.

Cross Discipline Changes(s)

1. A change of cross-concentration can only be requested once and within the academic year the cross-concentrations were approved.
2. Students are not permitted to request cross-concentration change after earning more than 30 credits toward the cross-concentration requirements.
3. Students may change one of the concentrations by filing out the Change of Cross-discipline form to the Registrar after consulting with both, their academic advisor and the Dean before filing the Change of Cross-discipline form. The signed form should be submitted to the Dean's Office.
4. A change of discipline involves an adjustment wherein the workshop, studio and lectures in the discipline being changed will substitute the elective courses in Year 4, which will minimize the need to take extra courses towards the degree requirement. Discipline courses can only be transferred where a 'C' grade or better has been earned.

Whichever study path chosen, students will have the opportunity to develop their critical thinking, refine their research skills, challenge their intellect, and expand their cultural horizons. To graduate from DIDI, students enrolled in the undergraduate programs must:

- Complete 120 Credits according to the academic plan and satisfy the below requirements:
 - Foundation courses – 30 Credits
 - General Education courses – 18 Credits
 - Discipline 1 – 24 Credits
 - Discipline 2 – 24 Credits
 - Electives Courses – 9 Credits
 - Thesis + Thesis prep – 12 Credits
 - Internship – 3 Credits
- Maintain a cumulative GPA of not less than 2.00.
- Satisfy the residency requirement that majority of the final thirty (30) credit hours will be completed at DIDI.

Educational Methodologies

Studio Instruction

The primary learning method in design is the studio. The studio method is based on an instructor assigning design problems that each student works at resolving through project work. A typical design problem is addressed through research, articulating the problem, and sketching solutions. Solutions are then developed through drawings, prototypes, and models. Students present their work in three primary ways: one-on-one discussions with the faculty, and group critiques, where students display their work, and the faculty discusses the work with the class.



Juries and panels comprised of faculty and industry professionals are also utilized for critiques and review. Studios are the ideal environment for visual learners, as students learn by doing and working in the same space as their peers. A typical studio has one to three projects per semester, with multiple critiques or juries, a midterm and a final. Each faculty develops their own approach and timing for project assessment.

Workshop Instruction

Students learn the basic techniques of design from direct hands-on experience in the workshop. Faculty assign short projects to introduce students to the relevant techniques in each discipline. Workshops can be coordinated with studios so that the learned techniques can be directly applied to a student's individual project. Faculty assess workshop projects based on demonstration of the acquired skills and its application.

Lecture Instruction

Theoretical courses follow the traditional classroom lecture format with lectures and assigned readings. Student comprehension is assessed through exercises, journals, class discussions, reflective learning, quizzes, and exams. Lectures can be subdivided into 2 or 3 modules spread across a week.

Program Structure

Program Matrix BDes (Strategy-Product Design Combination)

Year 1 Foundation			
FALL		Spring	
Sem 1	Credits	Sem 2	Credits
FoL101 – Design Across Scales	3	FoL103 – Introduction to Design Strategies and Entrepreneurship	3
FoL102 – History of Design	3	FoL104 – Design Futures	3
FoW101 – The Ecology of Forms	3	FoW102 – Material (In)Formation	3
FoS101 – Exploring Design	6	FoS102 – How to Design Almost Anything	6
Strategy and Product Concentration			
Year 2			
Sem 3	Credits	Sem 4	Credits
PrL201 – Human Factors	3	PrW201 – Materials in Human Experience	3
StW201 – Innovation and Design	3	StL201 – Design Marketing Management	3
StS201 – Strategic Design in Context	6	PrS201 – Design Objects	6
LaL201 – Introduction to Academic Writing	3	HwL201 – Happiness and Wellbeing	3
Year 3			
Sem 5	Credits	Sem 6	Credits
PrL301 – Materials and Processes	3	PrW301 – Design and Manufacturing	3
StS301 – Strategic Design Management	6	PrS301 – D-Lab	6
StW301 – Design Thinking	3	StL301 – Communicating with Data	3
AIL301 – Artificial Intelligence in Design	3	CdL301 – Career Development	3
Summer Semester Internship			3
Year 4			
Sem 7	Credits	Sem 8	Credits
Elective 1	3	Elective 2	3
BrL401 – Brand Design	3	ThA401 – Thesis/Capstone	6
RpT401 – Research Practice	3	ScL301 – Ecology and the Environment	3
EmL401 – Emirati Cultural Studies	3		
HuL401 – Communication Across Cultures	3		
Electives: PeL401 – Immersive Technologies for Experiential Design PeL402– Designing with Nature: Circular Thinking and Biomimicry PeL404– Visual Narratives Across Art, Film, and Social Media PeL403 – Art of Display: Curation and Exhibition in Context	Total Core courses credits		96
	Total Gen Ed courses credits		18
	Total Elective Courses credits		6
	Grand total		120

Program Matrix BDes (Strategy–Fashion Design Combination)

Year 1 Foundation			
FALL		Spring	
Sem 1	Credits	Sem 2	Credits
FoL101 – Design Across Scales	3	FoL103 – Introduction to Design Strategies and Entrepreneurship	3
FoL102 – History of Design	3	FoL104 – Design Futures	3
FoW101 – The Ecology of Forms	3	FoW102 – Material (In)Formation	3
FoS101 – Exploring Design	6	FoS102 – How to Design Almost Anything	6
Strategy and Fashion Design			
Year 2			
Sem 3	Credits	Sem 4	Credits
FaL201 – Fashion Culture	3	FaW201 – Design Workshop 1	3
StW201 – Innovation and Design	3	StL201 – Design Marketing Management	3
StS201 – Strategic Design in Context	6	FaS201 – Exploring Fashion 1	6
LaL201 – Introduction to Academic Writing	3	HwL201 – Happiness and Wellbeing	3
Year 3			
Sem 5	Credits	Sem 6	Credits
FaL301 – Fashion Ethics and Culture	3	FaW301 – Design Workshop 2	3
StS301 – Strategic Design Management	6	FaS301 – Exploring Fashion 2	6
StW301 – Design Thinking	3	StL301 – Communicating with Data	3
AI L301 – Artificial Intelligence in Design	3	CdL301 – Career Development	3
Summer Semester Internship			3
Year 4			
Sem 7	Credits	Sem 8	Credits
Elective 1	3	Elective 2	3
BrL401 – Brand Design	3	ScL301 – Ecology and the Environment	3
RpT401 – Research Practice	3	ThA401 – Thesis/Capstone	6
EmL401 – Emirati Cultural Studies	3		
HuL401 – Communication Across Cultures	3		
Electives: PeL401 – Immersive Technologies for Experiential Design PeL402 – Designing with Nature: Circular Thinking and Biomimicry PeL404 – Visual Narratives Across Art, Film, and Social Media PeL403 – Art of Display: Curation and Exhibition in Context	Total Core courses credits		96
	Total Gen Ed courses credits		18
	Total Elective Courses credits		6
	Grand total		120

Program Matrix BDes (Strategy-Multimedia Design Combination)

Year 1 Foundation			
FALL		Spring	
Sem 1	Credits	Sem 2	Credits
FoL101 – Design Across Scales	3	FoL103 – Introduction to Design Strategies and Entrepreneurship	3
FoL102 – History of Design	3	FoL104 – Design Futures	3
FoW101 – The Ecology of Forms	3	FoW102 – Material (In)Formation	3
FoS101 – Exploring Design	6	FoS102 – How to Design Almost Anything	6
Strategy and Multimedia Concentration			
Year 2			
Sem 3	Credits	Sem 4	Credits
MuL201 – Visual Computing 1	3	MuW201 – Fundamentals of Computational Media Design	3
StW201 – Innovation and Design	3	StL201 – Design Marketing Management	3
StS201 – Strategic Design in Context	6	MuS201 – Visualization and Information Design	6
LaL201 – Introduction to Academic Writing	3	HwL201 – Happiness and Wellbeing	3
Year 3			
Sem 5	Credits	Sem 6	Credits
MuL201 – Visual Computing 2	3	MuW301 – Advanced Visualizations in Motion Graphics	3
StS301 – Strategic Design Management	6	MuS301 – Designing Interactions	6
StW301 – Design Thinking	3	StL301 – Communicating with Data	3
AIL301 – Artificial Intelligence in Design	3	CdL301 – Career Development	3
Summer Semester Internship			3
Year 4			
Sem 7	Credits	Sem 8	Credits
Elective 1	3	Elective 2	3
BrL401 – Brand Design	3	ScL301 – Ecology and the Environment	3
RpT401 – Research Practice	3	ThA401 – Thesis/Capstone	6
EmL401 – Emirati Cultural Studies	3		
HuL401 – Communication Across Cultures	3		
Electives:			
PeL401 – Immersive Technologies for Experiential Design	Total Core courses credits		96
PeL402 – Designing with Nature: Circular Thinking and Biomimicry	Total Gen Ed courses credits		18
PeL404 – Visual Narratives Across Art, Film, and Social Media	Total Elective Courses credits		6
PeL403 – Art of Display: Curation and Exhibition in Context	Grand total		120



Program Matrix BDes (Product-Fashion Design Combination)

Year 1 Foundation			
FALL		Spring	
Sem 1	Credits	Sem 2	Credits
FoL101 – Design Across Scales	3	FoL103 – Introduction to Design Strategies and Entrepreneurship	3
FoL102 – History of Design	3	FoL104 – Design Futures	3
FoW101 – The Ecology of Forms	3	FoW102 – Material (In)Formation	3
FoS101 – Exploring Design	6	FoS102 – How to Design Almost Anything	6
Product and Fashion Design			
Year 2			
Sem 3	Credits	Sem 4	Credits
FaL201 – Fashion Culture	3	FaW201 – Design Workshop 1	3
PrW201 – Materials in Human Experience	3	PrL201 – Human Factors	3
PrS201 – Design Objects	6	FaS201 – Exploring Fashion 1	6
LaL201 – Introduction to Academic Writing	3	HwL201 – Happiness and Wellbeing	3
Year 3			
Sem 5	Credits	Sem 6	Credits
FaL301 – Fashion Ethics and Culture	3	FaW301 – Design Workshop 2	3
PrS301 – D-Lab	6	FaS301 – Exploring Fashion 2	6
PrW301 – Design and Manufacturing	3	PrL301 – Materials and Processes	3
AI301 – Artificial Intelligence in Design	3	CdL301 – Career Development	3
Summer Semester Internship			3
Year 4			
Sem 7	Credits	Sem 8	Credits
Elective 1	3	Elective 2	3
BrL401 – Brand Design	3	ScL301 – Ecology and the Environment	3
RpT401 – Research Practice	3	ThA401 – Thesis/Capstone	6
EmL401 – Emirati Cultural Studies	3		
HuL401 – Communication Across Cultures	3		
Electives: PeL401 – Immersive Technologies for Experiential Design PeL402 – Designing with Nature: Circular Thinking and Biomimicry PeL404 – Visual Narratives Across Art, Film, and Social Media PeL403 – Art of Display: Curation and Exhibition in Context	Total Core courses credits		96
	Total Gen Ed courses credits		18
	Total Elective Courses credits		6
	Grand total		120



Program Matrix BDes (Product–Multimedia Design Combination)

Year 1 Foundation			
FALL		Spring	
Sem 1	Credits	Sem 2	Credits
FoL101 – Design Across Scales	3	FoL103 – Introduction to Design Strategies and Entrepreneurship	3
FoL102 – History of Design	3	FoL104 – Design Futures	3
FoW101 – The Ecology of Forms	3	FoW102 – Material (In)Formation	3
FoS101 – Exploring Design	6	FoS102 – How to Design Almost Anything	6
Product and Multimedia Concentration			
Year 2			
Sem 3	Credits	Sem 4	Credits
MuL201 – Visual Computing 1	3	MuW201 – Fundamentals of Computational Media Design	3
PrW201 – Materials in Human Experience	3	PrL201 – Human Factors	3
PrS201 – Design Objects	6	MuS201 – Visualization and Information Design	6
LaL201 – Introduction to Academic Writing	3	HwL201 – Happiness and Wellbeing	3
Year 3			
Sem 5	Credits	Sem 6	Credits
MuL201 – Visual Computing 2	3	MuW301 – Advanced Visualizations in Motion Graphics	3
PrS301 – D-Lab	6	MuS301 – Designing Interactions	6
PrW301 – Design and Manufacturing	3	PrL301 – Materials and Processes	3
AiL301 – Artificial Intelligence in Design	3	CdL301 – Career Development	3
Summer Semester Internship			3
Year 4			
Sem 7	Credits	Sem 8	Credits
Elective 1	3	Elective 2	3
BrL401 – Brand Design	3	ScL301 – Ecology and the Environment	3
RpT401 – Research Practice	3	ThA401 – Thesis/Capstone	6
EmL401 – Emirati Cultural Studies	3		
HuL401 – Communication Across Cultures	3		
Electives: PeL401 – Immersive Technologies for Experiential Design PeL402 – Designing with Nature: Circular Thinking and Biomimicry PeL404 – Visual Narratives Across Art, Film, and Social Media PeL403 – Art of Display: Curation and Exhibition in Context	Total Core courses credits		96
	Total Gen Ed courses credits		18
	Total Elective Courses credits		6
	Grand total		120

Program Matrix BDes (Fashion–Multimedia Design Combination)

Year 1 Foundation			
FALL		Spring	
Sem 1	Credits	Sem 2	Credits
FoL101 – Design Across Scales	3	FoL103 – Design Strategies and Entrepreneurship	3
FoL102 – History of Design	3	FoL104 – Design Futures	3
FoW101 – The Ecology of Forms	3	FoW102 – Material (In)Formation	3
FoS101 – Exploring Design	6	FoS102 – How to Design Almost Anything	6
Fashion and Multimedia Concentration			
Year 2			
Sem 3	Credits	Sem 4	Credits
MuL201 – Visual Computing 1	3	MuW201 – Fundamentals of Computational Media Design	3
FaW201 – Design Workshop 1	3	FaL201 – Fashion Culture	3
FaS201 – Exploring Fashion 1 - Exploring Fashion 1	6	MuS201 – Visualization and Information Design	6
LaL201 – Introduction to Academic Writing	3	HwL201 – Happiness and Wellbeing	3
Year 3			
Sem 5	Credits	Sem 6	Credits
MuL201 – Visual Computing 2	3	MuW301 – Advanced Visualizations in Motion Graphics	3
FaS301 – Exploring Fashion 2	6	MuS301 – Designing Interactions	6
FaW301 – Design Workshop 2	3	FaL301 – Fashion Ethics and Culture	3
AiL301 – Artificial Intelligence in Design	3	CdL301 – Career Development	3
Summer Semester Internship			3
Year 4			
Sem 7	Credits	Sem 8	Credits
Elective 1	3	Elective 2	3
BrL401 – Brand Design	3	ScL301 – Ecology and the Environment	3
RpT401 – Research Practice	3	ThA401 – Thesis/Capstone	6
EmL401 – Emirati Cultural Studies	3		
HuL401 – Communication Across Cultures	3		
Electives: PeL401 – Immersive Technologies for Experiential Design PeL402 – Designing with Nature: Circular Thinking and Biomimicry PeL404 – Visual Narratives Across Art, Film, and Social Media PeL403 – Art of Display: Curation and Exhibition in Context	Total Core courses credits		96
	Total Gen Ed courses credits		18
	Total Elective Courses credits		6
	Grand total		120



Program Learning Outcomes

Program Description

The Bachelor's Degree Program at Dubai Institute of Design and Innovation is a unique, four-year undergraduate program that blends creativity, and technology, with business acumen, and human ingenuity to address complex global challenges through design-led innovations. With a unique blend of product, multimedia, fashion and strategic design, this multidisciplinary degree helps students explore the intersections of design, innovation, entrepreneurship, and social impact to become creative leaders, problem-solvers, and agile innovators across the disciplines and industries. Students learn through compelling experiences, critical reflection, and industry engagement through internships, exhibitions and placements to proactively contribute to the fast-evolving creative economies.

Learning Outcomes

- Create innovative and functional products, services and systems across design domains and disciplines
- Conceptualise design solutions grounded in cultural, ethical, and sustainability principles
- Apply theoretical frameworks to question, research and analyse design solutions within economic, social, cultural contexts.
- Formulate design strategies that align with business goals, brand narratives, and user insights
- Integrate artistic intuition with analytical reasoning and business acumen to develop original and impactful design ideas
- Develop compelling design experiences using contemporary technologies, tools and platforms
- Engage in project-based learning, internships, or industry collaborations to prepare for diverse career paths.
- Experiment with a range of design disciplines, materials, and processes to identify personal strengths and interests.

General Education

- Investigate complex interdisciplinary questions through a combination of diverse research methods, models and sources.
- Communicate ideas persuasively across written, visual, verbal, and digital formats tailored for diverse audiences.
- Apply new concepts and technologies to facilitate innovation and enhance problem-solving for user-centered outcomes.

- Collaborate effectively within interdisciplinary and multicultural teams to solve real-world problems.
- Integrate knowledge from the arts, sciences, and humanities to address societal challenges.
- Evaluate contemporary global challenges through the lens of local policies, values, and ethical frameworks.
- Create sustainable and innovative solutions informed by entrepreneurial thinking to tackle local and global challenges.

Program Layout

Each element of the curriculum has been designed to allow students to study the topics they choose, and graduate with a Bachelor of Design degree.

Based on the cross-concentrations declared students can select the courses they wish to register for. Here are the main reasons for cross-concentration courses:

- Innovation is guaranteed. Cross-disciplinary courses encourage innovation. The DIDI DNA encourages cross-pollination of skills and ideas. The curriculum is designed to encourage cross-disciplinary learning.
- Passion postponed. Taking all courses in a single discipline, will have students to wait an entire year before they are able to take another course in another discipline. Mix it up.

The below rules are taken in the best interest of the student for a balanced cross-discipline (XD) education and to maximize learning at DIDI.

- **Rule 1:** All first-year student should go through the first year Foundation in Design before enrolling into any discipline courses. They should have completed both the studios and workshops from the Foundation year to declare their disciplines. An exception is only provided to Transfer students upon approval of the Dean.
- **Rule 2:** Students who declared their cross-disciplines at DIDI are strongly encouraged to take a studio and workshop from different disciplines. In other words, the studio and the workshop cannot be from the same discipline. Thus, a maximum of two courses in the same discipline (Studio + Lecture or Workshop + Lecture) and the third/ fourth lecture course from a general education or other disciplines.
- **Rule 3:** Students can enroll into a course provided they meet the pre-requisite/co-requisite requirement.



COURSE DESCRIPTIONS

Foundation



STUDIO

FoS101 6 credits, Year 1 Fall

Exploring Design

Pre-requisite: NA

Co-requisite: FoW101

This studio introduces the creative design process through drawing and making. Serving as a dynamic laboratory, it enables students to explore ideas of form, space, materials, and systems through hands-on, project-based activities. Emphasis is placed on translating design principles into visual expressions, fostering a “thinking through seeing and making” approach. Students will develop foundational skills in drawing, sketching, rendering, and basic 3D modeling through guided in-class exercises that provide an overview of the four concentrations in DIDI’s multidisciplinary design program.

WORKSHOP

FoW101 3 credits, Year 1 Fall

Ecology of Form

Pre-requisite: NA

Co-requisite: FoS101

This course explores the creative design process through drawing and making within a dynamic workshop environment. Students engage in iterative, project-based activities that investigate form, space, materials, and systems. Emphasizing the interplay between seeing and thinking, the course fosters conceptual translation into physical constructs. It offers a multidisciplinary perspective on design, inquiry and media. Sustainability is integral, with a focus on material impact, waste reduction, and efficient use throughout the course.

LECTURE

FoL101 3 credits, Year 1 Fall

Design Across Scales

Pre-requisite: NA; **Co-requisite:** NA

This entry-level course introduces fundamental design principles that enable students to comprehend and apply design concepts across various scales—from tangible objects to complex systems. Through practical exercises such as developing clear visual hierarchies, constructing basic interactive models, and analyzing the functionality of everyday items, students will explore how design shapes user experience. Complementary discussions will address themes including accessibility and sustainability, fostering an interdisciplinary and responsible approach to design thinking.

LECTURE

FoL102 3 credits, Year 1 Fall

History of Design

Pre-requisite: NA

Co-requisite: NA

This course explores the evolution of design from ancient civilizations to contemporary practice. Through a relational and cross-cultural lens, students examine key objects, movements, and methodologies to understand how design responds to and shapes societal, technological, and cultural change. The course emphasizes history as a practical and inspirational tool, encouraging students to connect past innovations with their own design interests and directions.

STUDIO

FoS102 6 credits, Year 1 Spring

How to Design (Almost) Anything

Pre-requisite: FoS101, FoW101

Co-requisite: FoW102

This studio introduces fundamental design practices—such as sketching, storytelling, and prototyping—through lectures, labs, and projects. Emphasizing cross-disciplinary collaboration and the role of technology, students engage in problem-seeking and problem-solving by identifying challenges, setting constraints, and justifying decisions through research. Projects guide students through the complete design process from research and concept development to prototyping and final execution.

WORKSHOP

FoW102 3 credits, Year 1 Spring

Material (In)Formation

Pre-requisite: FoS101, FoW101

Co-requisite: FoS102

This workshop develops foundational skills in fabrication, data analysis, and tool operation across diverse materials and technologies. Topics include CAD/CAM/CAE, CNC machining, 3D printing, laser cutting, wearable tech, sensors, and embedded systems, with a focus on both practical use and understanding of production impacts. Students gain essential competencies applicable to Fashion, Multimedia, Product, and Strategic Design.



LECTURE

FoL103 3 credits, Year 1 Spring

Design Strategies and Entrepreneurship

Pre-requisite: NA; **Co-requisite:** NA

This course will provide the students with basic understanding, methods, and tools to enhance the design process as a problem-solving and entrepreneurial enterprise, applying the principles of design thinking from ideation through project planning and management which will enable the students to develop a strategic and interdisciplinary approach to design and innovation.

LECTURE

FoL104 3 credits, Year 1 Spring

Design Futures

Pre-requisite: NA; **Co-requisite:** NA

This course introduces students to the evolving field of design, covering the key theories and emerging technologies shaping its future. It will also examine the emotional and intellectual relationships between people and designed objects, drawing on philosophy, anthropology, psychology, and social theory. Emphasizing the pivotal role of technology as a driver of change, the course highlights how advances, like IoT, AI, VR, and connected products, shape design possibilities and challenges. Students will engage in research and creative activities to develop skills for designing responsibly in a changing world.

Product Design



STUDIO

PrS201 Year 2 Fall and Spring

Design Objects

Pre-requisite: FoS102, FoW102

Co-requisite: NA

This course explores design at the scale of objects and interactive experiences. Students engage in iterative research and prototyping to understand objects as autonomous agents capable of communication and interaction. The course covers interaction design, critical observation of everyday objects, research-through-design, nonhuman agency, and the Internet of Things.

WORKSHOP

PrW201 Year 2 Fall and Spring

Materials in Human Experience

Pre-requisite: FoS102, FoW102

Co-requisite: NA

This workshop explores materials through hands-on study of production technologies and material properties. Students engage in projects focusing on plastic objects, examining form, function, and manufacturing. Activities include drawing, 3D modeling, stress testing, technical drawing, molding, casting, and prototyping. The course builds practical and theoretical skills for designing and producing functional, aesthetically considered components.

LECTURE

PrL201 Year 2 Fall and Spring

Human Factors

Pre-requisite: FoS102, FoW102/Transfer Student.

Co-requisite: NA

This course introduces students to principles of physical and cognitive ergonomics alongside ethnographic research methods in design. Students gain hands-on experience with user research and testing by modelling and constructing testing props and mechanisms. Focusing on human interaction with technology, the course examines cognitive, perceptual-motor, and performance limitations. Students observe existing systems to identify common issues and practice basic problem-solving to support improvements in user experience.

STUDIO

PrS301 Year 3 Fall and Spring

D-Lab Design

Pre-requisite: FoS102, FoW102

Co-requisite: NA

This advanced course explores designing products within technological and material systems. Students engage in research, prototyping, and

testing using process-driven methodologies and advanced technologies. Studio projects encourage interdisciplinary approaches to develop design solutions that integrate technology, materials, and processes across various scales and environments.

WORKSHOP

PrW301 Year 3 Fall and Spring

Design and Manufacturing

Pre-requisite: FoS102, FoW102

Co-requisite: NA

In this course students will be introduced to the This course deepens students' understanding of the creative design process through the integration of materials, engineering principles, and production methods. Emphasizing design for manufacturability, students engage in advanced concept development, CAD modeling, mechanism design, and estimation within real-world constraints of time and budget. Through a comprehensive design-and-build project, students explore machine elements, electronics, and technical communication, while developing solutions that are both functional and innovative. The course fosters critical thinking, precision, and confidence in navigating complex design challenges from concept to prototype.

LECTURE

PrL301 Year 3 Fall and Spring

Materials and Processes

Pre-requisite: FoS102, FoW102/Transfer Student;

Co-requisite: NA

This course advances students' understanding of creative design processes and materials in product development, emphasizing the application of engineering principles. Students will strengthen competence and confidence through hands-on projects, critically integrating physical laws with innovative problem-solving. Topics include advanced idea generation, concept evaluation, CAD modeling, mechanism design, applied electronics, estimation, technical communication, ethics, and project management. The course promotes active inquiry and equips students with analytical and practical skills for professional design practice.



COURSE DESCRIPTIONS

Multimedia Design

STUDIO

MuS201 Year 2 Fall and Spring

Visualization and Information Design

Pre-requisite: FoS102, FoW102

Co-requisite: NA

This course introduces the dynamic field of infographics and data-driven visualization, emphasizing design and narrative development. Students will explore information visualization concepts and apply them through hands-on assignments and projects. Beginning with foundational data analysis, the course advances visual design principles and sophisticated 2D and 3D visualization techniques. Key topics include storytelling and narrative construction, choosing effective visual representations, audience analysis, and the designer's role in creating engaging, multimedia-rich data stories that bring information to life.

WORKSHOP

MuW201 Year 2 Fall and Spring

Fundamentals of Computational Media Design

Pre-requisite: FoS102, FoW102

Co-requisite: NA

This course introduces students to the fundamentals of computational media design through a series of intensive sprints combining lectures, tutorials, and hands-on making. Framing code as creative material, students explore core concepts in computer graphics, interaction design, and web development. Projects emphasize experimentation in data visualization, human-computer interaction, and multi-sensory interfaces. The course fosters both individual exploration and collaborative problem-solving through the design of interactive digital platforms.

LECTURE

MuL201 Year 2 Fall and Spring

Visual Computing 1

Pre-requisite: FoS102, FoW102/Transfer Student.

Co-requisite: NA

This course explores contemporary theories and practices of visual computing, with a focus on data visualization and information design at the intersection of art, design, and technology. Students examine topics such as the analogue roots of information design, global data cultures, machine perception, and multisensory environments. Rule-based design methods, including shape grammar, are introduced to frame design as visual language. Through critical analysis

and hands-on projects, students develop visual literacy and computational fluency to enhance user experiences and interrogate the aesthetics of data in a digital world.



STUDIO

MuS301 Year 3 Fall and Spring

Designing Interactions

Pre-requisite: FoS102, FoW102

Co-requisite: NA

This advanced course explores the future of mobile interactions and pervasive computing, covering design, technology, social, business, and ethical aspects. Students engage with human-computer interaction theories and apply advanced research and design methods. Working in multidisciplinary teams, they develop user-centered projects to analyze, envision, and prototype innovative mobile and ubiquitous computing solutions. Emphasis is placed on graphical user interface design, human factors, prototyping, and evaluation. Studio projects focus on regional mobile culture to ensure culturally relevant and critical exploration of pervasive computing.

WORKSHOP

MuW301 Year 3 Fall and Spring

Advanced Visualization in Motion Graphics

Pre-requisite: FoS102, FoW102

Co-requisite: NA

This advanced workshop focuses on visualization through computer graphics, animation, and video production. Students will learn to use sophisticated software to create motion graphics that incorporate 3D elements, advanced effects, music, color theory, layout, and broadcast standards. The course combines hands-on studio practice with critical review of design literature and media, emphasizing creativity, technical finish, and aesthetic quality.

LECTURE

MuL301 Year 3 Fall and Spring

Visual Computing 2

Pre-requisite: FoS102, FoW102/Transfer Student;

Co-requisite: NA

This advanced course investigates the relationships between shapes and forms in 2D and 3D media, emphasizing visual aesthetics. Students explore how static and dynamic, literal and abstract designs can communicate complex ideas and emotions. The course highlights the role of design aesthetics in addressing cultural, social, and environmental issues, enabling students to create work that is conceptually rich, visually compelling, and contextually meaningful.

Fashion Design

STUDIO

FaS201 Year 2 Fall and Spring

Exploring Fashion 1

Pre-requisite: FoS102, FoW102

Co-requisite: NA

Building on skills from How to Make (Almost) Anything, this course advances students' abilities in fashion form, construction, and visual communication. Emphasis is placed on garment-making as a creative, iterative process grounded in sustainable and critical design thinking. Students explore material selection, ecological impact, and develop their individual aesthetic through drawing and digital techniques.

WORKSHOP

FaW201 Year 2 Fall and Spring

Fashion Design Workshop 1

Pre-requisite: FoS102, FoW102

Co-requisite: NA

In this workshop, students will build skills in developing design and technical competencies in garment construction and the integration of a variety of media to communicate their design ideas through two major projects. The focus will be on scaffolding the necessary techniques and skills for creative construction, observational drawing, photography, digital image creation, and time-based explorations. Students will move their projects from sketches, through to initial muslins, ending with a final garment in a fashion fabric.

LECTURE

FaL201 Year 2 Fall and Spring

Fashion Culture

Pre-requisite: FoS102, FoW102/Transfer Student;

Co-requisite: NA

In this course, students explore their aesthetic and creative vision through historical and contemporary perspectives. Through readings, group discussions, and lectures, students examine the evolving sociocultural roles of fashion in the 20th and 21st centuries. The course deepens understanding of the dynamic connections between dress, society, culture, and subcultures, while addressing diversity. Students will also explore how fashion relates to art, cinema, photography, politics, and the economy.



STUDIO

FaS301 Year 3 Fall and Spring

Exploring Fashion 2

Pre-requisite: FoS102, FoW102

Co-requisite: NA

Building on Exploring Fashion 1, this course situates fashion design within the interconnected systems of business, culture, economics, and ecology. Students deepen their skills in research, conceptual development, iterative design, making, and collaboration. A focus on user-centered design, supported by ethnographic research and diversity awareness, positions the student as a facilitator and problem-solver working with individual and group users. The course also explores fashion curation and its relationship to the editorial process through practical design projects grounded in real-world contexts.

WORKSHOP

FaW301 Year 3 Fall and Spring

Fashion Design Workshop 2

Pre-requisite: FoS102, FoW102

Co-requisite: NA

This course builds on prior learning from Design Across Scales and Exploring Fashion 1, advancing visual expression and technical skills in pattern making, draping, and material exploration. Students are introduced to material science and related tools and technologies, while learning to communicate design concepts within broader social, cultural, and environmental contexts. Emphasis is placed on integrating diverse media to articulate design ideas with clarity and impact.

LECTURE

FaL301 Year 3 Fall and Spring

Fashion Ethics and Culture

Pre-requisite: FoS102, FoW102/Transfer Student;

Co-requisite: NA

This course explores the creative, aesthetic, and cultural dimensions of fashion through ethical and historical perspectives. Students examine fashion history, cultural criticism, and contemporary practices, with a focus on body politics, gender, and representation. The course emphasizes the role of the fashion industry in the MENA region and the need for systemic change, using lectures, readings, media, and field research.

Strategic Design Management



STUDIO

StS201 Year 2 Fall and Spring

Strategic Design in Context

Pre-requisite: FoS102, FoW102

Co-requisite: NA

This studio-based course addresses complex problems through strategic design, emphasizing its role in business transformation and long-term value creation. Students develop a critical understanding of design's impact within broader organizational and societal contexts. Combining strategic thinking with design practice, the course guides students to formulate their own approach to strategic design. Final projects include individual, and team assignments focused on how design processes and outcomes contribute to economic success and positive societal impact.

WORKSHOP

StW201 Year 2 Fall and Spring

Innovation and Design

Pre-requisite: FoS102, FoW102

Co-requisite: NA

This project-based workshop develops students' skills in innovative design thinking across disciplines. It emphasizes the iterative design process, focusing on participation, iteration, and synthesis. Topics include user understanding, learning methods, and project implementation. Students enhance communication through presentations and feedback. Guest lectures provide insights into multidisciplinary and local design thinking approaches. The course equips students with foundational tools to innovate in diverse contexts.

LECTURE

StL201 Year 2 Fall and Spring

Design Marketing Management

Pre-requisite: FoS102, FoW102/Transfer Student;

Co-requisite: NA

This course develops skills in marketing analysis and planning, and introduces key ideas and phenomena, such as how to deliver benefits to customers. The professor will present a framework for analysis and enhance problem solving and decision-making abilities in these areas. Material relevant to understanding, managing, and integrating marketing concepts in managerial situations, from entrepreneurial ventures to large multinational firms and to consulting will be covered through a series of lectures, assignments and in class exercises.

STUDIO

StS301 Year 3 Fall and Spring

Strategic Design Management

Pre-requisite: FoS102, FoW102

Co-requisite: NA

This advanced studio explores strategic, client-centered design as a tool for creating meaningful product, service, and system solutions. Students work in teams to plan, develop, and communicate design concepts that address commercial, social, and environmental needs. Topics include project planning, user research, concept development, prototyping, critique, and client management. Emphasis is placed on collaboration, critical thinking, and active student engagement.

WORKSHOP

StW301 Year 3 Fall and Spring

Design Thinking

Pre-requisite: FoS102, FoW102

Co-requisite: NA

This course introduces the core principles of design thinking, emphasizing its connection to design disciplines and the essential skills designers bring to the innovation process. Students will explore key theories and frameworks of design thinking and apply these concepts to real-world design projects, fostering innovative problem-solving abilities applicable both within and beyond design contexts.

LECTURE

StL301 Year 3 Fall and Spring

Communicating with Data

Pre-requisite: FoS102, FoW102/Transfer Student.

Co-requisite: NA

This course will combine fundamental quantitative techniques with real-world examples to help students make informed management decisions. It emphasizes understanding core concepts as a way of thinking, not just calculating, to improve decision-making skills. The focus is on essential tools for practical analysis rather than covering all management science techniques. Students will engage with exercises and examples from marketing, finance, operations management, strategy, and other business areas.

General Education

LECTURES

LaL201 Fall Semester

Introduction to Academic Writing

Pre-requisite: NA; **Co-requisite:**

This foundational course introduces university students to the essentials of academic writing. Students will develop skills in structuring essays, crafting clear arguments, integrating and synthesizing research, and presenting their ideas with appropriate academic style and citation formats. Emphasis will be placed on developing coherent introductions, logical body paragraphs, and effective conclusions, preparing students to communicate persuasively and ethically in academic contexts.

AiL301 Spring Semester

Artificial Intelligence (AI) in Design

Pre-requisite: NA; **Co-requisite:**

This course introduces fundamental concepts and techniques of artificial intelligence (AI), emphasizing their role in design and creative problem-solving. Students will explore key AI branches such as machine learning, natural language processing, and computer vision, applying AI tools and platforms to simple design challenges. Ethical implications and societal impacts of AI in design will be examined. Collaborative projects will encourage interdisciplinary teamwork to propose innovative, AI-enhanced design solutions.

HwL201 Fall Semester

Happiness and Wellbeing

Pre-requisite: NA; **Co-requisite:**

This course explores happiness and wellbeing from socio-psychological perspective with focus on emotional resilience, mindfulness, positive relationships, and healthy living habits. Through interactive discussions and reflective assignments, the course engages learners to foster the emotional and physical wellbeing for themselves and others in diverse contexts.

Ecology and the Environment

Pre-requisite: NA; **Co-requisite:**

This course introduces the fundamental principles of ecology and their application in understanding and addressing environmental challenges. Students will explore the dynamics of populations, communities, and ecosystems. Ecological concepts will be linked to the management, conservation, and restoration of natural resources. Through case studies and local examples, students will examine real-world issues and engage in discussions on how design thinking can contribute to sustainable solutions.

HuL401 Fall Semester

Communicating Across Cultures

Pre-requisite: NA; **Co-requisite:**

This course examines a range of communication styles and techniques shaped by diverse cultural norms and traditions. Starting with a theoretical framework on the relationship between culture and communication, the course explores verbal and non-verbal differences, barriers, and key intercultural communication modes such as argumentation, negotiation, and conflict resolution. Through case studies focused on American, Asian, European, and African contexts, students will engage with how different cultures construct knowledge (epistemology) and hold values (axiology).

EmL401 Spring Semester

EmL401 – Emirati Cultural Studies

Pre-requisite: NA; **Co-requisite:**

This course offers an in-depth exploration of the United Arab Emirates' cultural heritage, focusing on social customs, religious practices, language, traditional clothing, architectural styles, and life/work ethics. Students critically examine how these elements shape Emirati identity and influence contemporary design and innovation. Emphasizing sustainable and culturally responsive design, the course features multiple visits to cultural landmarks, heritage sites, and/or design studios, as well as guest lectures and workshops by prominent Emirati artists and designers. These experiential components provide students with direct engagement opportunities to deepen their understanding and apply cultural insights within practical design contexts.

ScL301 Spring Semester



COURSE DESCRIPTIONS

Thesis

Th

RESEARCH PRACTICE

RpT401 Year 4 Fall

Research Practice

Pre-requisite: Complete the Cross-concentration requirements.

Co-requisite: NA

This course develops the knowledge and skills of students in understanding, developing and applying research principles, methods, and code of practice to address design challenges. With focus on quantitative and qualitative research approaches, students will learn how to develop research questions, carry out literature review, conduct fieldwork, and translate insights into products, services, and strategies. Through hands-on projects and critical reflection, students will examine the role of research in assessing and developing innovative design outcomes. The course prepares students to integrate research as a core component of their creative process for thesis and or capstone projects.

THESIS

ThA401 Year 4 Spring

Thesis Applied

Pre-requisite: TpT401; **Co-requisite:** NA

This course builds on the findings of the research undertaken in TpT401, culminating in a design solution for a design problem. Students focus on conceptualizing, contextualizing and realizing their individual routes of inquiry. Students will demonstrate their capacity for creative investigation and conceptual development within design. Students are encouraged to question ideas and outcomes, to take risks and address challenges. Through analysis and evaluation of materials, media and technical processes, students resolve their chosen modes of inquiry via a capstone project of design intentions and outcomes. Work will take the form of an individually resolved investigation, employing appropriate specialist knowledge, a creative, well-researched and developed theoretical or applied concept, and result in a well-resolved body of work.



Professional Electives

**PeL401 Year 4****AI and Immersive Technologies for Experiential Design**

This course examines how artificial intelligence, immersive technologies, and game design principles are reshaping human interaction, ritual, and cultural expression. Students will explore theoretical foundations and contemporary examples to understand how interactive systems foster emotional connection, symbolism, and participatory engagement. Through creative assignments, students will apply concepts of narrative, game mechanics, and immersive storytelling to envision future rituals and experiences.

PeL402 Year 4**Designing with Nature: Circular Thinking and Biomimicry**

This course explores how nature-inspired frameworks—specifically circular thinking and biomimicry—can inform innovative and resilient design strategies. Moving beyond ecological sustainability, students examine how natural systems, patterns, and behaviors provide models for product, service, and experience design that emphasize longevity, adaptability, and emotional connection. The course encourages systemic thinking to develop solutions that are regenerative, user-centered, and capable of evolving with changing needs across fashion, product, multimedia, and strategic design contexts.

PeL403 Year 4**Art of Display: Curation and Exhibition in Context**

This course explores spatial storytelling in curation and exhibition design, focusing on blending physical and digital experiences. Through lectures and hands-on workshops, students learn to craft engaging narratives using space, multimedia, and sensory elements. They analyze existing exhibitions and develop curatorial strategies across fashion, product, multimedia, and strategic design contexts.

PeL404 Year 4**Visual Narratives Across Art, Film, and Social Media**

This course explores how designed objects have been shaped and remembered through diverse visual media—from classical paintings and cinema to contemporary digital platforms and social media. Students critically examine the narratives constructed around design objects and their cultural meanings, investigating how art, film, advertising, propaganda, and digital media have influenced design aesthetics and public perception. The course provides a rich historical and contemporary perspective on the interplay between media, politics, and design across fashion, product, multimedia, and strategic domains.

Mandatory Core Courses

BrL401 Year 4 Fall**Brand Design: Purpose, Culture, Innovation**

This advanced course explores how brands achieve meaningful differentiation through purpose, innovation, culture, and image. Structured around real-world case studies and hands-on exercises, students will learn to analyse and design branding strategies that create lasting impact. Led in collaboration with industry partners, the course integrates theory with practice and culminates in a creative final project where students develop a comprehensive brand strategy and execution plan.

CdL301 Year 3 Spring**Career Development**

This advanced course equips students with the skills and strategies needed to transition successfully into professional practice. Through workshops, case studies, and industry-led sessions, students will learn how to evaluate career opportunities, communicate effectively, and navigate diverse professional pathways. The course culminates in a professional portfolio and career strategy plan, developed with guidance from industry partners.



Admission Requirements and Procedures

General documents required (applicable to all students):

- A completed DIDI online application form.
- Certificate of Equivalency from the UAE Ministry of Education.
- Colored Copy of Passport, EmiratesID and residence Visa (If applicable).
- Passport size photograph.
- For UAE Nationals Only: A complete copy of Khulasat Al Qaid (UAE National Family Book).
- Attested educational certificates by the appropriate authorities*. Refer to curriculum-based requirement below.
- For UAE Male Applicants, official letter stating completion or exemption of the Military National Service.
- Legal translation for the certificates issued in any language other than Arabic or English attested from an accredited entity.
- Arabic Subject is required for Arabic speakers only, and Islamic Subject is required for Muslims only in all private schools in the UAE for grades (10+11+12).
- English Language Proficiency Test score (if applicable). *Applicants whose language of instruction is English are exempt from taking an English Proficiency Test if their final Grade 12 English subject average is 70% or above.*
- Other requirements might apply based on an applicant's specific school system. Refer to curriculum-based requirement below.

**Unattested scans will be accepted to start the application process. However, applicants will be required to show attested original documents before enrolling at DIDI. Applicants graduating from schools outside the UAE are to certify (attest) documents from the country of origin: attestation is required by the authorized educational authority, the country's ministry of foreign affairs, and the UAE Embassy. Applicants graduating from UAE schools are required to attest documents from the UAE Ministry of Education.*

Academic Requirement Based on Curriculum

The minimum academic entry requirements for DIDI depend upon the type of high school curriculum the applicant has followed. Applicants must submit their transcripts/certificates of the final three years of high school as part of the admissions requirement.

Applicants who have obtained a MoE High School Certificate Equivalency but do not fully meet the curriculum requirements may still be considered for admission based on the strength of their portfolio

or their performance in an interview with the Dean or designated faculty members. This process allows us to evaluate the applicant's potential, creativity, and alignment with the academic and professional objectives of the program. Final decisions in such cases will be made at the discretion of the Dean.

UAE (Thanawya Ammah) Curriculum:

MoE Equivalency

- Original graduation diploma and Attested 10,11,12 transcripts
- Original transcript (10,11,12) with a minimum of **70%** and above.

American Curriculum:

MoE Equivalency

- Graduation diploma
- Original transcript [grade 10,11,12] with a minimum of C or **65%** and above. *(Only subjects classified as academic are considered in the calculation of the CGPA) **
- Student should pass **5 (five)** subjects successfully (Arabic & Islamic Studies are excluded). The subjects must be within the approved lists of courses.
- Pass the SAT Math test as required by the MoE for High School Certificate Equivalency

British Curriculum:

MoE Equivalency

- Applicants must complete Year 13 of schooling (equivalent to American Grade 12). And must provide a Sequencing Certificate (Certificate of School Registration History), the last year of schooling should show year 13.
- Successfully complete **5 (five)** Ordinary Level, GCSE or IGCSE subjects with an average grade of D and above (Arabic & Islamic Studies are excluded) **AND**
- Successfully complete **2 (two)** Advanced Subsidiary Level subjects with an average grade of 'D' and above **OR**
- **1 (one)** Advanced Level subject with a grade of 'D' and above.
- The subjects must be within the approved lists of courses.
- The required attested certificates are the final IGCSE/GCSE/GCE grade reports (issued by the Board(s)), **NOT** the statement of results or the provisional results.

British Curriculum (BTEC Level 3 Diploma):

MoE Equivalency

- Attested BTEC Level 3 Diploma is equivalent to a vocational high school certificate.
- BTEC Level 3 Diploma



- Minimum of 120 credits
- PP grade or higher
- One of the following:
- Attested GCSE/IGCSE certificate: Complete five approved GCSE/IGCSE subjects with a minimum average grade of D or 3 OR
- Attested IB Middle Years Program (MYP)

International Baccalaureate (IB): MoE Equivalency

- Successfully complete grade 12 or its equivalent in either of the two following tracks:
- **Track 1: IB Diploma (Attested)**
 - Obtaining the International Baccalaureate Diploma without counting the Islamic Studies subject as one of the required subjects to obtain the diploma.
 - Minimum overall points required is **24**.
 - A minimum of **3 Higher Level (HL)** and **3 Standard Level (SL)** courses with a minimum grade for each subject is 3 and above. The subjects must be within the approved lists of the International Baccalaureate Organization.

- **Track 2: IB Certificate (Attested)**

Student must pass **6 subjects** from the International Baccalaureate subjects (IB Subject Certificate) excluding the Islamic Studies as one of the required subjects and according the following conditions:

- Minimum grade required for each subject is 3.
- Minimum overall grade required is **21**.
- To pass the core subjects (English, Mathematics, and a science subject) within the 6 required subject in the High Level (HL) or Standard level (SL)
- The subjects must be within the approved lists of the International Baccalaureate Organization.

International Baccalaureate (IB) Career-Related Program:

MoE Equivalency

- The International Baccalaureate Career-Related Programme can be equivalent to both a technical and general high school certificate

For Vocational High School Certificate Equivalency

- BTEC Level 3 Diploma
 - Minimum of 90 credits completed
 - PP grade or higher
- IB Subject Certificate
 - Complete two HL/SL subjects with a minimum grade of 3 in each subject

For General High School Certificate Equivalency

- Attested BTEC Level 3 Diploma
 - Minimum of 120 credits completed
 - PP grade or higher
- Attested IB Career-Related Program: Complete two HL/SL subjects with a minimum grade of 3 in each subject
- One of the following:
 - Attested GCSE/IGCSE certificate. Complete five approved GCSE/IGCSE subjects with a minimum grade of D or 3
 - Attested IB Middle Years Program (MYP)

Indian Curriculum:

MoE Equivalency

- The student must pass grades (10, 11, and 12), and the lower end of passing in each subject must not be less than **D or 60%**. The subjects must be within the approved lists of courses.
- Attested academic transcript(s)/Board certificates for grades (10 & 12).

Pakistan Curriculum:

MoE Equivalency

- Minimum average of **70%** in the Senior Secondary School Certificate (12th Standard), or **65%** or more in the best two of the last three years.
- Diploma certificate + transcript of grades for three years attested (all attestations)

CIS Countries (Russia, Kazakhstan, Kyrgyzstan, Azerbaijan, etc.):

MoE Equivalency

- Recognized high school certificate that follows the **11-year education program**.
- Average of **3/5** (a minimum score of 3.0 in the final year (grade 11), or a minimum score of 3.0 in the best two years of the last three years).
- A copy of the attested graduation certificate & an attested copy of the academic transcript for the last 3 years of study **OR**
- An attested copy of grade 9 certificate + an attested copy of certificate for the last 2 years of study

Australian Curriculum:

MoE Equivalency

- Successful completion of Year 12 with 70% or Credit(B). The final graduation diploma must be issued from the province that accredits the school.
- The student must pass grades 10, 11 & 12 according to the curriculum and study plan of the Australian state or the province



Iranian Curriculum: MoE Equivalency

- New system: Graduation certificate (تصفيات دوم دوم متوسطه)
- Current System: Graduation certificate (تصفيات متوسطه)
- Old System: Graduation certificate (پیش دانشگاهی) and transcript for 1 year
- Transcript for 3 years after grade 9 with a minimum score of **14 points** in the pre-university certificate, or a minimum average of **70%** or its equivalent in the best two years of the last three years.
- Copy of graduation certificate and transcripts translated (if not in English) and attested.
- Note: Certificates issued by a system outside Khushur (Ryan Kashiha + Saba) by an Iranian educational center outside the issuing country will not be recognized by MOE, if they are not accredited by the issuing body in the issuing country.

Canadian Curriculum MoE Equivalency

- The student must pass grades 10, 11 & 12 (and have all documents attested) according to the curriculum and the study plan of the province and with a minimum of C or **70%** and above.
- The final graduation diploma must be issued by the province that accredits the school.

Nigerian Curriculum (WAEC/NECO) MoE Equivalency

- Successful completion of Senior Secondary School Certificate from West African Examination Council (WAEC) or National Examination Council (NECO).
- Minimum of **7 subjects** with **5 grades at C5 (Credit level)** or an average equivalent to **75%** or more in the WAEC or NECO results

SABIS Curriculum MoE Equivalency

- B- (70%) in the final year, or B- (70%) average in the best two years of grades 10, 11, and 12.
- For UAE Resident applicants, they are required to obtain a minimum SAT 1 Math test with a minimum score of **450 in mathematics**.

Chinese Curriculum MoE Equivalency

- To obtain a high school diploma, students must meet a minimum requirement of **144 credits** and pass a national graduation examination.
- Minimum of **70%** or more or its equivalent in the final year national exam, or a minimum of **70%** or more or its equivalent in the best two years

German Curriculum MoE Equivalency

- The grading scale in the upper-secondary stage at Gymnasiums is a 15-point scale that is different from the grading scale used at other stages and types of schools.
- Minimum score of 7 (seven) in the final year or an average of 7 (seven) or above in the best two years of the last three years.
- While there are no centralized graduation exams at the end of the lower-secondary stage, the certificate of completion of grade 10 is usually officially equivalent to completion of middle maturity.

Attestation

Requirements for students completing their secondary education in the UAE.

- Ensure all transcripts and certificates are attested by the local educational regulatory authority:
 - Abu Dhabi – Department of Education and Knowledge
 - Dubai – Knowledge and Human Development Authority
 - Sharjah – Sharjah Private Education Authority
 - Other Emirates – Ministry of Education
- British system qualifications can be certified or attested by the British Council or the above regulatory authority. The British Council requires the certificates to be attested by the school. The required attested certificates are the final IGCSE/GCSE/GCE grade reports, **NOT the statement of results or the provisional results.**

Requirements for students completing their secondary education OUTSIDE the UAE

- Certification from the country of origin: Documents must be certified or attested by the authorized educational authority, the country's Ministry of Foreign Affairs, and the UAE Embassy.
- Certification in the UAE: Documents that are certified by the authorized educational authority of the country of



origin must be certified or attested by the country's embassy in the UAE and the UAE Ministry of Foreign Affairs. Applicants are required to check with the UAE embassy or UAE Ministry of Foreign Affairs to make sure that this option is available for their certificates.

- British system qualifications can also be certified or attested by the British Council, the country's Ministry of Education and the Ministry of Foreign Affairs, and the UAE Embassy. The British Council requires the certificates to be attested by the school. The required attested certificates are the final IGCSE/GCSE/GCE grade reports, NOT the statement of results or the provisional results.

Original Documents must also be submitted along with the certified copies for final verification to the DIDI Admissions Office. Upon verification the original documents will be returned to the student.

UAE Certificate of Equivalency

The UAE Ministry of Education requires all enrolled students to obtain a certificate of equivalency for their secondary education certificate.

For students completing their secondary education in the UAE:

Applicants who earned their secondary education certificate from a private school inside the UAE should apply for a Certificate of Equivalency through their school. This excludes students from the UAE General Secondary School Certificate system (Thanaweya 'Ammah).

For students completing their secondary education outside the UAE:

Applicants who earned their secondary education certificate from a school outside the UAE must present a Certificate of Equivalency for their secondary education certificate from the UAE Ministry of Education. DIDI is not involved in the equivalency process or decisions. Issuing of the Certificate of Equivalency is controlled fully by the UAE Ministry of Education.

Certificate of Equivalency Application Process.

- The first step is registering online at www.moe.gov.ae under the Ministry of Education (MoE) E-services – Service Catalog and getting a registration number. For a detailed list of the requirements and documents, visit www.moe.gov.ae under the Certificate Equivalency section. You may also contact +971 (800 51115) or email ccc.moe@moe.gov.ae.
- Applicants must prepare and attest all the required high school certificates and transcripts before leaving their home country and/or the country in which they

graduated. For information about the required attestations, please see the section Required Attestations.

- Applicants are required to apply online for their Certificate of Equivalency at least two months prior to the first day of class.

DIDI is not involved in the equivalency process or decisions. Issuing of the Certificate of Equivalency is controlled fully by the UAE Ministry of Education.

Applicants who have applied for a Certificate of Equivalency but have not concluded the equivalency process by the time of registration will be given the chance to register for the first semester, if they sign the **S5a Extension Request & Document(s) Declaration Form** and will be placed on Admission preventing them from registering for courses for their second semester. Applicants selecting this option must present a copy of the MoE application receipt.

English Proficiency Test Score Requirement

Applicants whose language of instruction is English are exempt from taking an English Proficiency Test if their final Grade 12 English subject average is 70% or above.

English Proficiency Test Scores are assessments that measure a person's ability to communicate effectively in the English language. These tests evaluate a person's skills in reading, writing, listening, and speaking in English, and provide a standardized score that indicates their level of proficiency. English proficiency test scores are often required by academic institutions as a means of ensuring that individuals have the necessary language skills to function effectively in English-speaking environments.

TOEFL and IELTS score reports are valid for two calendar years.

Please find below the required English Proficiency Test scores for DIDI:

English Proficiency Test type	Required Score
TOEFL iBT (Internet Based)	61
IELTS Academic	5.0

Transfer Students

Students interested to transfer from another university to DIDI, must apply through the DIDI admission website/portal, and meet the following minimum requirements:

- Should be in good academic standing with a minimum cumulative grade point average **[CGPA] of 2.5** or greater.
- Should be eligible to continue their enrollment at the institution from which they wish to transfer.
- Should be transferring from a reputable and lawfully accredited university.



- Should provide a valid English Proficiency Test
- Minimum score of achievement in either IELTS (Academic): 6.0 OR TOEFL iBT: 80 [Note: TOEFL and IELTS scores are valid for two calendar years only and should be taken from an approved testing center].
- Students who have passed an English subject (grade C or above) at their initial university are not required to submit an English Proficiency Test, provided the course is approved and transferred by DIDI.
- Note: Not all the courses taken at the initial university will be transferred to DIDI. Make sure to provide a copy of the syllabi of all courses taken to be able to be considered for course transfers.

Visa Processing and Medical Fitness Assessment

1. If the applicant is an international, non-resident looking to study at DIDI, they will need a visa to reside and study in the UAE. DIDI can provide applicants with visa sponsorship once they have accepted an offer and paid all fees due as per the acceptance letter.
2. Please note that visa processing times vary, and applicants should submit their documentation at least 8 weeks prior to the start of semester to ensure that applications can be handled in good time.
3. Further information about Visa Processing, Medical insurance coverage, Housing and other non-academic concerns should be referred to the Student Services Manager.
4. Students who apply late (after the deadline) for the student VISA must be informed that there will be a delay in processing, all academic policies apply from the first day of the semester.

Policy on Class Size

Class size depends on the maximum capacity of the classroom and the course type. The maximum number of students allowed to register for a class should be as follows:

- Studio and Workshop classes: limited to 17 students
- The studios and workshops are limited to the number of students that can safely and effectively be accommodated by the space, equipment and Faculty.
- Lecture classes: Limited to 45 students
- Internship: Limited to 45 students

Circumstances, such as staffing constraints and student enrollment, may occasionally require us to exceed the stated limitations. Should an exception to this policy be necessary, approval from the faculty teaching the class must be obtained, as well as in agreement from the Dean's office.

Registration Policies

Academic Terminology

Course or Module:

A course consists of a number of instructional activities over a prescribed period of time. It deals with a single subject and is commonly described by title, number, credits, and expected learning outcomes in the institution's Catalog. A module sometimes refers to a sub-division within a course covering a topic or part of a topic. In the British system, the term module is synonymous with course. In systems based on American higher education, the term module typically refers to a course which is offered in a more concentrated framework, such as an "8-week module." Note that in the UK and in other systems adopting terminology used in the UK, the word course is often used to refer to what the Standards term a program.

Semester and Term A semester is a period of time, typically 15 weeks, during which an institution offers courses.

Credit: Units use to record the completion of courses (with passing grades) that are required for an academic degree.

Credit Hour: Credit value is the numerical value relating to the number of hours assigned to a credit. Defined by the QF Emirates, a notional value of 15 hours (with additional study hours) equates to one (1) credit value. The CAA uses a notional value of 1 credit = 15 hours of classroom instruction (with an additional expected study-load of 30 hours). In other words, one credit hour equals approximately three hours of work per week. One in class hour should be equal to two hours of out of class work in preparation and homework.

A contact hour represents the measure of scheduled instruction given to students. Contact hours should be calculated on a per week basis. Studio-based courses allocate credit as follows; 1 credit = 1.5 hours of classroom instruction and 3 hours of out of class work. Therefore a 6-credit studio meets for 9 hours per week for 15 weeks.

Class Type	Credit Value	Contact Hours	Prep. & Homework	Total Hours
Lecture & Workshop	1	1	2	3
Studio	1	1.5	3	4.5



Grades:

The measure of student performance in an individual course and based on a faculty evaluation of a student's achievement that is represented by a letter.

Definition of Grades at DIDI: Student's performance in a course is graded using a letter system, which corresponds to a grade value. For each credit earned the following grade value will be awarded based

Grade	Mark	Grade value	Description
A	90% - 100%	4.00	Outstanding
A-	85% - 89.99%	3.70	Excellent
B+	80% - 84.99%	3.30	Very Good
B	75% - 79.99%	3.00	Good
B-	70% - 74.99%	2.70	Highly Satisfactory
C+	65% - 69.99%	2.30	Satisfactory
C	60% - 64.99%	2.00	Pass
C-	55% - 59.99%	1.70	Minimal Pass
D	50% - 54.99%	1.00	Poor
F	0% - 49.99%	0.00	Fail

From Fall 2022 the below grading scale will be used. The below grades will only apply from Fall 2022 which means all previous grades will follow the earlier grading scale.

Grade	Mark	Grade value	Description
A	95% - 100%	4.00	Excellent
A-	90% - 94.99%	3.67	
B+	87% - 89.99%	3.33	Good
B	84% - 86.99%	3.00	
B-	80% - 83.99%	2.67	Satisfactory
C+	77% - 79.99%	2.33	
C	73% - 76.99%	2.00	Pass
C-	70% - 72.99%	1.67	Minimal Pass

Grade Points: Grade point is calculated by multiplying the grade value of a course by the number of credits of that course. E.G. An A or a 4.00 on a 3-credit course, equals 12 grade points. $[4.0 (A' \text{ Grade}) \times 3 \text{ credits} = 12 \text{ grade points}]$.

Grade Point Average (GPA) is the cumulative record of academic performance over the period of a semester. The Grade Point Average (GPA) is the total grade points earned in a given semester divided by the Total number of credits attempted in that semester. The Grade Point Average (GPA) is based on a 4.00 scale and reflects a single term of academic activity. All GPA calculations are carried out to two decimal places.

Cumulative GPA (CGPA) is the aggregation of GPA for all the semesters attended. Grades from all completed courses contribute toward the student's CGPA. When calculating the CGPA, all fail (F) grades

upon the grade received and will be used to calculate the grade point averages (GPA). The grading scale below was used till last year i.e. Academic Year 2021-22.

Grade	Definition
U	<u>Audit</u> – Attendance in a course with no associated credit points.
I	<u>Incomplete</u> – An Incomplete 'I' grade is awarded to students if they miss their final exam or presentation due to medical reasons or reasons beyond their control.
W	<u>Withdrawal</u> – Is an official course withdrawal. It has no associated credits, does not affect the GPA and is recorded on a student's record.
T	<u>Transfer Credit</u> – Transfer credits are only accepted for General Education (for grades of "C" and above) and only from accredited institutions of higher education. Grades from transfer courses are not used in the calculation of Grade Point Average (GPA).
IP	<u>In Progress</u> – Indicates the course currently in progress and not yet completed.
*	<u>Repeat</u> – Repeated courses will be identified by an '*'. <u>Pass</u> – Satisfactory achievement in a course where a percentage grade is inappropriate.
D+	67% - 69.99% 1.33
D	60% - 66.99% 1.00 Poor
F	0% - 59.99% 0.00 Fail

The grade received in a course reflects the student's overall performance and is recorded in the student's transcript. Grade disputes must be resolved before the end of the following semester and cannot be disputed thereafter.

that are not replaced by a passing grade are counted in the computation.

Repeated courses will be recorded on a student's permanent academic record with an '*'. The notation does not affect previously posted academic actions (such as probation or suspension). Check with the Registration Office for more information.



Academic Progress

Orientation

- Refer to section [Academic Orientation](#) in the following pages.
- Orientation programs can be an important part of the college experience, as they help students feel more comfortable and confident as they begin their academic journey. By participating in an orientation program, students can also meet new people, make connections, and start building a community on campus.

Registration Procedure

- New cohort of students who join in the Fall and Spring semesters will have a dedicated registration period a week before the start of the semester (orientation week) when they receive information about the academic program, course selection and registration process.
- For continuing students, a pre-registration will happen during week 13 of every semester for the following one i.e., Spring semester preregistration will happen during week 13 of the Fall semester, the Fall and Summer semesters pre-registration will happen during week 13 of the previous Spring semester.
- Students select their courses and pre-register them on the Student Information System (SIS) during the pre-registration period.
- If a student fails to register during the pre-registration period, they can register during the late registration period which is the Add / Drop period of the semester.
- Late registration, however, will incur a penalty of AED 500 per student.

Academic Standing

Students with a Cumulative Grade Point Average (CGPA) of at least 2.00 will be considered to be in 'Good' academic standing.

Dean's List

Matriculated students who earn a minimum of 15 credit hours in an academic semester, have a semester grade point average (GPA) of 3.50 or greater, have not been placed on probation, and do not have any grades of I, U, W, F or FA in that semester are eligible for the Dean's List.

Study Load

The student's study load in one academic semester can range from a minimum of 12 credits to a maximum of 21 credits, as follows:

- Students who register for 12 credit hours or more are considered full-time students.
- The normal academic load can range between 12 and 15 credit hours per semester. When appropriate, the Dean's office may decrease or increase (on student request or academic standing) the study load depending on the student's GPA ability.

Academic Probation, Suspension and Dismissal

All matriculated students are expected to meet or exceed certain academic standards. Failure to do so will result in being placed on academic probation, suspension or dismissal.

- Academic Warning A student will be given an academic warning for the following semester if their current semester GPA or CGPA falls below 2.50.
- Criteria for Academic Probation
 - A student will be placed on academic probation in the following semester if their current semester GPA or CGPA falls below 2.00.
 - The maximum study load for students on academic probation is 12 credit hours per semester.
 - A student will automatically be removed from academic probation when they raise their semester GPA above 2.00.
 - However, if a student fails to raise their CGPA above 2.00 by the end of the semester, they will remain on academic probation and receive a second academic probation and be referred to the Dean for further academic consideration. Students may be advised to change their cross-discipline if it supports academic achievement.
- Criteria for Academic Suspension
 - A student who has received 2 consecutive academic probations will be suspended unless otherwise advised by the Dean.
 - A student whose semester GPA falls below 1.00 will be suspended.
 - Suspended graduating students within 12 credits of graduation, may petition for a grace period of one semester if their CGPA can be improved to a minimum of 2.00 during the grace period. If granted, students must complete their academic requirements within one semester, or they will be suspended.
 - Suspended students must wait a minimum of one semester to apply for readmission to DIDI.
- Readmission after Academic Suspension

A suspended student may petition for readmission to DIDI if:

 - The student has engaged, in at least a full semester, of activities that improve their chances of academic success e.g. participated in an internship or other industry experience relevant to their study.
 - The student enrolled and completed a minimum of 12 relevant credits with an average of "C" or above, at another reputable institution of higher education. Transfer of General Education courses completed during the student's absence may be considered for credit.



- Students readmitted after suspension, will be placed on academic probation and granted a semester to raise their GPA above 2.0 or they will be dismissed.
- **Criteria for Academic Dismissal**
 - A student on probation, whose CGPA falls below 1.20 will be dismissed and will not be readmitted.
 - A student who has been suspended twice will be dismissed.
 - A student who fails the same course twice will be dismissed.

Repeating Course(s) and Grade Forgiveness

A student is permitted to repeat a course only once in order to improve their grade GPA or CGPA, or to replace a failed course. If the second grade is equal to or higher than the first, then it replaces the first grade. The original grade is "removed" from the GPA computation, but both grades appear on the student's transcript. Any course is eligible for grade forgiveness one time only.

Attendance and Absence

Attendance and participation in all classes, studios and workshop sessions are mandatory. Faculty are required to maintain formal student attendance records in their classes.

Student Attendance

- 1.0** Students are granted a 10-minute grace period after the start of class before being recorded as late.
- 2.0** Students leaving a class more than 10 minutes prior to the completion of the class will be recorded as early departure.
- 3.0** Students are responsible for making up any work missed due to absence.
- 4.0** An accepted valid excuse for an absence does not nullify the absence.

Allowed number of Absences in a Lecture / Studio course

- When a student misses five (5) sessions, they will receive a grade down on their final course grade. A student that misses more than six (6) sessions per course will be asked to withdraw from the course and will get a "W" grade. If the student does not withdraw from the course before the end of the withdrawal period, they will receive an "F" grade.
- Two (2) late occurrences will be counted as one absence.

Allowed number of Absences in a Workshop course

- When a student misses two (2) sessions, they will receive a grade down on their final course grade. A student that misses more than three (3) sessions per course will be asked to withdraw from the course and will get a "W" grade. If the student does not withdraw from

the course before the end of the withdrawal period, they will receive an "F" grade.

- Two (2) late occurrences will be counted as one absence.

Exceptions to Absence

- Excused absences are given on a case-by-case basis and require the Dean's approval. The only exceptions granted to students are when the student is:
 - Representing their country or the government in an official capacity.
 - Required to participate in an emergency situation on behalf of the Armed Forces or police for
 - a limited period of time.
 - Representing DIDI in a university-sanctioned extracurricular event.
 - When a student is absent to represent the university/ country, then an Official University absence may be granted by the Dean. Faculty members are required to permit students to make up work missed because of Official University Absences.

The student needs to fill a petition form to request an excused leave.

Students' Responsibilities

- Attend their scheduled classes regularly and punctually.
- Acquire course hand-outs or notes for any missed classes.
- Notify their faculty prior to the start of a class in the event they are unable to attend.
- Substantiate any extended absence with the appropriate documentation. e.g.: Doctor's note.
- Wait for thirty (30) minutes after the designated start of a class in the event of the faculty's absence. At the end of thirty (30) minutes student(s) should inform the Dean's office that the faculty hasn't shown up for the class scheduled prior to leave.
- Students are responsible for making up for any work missed due to any absence or lateness.
- The student must communicate directly and proactively with their professor to agree on a make-up plan.

Faculty Responsibilities

Faculty are expected to update the student information system (SIS) with student attendance after every class. The faculty maintain regular online student attendance records for each of their sessions, so the student is always aware of their status. The faculty must include a clear summary of



the attendance policy in the course syllabus. In addition, a faculty member may, at their own discretion, add more rules to the policy if it is clearly expressed in the course syllabus and approved by the Dean. Faculty may reward a perfect attendance record with bonus points for active participation.

Makeup Exam Policy

A student missing a final examination will receive a failing "F" grade for that assessment (Final Exam or Project). The failing grade will be calculated into the final course grade, with an added note 'missed final examination' for inclusion in the student's academic records. Where there is a compelling medical or personal emergency, and the student submits valid documentation deemed acceptable by the Faculty, the faculty may arrange for a makeup examination. The student can also petition the Dean's office to change the grade to an Incomplete "I" grade, and then follow the procedure for completing the incomplete grade.

- Makeup Exam Guidelines:
 - Reasons for missing a final exam or project should be made to the Faculty within five days of the last date of absence for which the excuse is required.
 - Make-up exams are held only once and will be administered within a week of the originally scheduled exam.
 - In the event a student does not attend the make-up exam on the specified date, they will be deprived from any further make-up exam opportunities. If the make-up exam cannot be taken at the agreed-upon time due to extenuating circumstances, the student may request an incomplete.
 - The Faculty and Dean's Office will require evidence that the incomplete is necessary for reasons clearly beyond the control of the student.

- Incomplete Guidelines

An Incomplete "I" grade is awarded to students if they miss their final exam or presentation due to illness. For more information on the Procedure please contact the Office of the Registrar.

Add/Drop Week

The add drop period is for one week after the start of classes, during a regular semester, and for two days only during summer semester. During this period, students may add or drop a course(s) as per the Academic Calendar with no financial penalty. Students who wish to do this must complete and submit the EP 3d Course Withdrawal/Incomplete form indicating add/drop before the deadline indicated in the academic calendar. For more information on registration, check with the Registration Office.

Course Withdrawal

Students should consult with the registrar and faculty teaching the course before they withdraw. If the student wishes to proceed the guidelines for withdrawals are as follows:

- Students who wish to withdraw from a course must submit a request through the Student Information System (SIS) and are permitted to withdraw from courses after approvals from the Faculty and Dean. Students must maintain the required minimum number of credits to maintain full time status.
- Students must request withdrawal from a course prior to the end of the twelfth (12) week of the semester.
- A "W" grade will be officially assigned only with the approval of the faculty teaching the course and the Dean.
- A "W" grade will be recorded on the student's transcript but carries no credit and does not affect GPA.
- There is no refund of tuition for a withdrawal from a course.

Leave of Absence and Institutional Withdrawal

Withdrawal is the term we use where students decide to permanently leave the university prior to completion of the award for which they are registered, for either personal or academic reasons.

Leaving the University is an important decision, so we want to make sure that students are aware of all the options available and that they have access to the right advice and support.

Leave of Absence

- A full-time student may withdraw from all courses in a semester by taking a Leave of Absence from DIDI (Institutional Withdrawal) is required to fill out the **Appendix C. EP 3d Leave of Absence Form** clearly stating the reason for the request.
- A student may apply to the Registrar's office for the suspension of their studies before the end of the Add & Drop period to avoid academic and financial penalties.
- Students can apply for up to one (1) year of leave of absence after which they must apply for re-admission. Student on DIDI sponsorship who wish to take Leave of Absence have to cancel their visa.
- It is generally advised that a student file a leave of absence form rather than an institutional withdrawal form for ease of return to DIDI should the need arise. If a longer absence is required, the student should withdraw from the Institute and apply for re-admission when appropriate.



Institutional Withdrawal

Type of withdrawal include:

- A full-time student wanting to withdraw from DIDI (Institutional Withdrawal) is required to fill out the **Appendix D. EP 3d Institution Withdrawal Form**. The form must be filed with the Registrar by any student withdrawing from all classes and who do not intend to return to DIDI. Students must apply for re-admission if they wish to return to DIDI.
- In the case where a student applies for re-admission after an absence of over a year, should any existing courses in the program of study be replaced, it may result in the need to take additional courses as a condition of re-admission.
- A student may be required to withdraw from a course, program or from the University itself for reasons deemed as 'just cause'. The Dean will determine the specified period of the withdrawal. The term 'Just Cause' denotes, but is not limited to, consistent failure to meet the academic objectives of the course; academic performance that would result in suspension for a second time; plagiarism and other forms of cheating; failure to pay fees or the submission of falsified or falsely obtained documents, or provision of other false information for admission purposes.
- If a student at DIDI fails to engage or disengages with study, the Staff/faculty the University may exercise their right to terminate the student's registration on the basis of an 'assumed withdrawal'. Not completing the required enrolment task by the specified deadline, not providing documentation when requested, not attending classes, or not responding to communications from the Faculty/Staff is likely to indicate that a student is no longer interested in pursuing their study.
- Where a Faculty/Staff were to suspect that a student no longer wishes to pursue study, or where they are no longer engaging in study as expected, they must attempt to contact the student. A minimum of three attempts will be made to contact the student, the final attempt being a formal letter. Students will be given a fair amount of time to respond to each contact before the next is made and this should be at least a week.

Examination Rules and Regulations

A Faculty may organize an examination as part of the course assessment. Students must be notified of the date, time and location of the examination in the first week of classes, particularly if the examination is scheduled at a different time or in a different location than the regular scheduled class time.

Following rules and regulations are applicable to students during examination:

The Student

- Must ensure they are available on all days of the Finals week. Vacation will not be accepted as justification for a Makeup Examination.
- Students who are unable to attend a Final Examination due to serious circumstances beyond their control may apply for a Makeup Examination.
- Students should note missing an examination does not automatically qualify them for a makeup examination.

The Examination Venue

- At all examinations, students must:
- not leave an examination venue until 30 minutes after the examination commences, and during the last ten minutes of the examination so as not to disturb other test takers, unless there are exceptional circumstances, such as illness.
- A student may temporarily leave an examination venue when:
- the faculty has granted permission
- they are supervised during the entire period they are outside the venue

Permissible Resources

- The syllabus or examination paper will specify what resources are allowed to be used during any assessment (other than standard pens, pencils, erasers, rulers and highlighters). Students are not allowed any other resources than those referenced.
- Where calculators are permitted, students may only use a device which has the primary purpose of calculation (i.e. no tablets or mobile phones can be used).
- Students must bring their own writing materials as these will not be supplied. The only writing materials to be used in an examination include standard pens, pencils, erasers, highlighters and rulers.
- Students must not bring the following into an examination:
 - Bags or other personal items
 - notes of any kind on the student's body or on any item in their possession
- Students may bring their mobile phone into an examination if it is stored in accordance with the Exam rules.
- The faculty is entitled to ask a student whether they have a mobile phone on them and to demonstrate if it is switched off.
- In addition, a student who is found to have breached the resources permitted in Examinations Procedures can be reported for action under the S5k Student Disciplinary Policy.
- Students should secure valuable possessions or avoid bringing them to campus during



examinations as the University does not guarantee safe-keeping of students' possessions inside or outside examination rooms.

Conduct

- A student must comply with all directions given by the Faculty, and all instructions set out on the examination paper.
- During an examination, a student must not:
 - disturb, distract or behave in a manner that may adversely affect another student
 - obtain or endeavor to obtain assistance in their work
 - provide or endeavor to provide assistance to another student in their work
 - communicate by word or otherwise with another student once in the examination.
- eat during the examination except for medical conditions advised prior to the examination
- remove the examination paper, from the examination venue unless the examination paper states it can be removed; and
- bring unauthorized resources or materials into the examination venue.
- The faculty will request any student who disrupts an examination, or who intimidates the faculty or fellow students, to leave the examination immediately.

Conclusion

- The faculty will notify students ten minutes prior to the end of the examination.
- At the end of the examination time, a student must:
 - stop work by ceasing writing, typing or conducting practical work etc.
 - remain in their seat until all examination materials are collected and the faculty has given them permission to leave; and
 - not communicate with other students until they have left the examination venue.

Breach of Procedures

If a student does not adhere to the requirements in these procedures, action may be taken under the Student **Disciplinary Policy**.

Financial Policies

Tuition and Funding

- There is an expectation that students will have sufficient funds to pay tuition fees and cover living expenses for the duration of their period of study. Accepted students 'may be' asked for details of their financial ability at the point of application.
- Sponsored students should be aware that in the event their sponsor fails to pay the required fees, the applicant will become responsible for payment.
- A non-refundable enrollment deposit of AED 2500 is required as collateral for all applicants, made payable to DIDI at the point an offer of a placement is made. The amount paid will be deducted from the total tuition fee due at the start of the academic program.
- For further information about fees, fee collection etc. contact the admissions office at DIDI.

Program/Tuition Fees

- At the beginning of each semester, students must contact the Finance Department to arrange the payment of their fees. Students who do not pay the tuition fees due (as per the agreed payment plan) by the end of the 1st week of the start of the semester will have a financial hold placed on their account.
- Program/Tuition fees are set annually and are subject to annual review. No tuition refunds or part refunds will be made. All Fees (Tuition and Non-Tuition) may be revised annually ahead of each academic year as deemed necessary. Students will be informed by the end of the spring semester of any revisions in the fees.
- Tuition fees are charged at an annual flat rate, regardless of credit point weighting or number of courses taken. The amount of fees to be paid depends on the fee payment plan agreed upon between the student and DIDI. If a payment plan has been agreed upon fees are to be paid in accordance with the installment payment plan agreed with the Finance Office.
- Continuing students, who fail to register during the regular registration period, as announced in the academic calendar, will be charged an additional late registration fee. This additional fee does not apply to added courses during the Add & Drop period.
- Tuition fees are charged at an annual flat rate, regardless of credit point weighting or number of courses taken. However, charges will apply if a student is required to repeat a course or chooses to enroll in additional courses taken beyond the four (4) year duration of the program.
- Funds in credit that are held in the students account can be allocated to future fees and charges unless a *S5j Request for Refund* is approved. Textbooks, photocopying, personal



stationary items, and design software license costs are not included in the course fees.

- For Fee breakdown refer to [Appendix E- DIDI Fee Structure](#).

Refer to the Finance department for DIDI Fee Structure for all payments and charges.

Method of Payment

Fees can be paid in cash, cheque, direct bank transfer. Further details of payment methods can be obtained from the finance department.

Program/Tuition Fees Refunds

- Should a student wish to withdraw from the university all payments will be refunded as per refund schedule below.
- If a student believes they are eligible for a full or partial refund of fees, then the student must apply for refund as instructed by the finance department. Refunds may be payable to the students according to the schedule outlined below:

Refund Schedule

Hundred percent (100%) refund	Add drop period (first week of classes)
Fifty percent (50%) refund	During the second week of classes
Zero Percent (0%) refund	After the second week of classes

- Non-tuition/Miscellaneous fees are not refundable.
- If a student feels there is a genuine reason to request a refund after the normal deadline, they may submit a written request to the finance department, outlining in full the reasons for the request. Finance and student services will review each request on case-by-case basis. The student will be informed about the outcome within 14 days of submitting their request. Special circumstances may be granted to the student, if and only if, DIDI is satisfied that the circumstances:
 - Are beyond the student's control, and the situation is unusual, uncommon or abnormal, and
 - Prevent the student from completing the requirements for the unit of study, which may include medical grounds, compassionate grounds, extenuating circumstances or course related circumstances.
- Supporting Documentation
 - Students applying for a refund as per the above guidelines must submit supporting documentation which verifies their circumstances, documentation must be submitted in English or Arabic or be a certified and signed translation.
 - Applications submitted without appropriate documentation will not be approved.
- All refunds will be made by either cheque or wire transfer in favor of the student, guardian,

or sponsor. If a refund is made via cheque, they can be collected from the finance department 21 days from the day of approval of the fee refund request. Any outstanding fees and charges shall be deducted from the fee refund.

Refund requests received from students who have been suspended for not maintaining the standards for acceptable academic progress, or any other disciplinary reasons will be assessed on a case-by-case basis.

Types of Service

1.	Processing or renewal of Visa and Emirates ID (EID) - Normal / Express
2.	Processing or renewal of medical Insurance
3.	Certificate (To Whom It May Concern)
4.	Transcripts
5.	Replacement of a lost ID
6.	Re-registration fee

Scholarship

- DIDI provides a range of partial to full scholarships based on Financial Need based and Merit-based. For more information contact the admissions office at DIDI
- Scholarships are only valid for the Tuition fees (Tuition + Lab Fees) excluding VAT. All remaining fees must be paid promptly to maintain scholarship. Scholarship is awarded to full-time students and will cover part of the tuition fees for the academic year depending on the value of scholarship offered, so long as the required academic standards are maintained.
- Scholarship awarded to students will be reviewed at the end of each academic year and can be renewed only four times which covers the duration of the program.
- Students must maintain a cumulative grade point average (CGPA) of 3.00 to maintain the need-based scholarship approved by the Board of Directors. Financial need-based scholarship/scholarships approved by the Board of Directors need to be renewed at the end of every academic year by providing the necessary documents as part of the renewal process.
- Students must maintain a cumulative grade point average (CGPA) of 3.00 to maintain their merit-based/Emirati scholarship. Merit-based/Emirati scholarships will be reviewed at the end of every academic year based on their CGPA.
- Unless specifically stated scholarships do not include costs related to textbooks, software licenses, excursions, accommodation, living expenses etc.
- Scholarships can be granted for credit-bearing courses only, for the normal duration of the degree program. Preparatory courses are not covered. Refer to the Finance department for DIDI Fee Structure for all payments and charges.
- In all cases the decisions taken by the President is final and students do not have the right to appeal.



Campus Services

Campus Timings

Please note that students may access DIDI Campus with their Student ID Card from Monday to Friday 7:30am to 10pm only. Should students wish to use the campus facilities after the stated hours, they must inform the security guard on duty to give them access.

Library Hours

Monday to Friday from 8am–5pm. Closed on Public Holidays. Unless informed otherwise.

Fab Lab/ Fashion Studio hours

- General Fab Lab and Fashion Studios Hours Monday to Friday from 8:00am – 5pm as per Workshop/Studio Schedule.
- Closed on Public Holidays. Unless informed otherwise.
- For extended Fab Lab hours please check with the Fab Lab Manager for timings.

There will be, for your safety, a 24/7 security guard routinely checking DIDI campus premises. DIDI is also monitored 24/7 by CCTV cameras. In case of an emergency, please call 04-568-7195 to reach the DIDI Security Office.

Student ID Cards

Each student will be given a Student ID Card that will allow their access to DIDI campus facilities. Students are expected to keep their Student ID Card present at all times. Any students who does not have their Student ID card will not be allowed access to campus.

The Student ID Card grants access to campus facilities only, and no one else. Should a student lose/damage their Student ID card, they must inform the Student Services Manager immediately. To issue a new card, the student must pay a replacement fee of 100 AED. Once this amount is paid to the Finance Department, then a new Student ID Card will be issued.

Lockers

Every student at DIDI will be allocated a locker once they join. Students are expected to take care of their lockers. Lockers will be checked by concerned staff members on a random basis to ensure general cleanliness and tidiness. If the student loses their locker key, they must pay a replacement fee of 100 AED. Once this amount is paid to the Finance Department, then the student will be given a new locker key to access their locker.

Learning Support

DIDI will provide all students access as required, to additional learning support through the offering of remedial courses and workshops. Students can discuss their needs with their assigned faculty member who will make recommendations to address their individual learning needs. Faculty advisors may also make recommendations to

students for additional learning support if they observe a student dealing with academic challenges.

Personal Counselling

Students who require personal counselling can arrange to meet with the Student Services Manager. If it is determined by the Student Services Manager that the student requires additional support, they will be directed to an external counsellor. All counselling will be kept strictly confidential.

Career Services

Part of the unique offering of DIDI is to engage students in real world learning. Internships offers the student real-life work experiences by engaging in a professional position related to their field of study. To help facilitate job and internship search, DIDI will help students prepare for the internship job search and maintain active relationships with employers for job postings and on-campus recruiting activities, including career fairs. The philosophy of the internship program is to integrate on-the-job work experience with in-the-classroom academic experience to achieve a more well-rounded education.

The Career Services will:

- Support students, together with their faculty advisors, to identify internship and part-time work experiences aligned with their curriculum path.
- Work with industry to secure internship and part-time work study opportunities for DIDI students.
- Offer job search counselling and preparation workshops for students to obtain post graduate employment.
- Help students make better informed career decisions, prepare them to take on challenging assignments/internships in industry, and help to increase their employability opportunities in the market.
- Ensure students gain on-the-job experience that is valuable when a student graduates and begins to search for a full-time position.
- Educate the students about the job market and career options and enable their access to significant internships. This is achieved through career guidance and mutually advantageous partnerships with industry.
- Career Development also offers self-marketing skills workshops in areas such as CV writing, job search and interviewing skills to further assist students in their employability preparation.

Recreational Services

DIDI acknowledges the importance of providing a varied and engaging range of extra-curricular activities for students, in order to provide students with a balance from the rigors of the academic program, as well as to foster friendship, team spirit



and a sense of community. To this end, DIDI will provide opportunities for student activities and recreation. The program of activities will be developed and overseen by the Student Services Department. DIDI intends that recreational opportunities be student-driven. Students with a particular interest, or who would like to start a club or society can approach the Student Services Department who will help facilitate their request. Students will be encouraged to form clubs and societies, related to both their academic and extra-curricular interests.

Residential Facilities

DIDI has an agreement with the below two student accommodation providers:

- Uninest Student Accommodations <https://unineststudents.ae/>
- DSOA [University](https://dsoa.ae/) Residence <https://dsoa.ae/>
- The Myriad <https://www.themyriad.com/>
- KSK homes <https://kskhomes.com/>

Students can contact the Student Services Manager to help liaise with the accommodation providers accordingly.

Dining Services

Cafés, and food outlets are available within walking distance of the building in the Dubai Design District (d3). Students are eligible for various discounts around d3 food outlets once presenting their Student ID Card.

Printing Service

Through the DIDI University printing system students have access to printing services. This includes black and white or color printing (A3, A4), scan, and copy. When printing, students send their print job to a print queue. Students can simply retrieve the print job from the printer in the library using their account. Students must have a sufficient balance on their account to be able to print, copy, and scan.

Student Responsibility

Students are financially liable for any damages to DIDI property caused by them by reckless and/or negligent use.

Student Services Department

The Student Services Department is headed by the Student Services Manager. The department oversees all student clubs, student association and student groups. It maintains files, progress and assists meetings for all student clubs.

Student Services Vision

Student Services Department will provide services which enable outstanding student experiences.

Student Services Mission

Student Services Department will contribute to the institution's mission by working with the community to deliver support and excellence in services with the aim of improving and growing student's intellectual, emotional, physical and social success, within a diverse campus life.

DIDI prides itself on its international and multicultural student body, staff and faculty. We build and sustain collaborative relationships throughout the Institution to best serve the needs of our student body through programs, services, and efforts dedicated to the development of students, faculty, staff and alumni. This will be achieved through recognition of diversity, being culturally sensitive and responsive to change and by investing in the specialized skills and knowledge of its people.

Student Services Values

In support of the Departmental Mission we value:

- *Diligence* – Demonstrating exceptional commitment to our students and aspiring toward quality work and leadership.
- *Empathy* – Aligning our practice with our core values and the ethical principles of our profession.
- *Virtue* – Aligning our practice with our institutional values and the ethical principles.

One function of the Student Services Department is to assist students in liaising with other service departments. Services are provided starting from the onboarding process of new students, organizing the orientation week of the new joiners, to the facilitation of the clearance process for graduating students. Other functions include assistance with tasks such as, but not limited to processing of UAE student residence visa, health insurance cards, ID cards, official letters, capturing and maintaining students' personal information through an up to date database, working with the Finance Department to process reimbursements of students where eligible.

The Student Services department also assists all students with event planning, sponsorship process and contracts with outsourced vendors. It advertises on students' behalf of upcoming in-



house events and promotes outside events like educational forums, sports cups, university level competition, etc. Logistical support to these events is also provided by the Student Services department.

Orientation Week

At the beginning of each Academic Year – new students will take part in an Orientation Week program, organized by the Student Services and the Admissions Office Department.

- Orientation is an introductory program for new students to provide students with the smoothest possible transition into DIDI and its resources, policies, and culture.
- The orientation program is usually held before the start of the academic year or semester, and it provides an opportunity for new students to get to know the campus, meet faculty and staff, and connect with their peers.

The Orientation Week will include a range of mandatory introduction sessions for new students, including:

- Welcome presentation and introduction to faculty and support staff & collection of induction packs.
- Campus tour & d3 tour.
- Introduction to Student Services: student-life and extra-curricular opportunities; administration and procedures.
- UAE cultural awareness session with discussion on DIDI student code of conduct.
- Degree induction and student handbook: coursework submissions, assessment methods, expectations, timetable, and policies.
- A presentation on 'Plagiarism'.
- Introduction to Financial Processes – tuition fees and payment procedures.
- Introduction to Information Technology Services (ITS) – email accounts and accessing the online student database. – Introduction to Library services and systems.
- Enrolment, registration, and ID cards.

Additionally, international students relocating from outside of the UAE will be provided with:

- Overview session for the student visa process: procedures, medical and Emirati ID cards.
- Tour of Dubai (optional).

Fab Lab & Fashion Studio

Fab Lab

A learning environment for all DIDI Students Fab Lab is an application of the global Fab Lab concept developed in MIT.

In the Fab Lab students are helped to learn digital manufacturing through trial and error and it is the center of manufacturing and hands-on learning for students and staff of DIDI community. In addition, the Fab lab organizes open days and workshops for the public. In the Fab Lab anyone who is interested can learn digital manufacturing.

In Fab Lab there is a wide selection of machines available, for e.g. 3D printers, 3D scanners, laser cutters, CNC routers, vinyl cutter and heat press, electronic workstations, hot wire cutters, sewing machines and hand tools.

Most workshops are conducted in the Fab Lab located in in5, Hai d3. Each time before using the Fab Lab, students are required to show their student/staff ID card to prove access rights to the Fab Lab and its machines.

Fashion Studio

Fashion students are usually based in DIDI's dedicated fashion studios, designed to mirror the collaborative working environment in the fashion industry. At DIDI, students find the freedom to cultivate their own fashion and design philosophy. Located on the Mezzanine floor of Building 4, the Fashion Studio provides full-semester academic programs for students during the Fall and Spring terms. Dedicated studio spaces are provided for students to ensure their research and body of work can be developed with direct and ongoing feedback from both lecturers and peers.

Students in the fashion course, will spend time in the studio working on a mixture of individual and group projects. This will then be supported by:

- practical workshops and demonstrations
- lectures and smaller group seminars
- one-to-one tutorials
- group critiques.

Fashion Studio resources include a series of industry standard pattern cutting tables, mannequins, finishing presses, weaving harps, flatbed machines, as well as a wide variety of specialist sewing machinery, for various kinds apparel.

Currently the various machines allow our students to construct their designs to an industry standard by using the same quality of machinery. They also ensure the students are familiar with machines used in fashion studios where they may later be employed.



Timings

General Fab Lab and Fashion Studios Hours

Monday to Friday from 8 am – 5 pm. Closed on Public Holidays. Unless informed otherwise.

For extended hours please check with the Fab Lab Manager for FAB Lab timings and Fashion faculty for Fashion Studio timings.

Website: <https://infive.ae/in5-design/>

FabLab Staff

Fab Lab Staff are present for your safety, the safety of the machines, and to help you troubleshoot problems you may have in utilizing the machines. Fab Lab Staff members are not trained to assist with any issues regarding your design process including troubleshooting design software issues – they are trained to help you process your finished design through the machines in the lab.

Honor Code

As members of the DIDI and Dubai Design District (d3) community, including students, faculty, staff, and administrators, we will:

1. Demonstrate civility, respect, decency and sensitivity towards our fellow members of the DIDI community, and recognize that all individuals at this institution are part of the larger DIDI family, and as such are entitled to that support and mutual respect which they deserve.
2. Conduct ourselves with the highest standards of moral and ethical behavior. Such behavior includes taking responsibility for our own personal choices, decisions and academic and professional work.
3. Affirm through the daily demonstration of these ideals that DIDI is an institution devoted to the pursuit of knowledge and a free exchange of ideas in an open and respectful climate.

Library Services

DIDI library plays a vital role as it serves as the gateway to information for research and study for faculty and students alike. It ensures that the DIDI community has full access to its print and digital resources through a variety of means. The DIDI Library supports the academic needs of the students and faculty with a collection of printed materials which include, but are not limited to books, newspapers, periodicals, trend forecasts, look books, tutorials, collections and clippings. The library also houses non-print and electronic materials as well as digital resources, including but not limited to digital trend forecasting services, archived historical periodicals, online articles, digital subscriptions, research papers, journals, E books, documentaries and films.

The Library is also be equipped with computers for internet use and research and a printer for printing. The Librarian is available during library hours to

assist students in all research activities. Updates on library resources, activities and services are regularly circulated through its official newsletter, website and e-mail platforms. The Library also seeks to connect with local, national and international resource sharing programs, to broaden and deepen student access to relevant resources

Opening Hours

The DIDI Library is open to students, faculty and staff. Its mission is to support the researchers with relevant, world-class library and information resources, and high-quality services. The facility contains electronic books, text books for various disciplines, and online journal databases including digital journals, newspapers, reports, articles, transactions, and proceedings.

The library is served by a librarian and operates 45 hours per week (Monday to Friday, 8:00am to 5:00pm). The Library will be closed on public holidays.

Library Services

The library provides material for loan or for reference and printing services. The library will aid in the use of electronic resources and information retrieval.

The Librarian conducts a comprehensive annual orientation and instruction to ensure that students are well abreast with its collections, rules and regulations, programs and services. Regular Library activities are also organized to entice the research habits of the students.

Library Website

The Library website provides access to the primary search engine, as well as the digital resources.

The Library houses all required reading for all courses taught at DIDI, including the General Education courses. It is equipped with information systems and digital applications that can be used by students and faculty to facilitate access and usage of the resources.

DIDI Library: <http://library.didi.ac.ae/>

Library Resources

The subject scope of the library resources is intended to support DIDI's current and future curricula as well as the individual needs of the community. Books and other resource acquisition are done on an annual basis and based on the curriculum needs and within the allotted budget. Library resources will be continuously based on curricular needs of the Institution.

The resources are catalogued and classified according to the Library of Congress (OCLC) classification scheme and maintained through the library management system.

The DIDI Library includes the following resources:



- Books: The book collection caters to DIDI courses and programs. It covers a broad range of topics from basic design to concentration specific information, as well as theory, research and literary texts.
- Online Resources: The library subscribes to various online databases that provide specialized visual and text resources for the support of the DIDI curriculum. These resources include academic journals, an image library, and video instruction.
- Electronic Resources: The Library provides electronic resources including DVDs and CDs in support of DIDI curriculum and knowledge enrichment.
- Journals: The DIDI journal collection supports the research needs of faculty and students. It serves to strengthen the theoretical framework of research-related initiatives.
- Materials Library: The DIDI library maintains material collections for student and faculty use. Resources include magazine tare sheets, textile swatches, yarn cones, designer look books, manufacturers swatch books and material references.
 - Periodicals: Periodicals and magazines are maintained to support the extension of knowledge and facilitate self-education.

Circulation Policies

- Books
 - Students may check out a maximum of 3 books for a period of 2 weeks only. They may renew the loan for an additional week upon application to the Librarian.
 - Faculty may check out a maximum of 4 books for a period of 2 weeks only. They may renew the loan for an additional 2 weeks upon application to the Librarian.
 - Required reading for current courses of study may be reserved by the Library for reference only.
 - Periodicals: Periodicals are for reference only. Printing from periodicals is permitted as allowed by copyright law.
 - Printed Journals: Printed journals are for reference use only and cannot be taken out from the library. Printing and saving of articles are allowed.
 - Electronic Resources: Electronic resources may be accessed at any time through the Library portal. Electronic resources should be reserved one day ahead of time needed and should be returned within the day borrowed.
 - The Material Library: Students can take up to 20 swatches per week with no limitation for yarn windings.

Plagiarism

DIDI's policy on plagiarism is intended to encourage academic integrity and originality in student work. The policy applies to all students within the Institution and is intended to provide a consistent approach to managing cases of plagiarism.

Students are expected to reference all work where quotations, inspirations, reinterpretations, copying or paraphrasing are used. The acceptable type of referencing required for an individual class will be outlined in the syllabi. For further details on academic misconduct, please refer to **Section 12 on Academic Integrity**.

External Visitors

The DIDI library welcomes external visitors to benefit from our resources. Resources are for reference only and cannot be checked out. Printing is permissible at a cost.

Library Management System

The library utilizes the KOHA software system for library management. KOHA is a web-based integrated library system with a cataloguing database stored in MARC format.



Health and Safety

Health and safety are an important aspect at DIDI and is something to which we all contribute in one way or another. However, DIDI expects everyone to develop a responsible attitude towards meeting their Health and Safety obligations whether it be on campus, Fab Lab or the Fashion Studio. All DIDI student are expected to make themselves familiar and follow all Safety Rules, Notices and Procedures, and to this end they have the following responsibilities:

- Ensure they are aware of the hazards present in their areas of work and ensure that you do not present unnecessary or uncontrolled risks to anyone exposed to them.
- Participate in required induction and training programs.
- Familiarize themselves with the location of emergency exits and safety equipment and know what action to take in the event of an evacuation.
- Report to concerned staff, any accidents, incidents or unsafe conditions you may be aware of.
- Use the correct safety and protective equipment as required and supplied.
- Develop a personal concern for the safety and welfare of yourself and others and suggest ways of eliminating hazards.
- Do not take any unnecessary risks that might compromise your own safety or the safety of others.

Health Services & Medical Insurance

Students may refer to the list of healthcare providers as per the website of the medical insurance company you are registered with. DIDI has First Aid equipment maintained in the Fab Lab and Fashion Studio and accessible for the temporary treatment of an accident, and prior to the availability of medical services, for the relief of minor cuts, scratches, and bruises. In the event of a serious injury, students can contact the Student Services Manager (while on campus) or the Fab Lab Manager (while in the Fab Lab) who will assist with the next step which also involves requesting an ambulance.

DIDI requires students to comply with UAE Law as it pertains to health insurance coverage. It is their responsibility as a student to share with the Student Services Manager any specific requirements you may have (i.e. medical conditions) before joining DIDI.

Prevention of Infection on Campus

DIDI takes all incidents affecting student, faculty, and staff safety as serious and time critical and has devoted significant resources to providing a safe campus and assuring the safety of its community members. Unlike many other emergency or disasters which have the potential for destroying or disrupting a university's infrastructure, a pandemic's disaster or spread of infection is different.

All members of the DIDI community are expected to follow and model compliance to sustain a healthy campus to avoid spreading infections. It is important that we all diligently adhere to these health precautions:

Personal Hygiene

- Wash Hands Regularly: Use soap and water for at least 20 seconds, especially before eating, after using the restroom, and after touching shared surfaces.
- Use Hand Sanitizer: If soap and water are unavailable, use a hand sanitizer with at least 60% alcohol.
- Avoid Touching Face: Refrain from touching your eyes, nose, and mouth with unwashed hands.
- Coughing and Sneezing Etiquette
- Cover your mouth and nose with a tissue or your elbow when you cough or sneeze.
- Dispose of tissues immediately and wash your hands afterward.

Physical Distancing

- Maintain a safe distance from others, especially if someone appears unwell.
- Avoid crowded or poorly ventilated spaces when possible.

Mask Use

- Wear a mask in indoor settings or when physical distancing is not feasible, especially during flu seasons or outbreaks.

Healthy Habits

- Stay Hydrated: Drink plenty of water to support your immune system.
- Balanced Diet: Eat nutritious meals to boost your body's defense against infections.
- Regular Exercise: Engage in physical activities to maintain overall health.

Stay Home if Unwell

- Do not attend classes or campus activities if you feel unwell, have a fever, or exhibit symptoms of an infection.
- Seek medical advice if symptoms persist or worsen.
- Report Illness
- Notify campus health services if you experience symptoms of contagious illnesses, such as fever, cough, or rash.

Use Campus Facilities Safely

- Clean shared equipment, like labs or library tools, after use.



- Follow signage and instructions in campus areas for safe usage.

Vaccinations

- Stay up to date with vaccinations, including the flu vaccine and any recommended boosters.

Be Informed

- Regularly check campus health updates and adhere to specific guidelines during outbreaks.
- By following these rules, we can collectively maintain a healthy campus environment and prevent the spread of infections.

Fab Lab & Fashion Studio Orientation

Fab Lab

- Fab Lab orientation precludes any Fab Lab use.
- First-time users of the prototyping facility will be required to attend a "Safety Training and Orientation" module.
- The Fab Lab Manager or staff reserves the right to revoke any access to the prototyping facility for any user that breaks the safety rules as outlined in the induction training.
- Each new user will be required to complete a written test in order to demonstrate full understanding of safety practices. Users should score a minimum of 80% in order to be certified to use the premises. The "Safety Training and Orientation" module will be administered by the floor supervisor on regular dates.
- The Fab Lab Manager will communicate the schedule to all new users. As a general guideline, no user will be permitted to operate a machine for the first time. The Fab Lab Manager must deem the user fit to operate any machine beforehand.
- Successful completion of the safety course precludes Fab Lab use.
- Demonstration of proficiency of select pieces of Fab Lab equipment precludes Fab Lab use.
- Fab Lab users must sign and date a copy of the Fab Lab Users Safety Agreement form.
- Individuals must receive additional instruction for machines not included in the standard orientation.

Fashion Studio

The studio is an interactive and multi-disciplinary space, which allows the students to work on practical and theoretical lessons. Most of the classes for the Fashion courses (Studios, Workshops and Lectures) are conducted in the studio to ensure student research and body of work can be developed with direct and ongoing feedback from both faculty and peers. The well-lit and well-equipped space is where students work independently with guidance from knowledgeable faculty and technical staff.

The current space meets the standard requirement of a Fashion studio as it has separate areas for pattern cutting, draping on the mannequins and for the various machines. The fashion studio instructor

checks on the machines regularly during the week to ensure proper working of all machines. The vendor also sends their specialist technician to fix machines as and when required.

Fab Lab Rules

A crucial aspect of the user's prototyping experience consists in learning and applying adequate procedures and practices in order to avoid self-inflicted injuries as well as injuries to co-workers.

Students should demonstrate the following attitude at all times while in the Fab Lab:

- Strong feeling toward the importance of safety and willingness to give time and attention to learning the safest way to perform work
- Willingness to follow guidelines and rules wherever applicable in so far as the safety of lab users is concerned. It means that you will be certain to work carefully and follow the rules – even when no one is directly watching you.
- Full understanding of the safety rules outlined in this manual. Note that it is left to the discretion of the floor supervisor to mandate additional safety rules that all users will be expected to observe. The purpose of these guidelines and rules is to help users develop safety habit so that they become second nature to them, minimizing harm and damage.
- Understanding that prior experience in a similar facility does not necessarily entail good safety standards. Numerous accidents are caused by "experienced" in part due to their more casual approach in performing certain tasks with little attention given to safety standards and regulations.
- Not being afraid or shy to ask the Fab Lab Manager or Technician for assistance or help.
- Never attempting to use a new machine or piece of equipment without consulting with the floor supervisor to understand mechanisms and safety standards.
- Never checking out tools or equipment. All machinery must remain confined to the premises and are not allowed outside the prototyping facility.
- Know where the fire extinguishers are located and how to use them.
- Use gloves or special tool for the removal of chips, shavings and debris. Do not use your hands to clean shavings or cuttings – they can be sharp!



Personal Protection

Always wear appropriate safety gear and protective clothing, including closed toed shoes. There are several measures one must take to protect themselves from shop hazards.

- Do not wear loose fitting clothing
- Do not wear high heels of any sort.
- Do not wear long sleeve shirts/sweaters
- Do not wear neckties
- No jewellery should be worn in the FABLAB
- Make certain long hair is not loose, but pulled back away from equipment

Eye Protection

- Eye protection must be worn at all times in the Fab Lab facility.
- Failure to wear eye protection may result in loss of Fab Lab privileges.

Cleaning of Fab Lab Facilities

- Every student is personally responsible for clean-up and tool return.
- Each machine and work area should be cleaned immediately after use.
- The last person to use a machine is responsible for cleaning the machine (check with Fab Lab staff if the machines can be cleaned by them) and surrounding work area. Make sure the machine is not operational after use.
- Students cannot leave their work to come back later to work on it. Students are not allowed to store their models and materials in the Fab Lab. Any remaining materials will be disposed without notification.
- Each member is required to assist in a general clean-up of the Fab Lab at the end of the day, or when deemed necessary by Fab Lab Staff.
- Students failing in their clean-up responsibilities:
 - First offense: Written Warning
 - Second offense: Loss of Fab Lab privileges for 48 hours
 - Third offense: Loss of Fab Lab privileges until meeting with Fab Lab manager

Fab Lab Occupancy Requirements

- To maintain a safe Fab Lab environment, strict user limits are enforced.
- You must book the machine before coming to the lab.
- Smoking, eating, and drinking are strictly prohibited.

Safety Guidelines

Safety in the Fab Lab or Fashion Studio facility is the single most important priority. Accidents could happen and result in serious injuries, sometimes causing permanent impairments. As a general guideline, users should avoid working or experimenting with tools and equipment that they

don't fully understand. In what follows, below is a basic set of guidelines that users should observe:

- Never work or operate a dangerous machine alone.
- It is not recommended to have more than 15 users concurrently at any point in time in either facility. In case the occupancy limit is achieved, consult with the faculty or Fab Lab Manager for a resolution mechanism.
- Make sure you fully understand the modus operandi of the machine or tools you are about to use. In case of any uncertainty, refrain from operating the equipment and call for help. Students must notify/report to a staff member of any anomaly in the Fab Lab.
- Students should use appropriate tools/machine assigned for the task.
- Make sure to locate the fire extinguishers before the start of any operation and know how to use them.
- Any sleep deprivation could have dramatic consequences.
- Never conduct operations if you are in a hurry. The outcome could be damaging to your and other co-worker's well-being.
- Prior to starting operations on any machine, make sure that it is properly set-up.
- Verify the power cords and plugs on any portable device and tool prior to using it. Students must notify/report of any anomaly to power cords or plugs.
- In order to remove small debris, make sure to use a brush or a specialized tool (compressed air) and never use bare hands to perform the cleaning as debris could contain sharp components.
- Make sure to distance your fingers as much as possible from the point of operation of the equipment.

Injury-Causing Accidents

In the event of an injury-causing accident, the following procedures must be followed:

- Notify the Fab Lab Manager immediately! Fab Lab personnel will follow established procedures.
- All personal injury accidents require a meeting between the injured person and the Fab Lab manager before Fab Lab privileges will resume. The purpose is to determine the cause of the accident for the prevention of future accidents.

Non-injury Accidents

In the event of accidents resulting in machine damage, material "kick-backs," jamming, or other unsafe events a meeting is required between the person involved in the accident and the Fab Lab manager before Fab Lab privileges resume.



Academic Integrity

As an institution of higher education, DIDI is committed to the pursuit of knowledge and the free exchange of ideas. In such an intellectual climate it is fundamentally imperative that all members of this academic community behave in the highest ethical fashion possible in the manner by which they produce, share, and exchange this information. In the case of students, Academic Honesty demands that at all times student work be the work of that individual student, and that any information which a student uses in a work submitted for evaluation be properly documented. Any violation of these basic standards constitutes a breach of Academic Honesty and hence becomes Academic Dishonesty.

Academic Integrity Overview

Academic integrity requires that students:

- Act ethically in the pursuit of learning and research.
- Acknowledge and or reference, in activities undertaken as part of their learning or research, the contribution of others' ideas and work, including that of other students and colleagues.
- Demonstrating the extent to which the student has consulted appropriate references and source materials – usually through compilation of a bibliography or reference list.
- Including and analyzing complete and accurate research data when reporting research findings and conclusions
- Act in accordance with requirements that ensure the academic standards of the Institution.
- Complying with all instructions for preparation and presentation of individual or group work.

Code of Conduct

Student Academic misconduct is an academic violation that covers but is not limited to plagiarism, misrepresentation, Fabrication, and cheating in any form of assessments. Apart from cheating and plagiarism, the decision on whether or not to treat academic misconduct as a violation of the Code of Student Conduct, is at the discretion of the faculty.

Types of Academic Misconduct

Academic misconduct or violations include, but are not limited to:

Plagiarism

DIDI's policy on plagiarism is intended to encourage academic integrity and originality in student work. DIDI has zero tolerance towards plagiarism.

Plagiarism refers to representing another person's words, ideas or images as one's own in any academic exercise. It could be in written, graphic, auditory, visual or electronic format. DIDI deploys

plagiarism detection software as well as other verification tools to detect any act of plagiarism. The policy applies to all students within the Institution and is intended to provide a consistent approach to managing cases of plagiarism. The following are deemed an act of plagiarism:

- The submission of any work or academic activity, which is an identical copy of a section of someone else's work, without acknowledging the source and without quotation marks.
- Submitting the same piece of work for assignments in different classes without previous permission from instructors involved. This also applies when a student submits own previous work, or combining parts of previous works with current work, without approval from all instructors involved.
- Borrowing phrases from a source without using quotation marks, or finds synonyms for the author's language while keeping to the same general structure and meaning of the original.
- Neglecting to cite sources, or misquotes of sources, or paraphrases a source by using similar words, groups of words, and/or sentence structure without acknowledging the source.
- Asking or hiring others to conduct research or an academic activity on behalf of the student without prior written permission from the course instructor or supervisor of the research or academic activity in question.
- The deliberate provision of invalid research data or false data related to an academic activity, a questionnaire, or statistical work, which the student has been assigned to do.
- The false attribution of an innovation to one's self.
- Copying the content of online blogs without crediting the source.
- The use of audio-visual material without crediting the source.
- The use of graphic illustrations, images, motion pictures, and representing them as one's own without crediting the source.
- The translation of others' work to a different language and representing it as one's own without crediting the source.

Every academic submission made by a student should be their own work. In all cases of plagiarism, students will be held accountable for violation of academic integrity and Students are expected to reference all work where quotations, inspirations, re-interpretations, copying or paraphrasing are used. The acceptable type of referencing required for an individual class will be outlined in the syllabi. To that end, projects may be subjected to textual and visual authentication through the use of software such as Turnitin or other media matching software.



Communication about what constitutes plagiarism, to the student body, as well as the consequences of being found guilty of it, will be consistent throughout the student's academic career at DIDI and the faculty has the right to decide in regard to student grades in determining the integrity based on faculty awareness of the students work level.

Students must ensure compliance with this policy; repeated offenses will receive higher penalties. Refer to **Student Violation and Sanction Matrix** for more information.

Plagiarism Check Process at DIDI

All work submitted by students is accepted on the understanding that it is their own. DIDI views plagiarism as academic misconduct and dishonesty. Students should adhere to high standards of academic integrity that includes referencing and acknowledging other's work, good literature review procedures while submitting assignments, projects or case studies.

For the purpose of academic discipline and penalization, three categories of plagiarism are defined on the basis of similarity index (percent of similarity). However, given the limitations of a software, evaluation shall be supervised by the concerned course faculty.

The steps followed in plagiarism checking are listed below:

- The student is responsible for submitting a proper referenced assessment.
- Faculty members are responsible for implementing the acceptable academic code of conduct through proper student orientation, citing examples of assignments, projects and thesis work that have followed proper acknowledgement and referencing standards.
- Every faculty member provides and implements strict academic code of conduct guidelines at the beginning of course.
- Turnitin anti-plagiarism software is utilized to assess the similarity of student submissions including Artificial Intelligence as well. This tool helps to identify potential instances of plagiarism by comparing submitted work against a vast database of academic papers, publications, and online sources. Students are expected to submit original work, and the similarity index generated by Turnitin will be reviewed by the course faculty to ensure adherence to academic integrity standards.
- Turnitin generates originality report with percentage of similarity and AI and the citations from where plagiarism might have occurred. The instructor uses the originality report to determine the similarity that is acceptable. Faculty must review the plagiarism report on case-to-case basis and decide on the final penalty to be awarded to the student.

▪ **AI and Plagiarism Policy:**

As Artificial Intelligence (AI) technologies, such as language models and content generation tools, become more prevalent, it is essential for students to understand their responsible use in academic work. While AI can be a valuable resource for research, idea generation, and assistance, students must ensure that the work they submit is their own, and that any material produced with the help of AI is properly acknowledged and cited, where applicable.

Using AI to generate content that is then presented as one's own original work, without appropriate attribution, constitutes plagiarism. This includes, but is not limited to, using AI to write essays, reports, or sections of assignments. Such actions are considered academic dishonesty and will be treated in accordance with the institution's plagiarism and academic integrity policies.

Students are encouraged to use AI responsibly as a tool for learning and improvement, but should always ensure that their work is authentic, well-researched, and reflective of their individual understanding. Any use of AI that contributes to an assignment or project should be clearly referenced and disclosed in line with standard academic practices.

Levels of Plagiarism and Penalties

A similarity of 15% or less in the submitted students' work, as detected by the anti-plagiarism software tool Turnitin is excluded from any penalty provided this does not relate to any substantial section of the answer/ project report/ case analysis/ assignment, etc. which demands students' originality. This 15% includes the use of AI tools as well. Both the AI tool usage and the similarity index should each be limited to 15%. Also, 15% similarity exemption applies to narratives about the company, views expressed by others, a common phrase or series of words used in context to the topic, bibliography, formula or derivation of formula, problem solution with same set of data that may have similar outcomes, etc. Faculty members/ Examiners shall assess all such exemptions applying the principle that similarities do not compromise to originality of the students' contribution. In case of any similarity even within 15% level including AI that comprises the substantial section of the answer/ project report/ case analysis/ assignment, etc. should be awarded penalty at par with cases of Level 1 similarity. Similarities above 15 percent including AI are classified in to two levels- Level 1 and Level 2 as shown below. The level wise penalties are as follows:



Level	Similarity Percentage	Penalty
I	16 - 25%	This level is considered as moderately high level of similarity. For this violation, 25% of the awarded score in that assessment shall be deducted.
II	Above 25%	This level signifies a serious compromise with academic integrity. The concerned faculty shall refer such cases to the Disciplinary Committee through the Dean.

Faculty submits plagiarism incident report covering both Level-I and Level-II cases with all the details to the Dean. Dean keeps a record of all such incidents of plagiarism during the semester. Dean shall report the cases of level-II to the Disciplinary Committee. The Disciplinary Committee evaluates the cases of level-II and may come up with following penalties:

- Award zero marks for the component of assessment.
- Award grade XF (fail due to academic integrity violations) in the course. The student has to repeat the courses once again.
- In case of repeat violations, the student may be dismissed from the program.

Misrepresentation and Multiple Submission

It is defined as the submission of work that has previously been submitted in the same or similar form for another project, test, exam or course. When a student submits work with their name on it, this is a written statement that credit for the work belongs to that student alone. If the work was a product of collaboration, each student is expected to clearly acknowledge in writing all persons who contributed to its completion. To avoid cheating or unauthorized collaboration, a student should never:

- Submit the same work, or essentially the same work, for more than one project. A student must disclose when a paper or project builds on work completed earlier in their academic career.
- Use, copy or paraphrase the results of another person's work and represent that work as their own.
- Refer to, or copy archival files (e.g., old tests, homework, solutions manuals or backfiles) without reference.
- Copy another's work or permit another student to copy their work.
- Submit work as a collaborative effort if they did not contribute a fair share of the effort.

Students must ensure compliance with this policy; repeated offenses will receive higher penalties.

Fabrication of Work

It is dishonest to Fabricate or falsify data in research papers, or reports; to Fabricate source material in a bibliography; or to provide false information on a résumé or other document. Fabrication of work is committed when a student:

- Manipulates data, research, or processes with the intent of achieving the desired results.
- Submits false information or data in any format.
- Uses quotes and references from a secondary source, stating it comes from an original source.
- Fabricates source material.
- Submits work that is prepared in whole or part by someone else.

Students must ensure compliance with this policy; repeated offenses will receive higher penalties

Cheating and Facilitation

Cheating on tests, projects or exams can be in written, graphic, auditory, visual or in electronic format. A student must not receive or provide any unauthorized assistance on an examination. During an examination a student may use only materials authorized by the faculty. Cheating is committed when a student:

- Copies the work of another person,
- Aids or communicates with another in a test, submission, assignment or exam when collaborative work is not permitted,
- Submits any academic work under someone else's name other than their own. This includes but is not limited to sitting for another person's exam where both parties will be held liable,
- Shares information or answers for an assignment, test or exam with another,
- Uses equipment not authorized for use in the class, project, text, assignment or exam,
- Accesses exam or test materials prior to the exam or test being administered,
- Uses books, papers, notes or electronic data in violation of the testing policy,

Students must ensure compliance with this policy; repeated offenses will receive higher penalties,

Damaging Others Work

The deliberate damage or theft of others work is considered a serious offence by DIDI, parallel in seriousness to cheating, or plagiarism. Under no circumstances is it acceptable for a student to willfully damage the efforts or work of other students.

Students must ensure compliance with this policy; repeated offenses will receive higher penalties.



Reporting Misconduct

If a student observes others violating this policy, they are encouraged to report the misconduct to the faculty.

Procedure

- Jurisdiction: This policy covers all students at DIDI. Cases will be heard by the Ad-hoc Academic Integrity Committee (AIC). All violations and sanctions should be reported to the Deans office and Quality Assurance office.
- Student Rights and Responsibilities in an Academic Integrity hearing:

A student accused of an academic integrity violation, whether by faculty, teaching assistants or another student is entitled to:

- Review the written evidence in support of the charge.
- Ask any questions.
- Offer an explanation as to what occurred.
- Present any material that would cast doubt on the charge.

When responding to a charge of academic misconduct, a student may:

- Deny the charges of academic misconduct and request a hearing with the Deans Office.
- Admit the charges and request a hearing with the AIC to determine sanction(s).
- Admit the charges and accept the sanctions by the SIC.
- Request a leave of absence from the Institution. The academic integrity matter must be resolved prior to re-admission.
- Request a withdrawal from the Institution with a transcript notation that there is an unresolved academic integrity matter.

If the student does not respond to the allegation or refuses to participate in the process the Dean's Office will ask the AIC to proceed to decide without their input

The Academic Team

RAFFI TCHAKERIAN ASSISTANT PROFESSOR

Dr. Tchakerian has experience in multiple fields of design, including aerospace, aviation, medicine, humanitarian design, product design, interactive design, and robotics. Acquiring the ability to transform thoughts into tangible solutions his work is nurtured through cross-fertilizations between these various fields, with the goal of improving the interactions between humans and the technology they use, and environments in which they live. As a visionary designer, Raffi's projects are colorful in nature, touching on every imaginable design field from space to the developing world. Over the past decade, Tchakerian has collaborated with a large number of leading international designers, including the design studio, Architecture and Vision, and space architects, Arturo Vittori and Andreas Vogler. Raffi graduated with a PhD in 'Design Sciences' at the Iuav University of Venice – School of Doctoral Studies, Italy.



MIRKO DANELUZZO LECTURER

As an architect and product designer, Mirko's work has been exhibited internationally, including Vienna, Florence and Beijing. He received his master's degree in architecture in 2010, at Greg Lynn's masterclass at the University of Applied Arts of Vienna. Mirko is co-founder and Chief Design Officer at NYXO Ltd, an architecture and product design practice working internationally, with designs featuring in the permanent collection at the Cooper Hewitt National Design Museum of New York. His work consists in the understanding and management of intricate multidisciplinary scenarios, from material systems to production processes. Mirko is also sensitive to scientific issues and the role that the design thought could play in the bio & Nano-tech revolution to renovate the Human Being. One of his obsessions concerns the mutation of the human body (Human Enhancement Design) focusing on the influence and interaction with the products; products as a prosthesis of the human body.



JOANNE HAYEK ASSISTANT PROFESSOR

Trained as an architect, Joanne Hayek is a multidisciplinary designer whose practice expanded into fashion design, urban planning, digital design and programming with an emphasis on sustainability and innovation. She brings over a decade of experience to her role as Assistant Professor at DIDI.



Joanne is an avid researcher whose studies focus on material remediation, parametric design, digital fabrication, real-time mapping, smart cities and interactive data visualization. Her work has been exhibited at international events such as the Venice Biennale of Architecture, Paris Fashion Week, and Expo 2020 among others.

Prior to joining DIDI, Joanne was a senior lecturer at the American University of Beirut. She has also lectured at renowned universities, including the Massachusetts Institute of Technology, Columbia University and The London School of Economics. A social entrepreneur, she is the co-founder of sustainable fashion brand, Vanina, and An Open Studio, a collaborative practice promoting trans-disciplinary design research for sustainable futures.

JASMINE SHAHIN ASSISTANT PROFESSOR

Jasmine Shahin is a Dubai-based interior architect and university professor. Before joining DIDI's full-time faculty, she taught interior design and architectural history and theory in several institutions. After receiving her Bachelor's degree (BFA Interior Design) in 2000, she trained with one of the largest architectural firms in the Middle East. In 2007, she travelled to the UK, where she received both her MPhil (2010) and PhD (2020) in Architectural and Urban Theory. Shahin has several publications and presented many papers at international conferences. Her latest book The Poetics of Arabian Süqs (2023), focuses on the importance of phenomenological hermeneutics in understanding the development of historical places in relation to contingent socio-cultural experiences. In 2020, Shahin founded NU Design Bureau, complementing her academic experience with a strong pool of successful interior design projects. Shahin is also a WELL accredited professional (#0000053186), assisting individual and corporate clients to embrace designs that support well-being and sustainable living.



SUSANN SONNENBERG STRATEGIC DESIGN MANAGEMENT ASSISTANT PROFESSOR

Dr. Susann is a multidisciplinary professional with a proven track record in the product design and management industry. She has worked for manufacturers and consultancies in Germany, the United Kingdom and the United Arab Emirates, and brings a strong understanding of inter- and trans-disciplinary collaboration between research, design and strategy. Her most recent completed consulting project is the Abrahamic Family House in Abu Dhabi. In parallel to her work as a consultant, she is also involved in the latest research in the field of biopsychology and has completed her PhD in collaboration with Dubai Municipality. In teaching Susann has been active for several years in Germany and the UAE where she covered different topics from sustainability up to strategic design.



ELMAR SCHULLER

STRATEGIC DESIGN MANAGEMENT ASSISTANT PROFESSOR

An internationally lauded and sought-after expert in economics, innovation and design, Elmar Schuller brings over three decades of industry experience to his role as assistance professor of Strategic Design Management at DIDI. His design methodology is founded on the interdisciplinary tenants of innovation, entrepreneurship and management-based thinking to solve holistic problems and make the world a better place.

As the former Vice President and Managing Partner of the Red Dot Design Award, Elmar was responsible for evaluating thousands of design products and concepts for the international design competition and played a key role in developing the Red Dot Design Museums in Germany and in Singapore. He is also the Founder and President of the ILI-Innovative Living Institute, managing partner of iD-Engineering GmbH and an advisory board member of Berlin-based company Shoepassion GmbH and USA based VitalProbe.



in dynamic media industry environments. His professional background also includes industry roles in video production, motion graphics, advertising, and digital campaigns, where he collaborated with media companies and creative agencies to deliver impactful content. Currently pursuing PhD in blended learning in media, he continues to explore the intersections of storytelling, technology, and cultural engagement.

OLGICA D. MOMIROVSKA

FASHION DESIGN LECTURER

Olgica D. Momirovska is a Lecturer in Fashion Design at the Dubai Institute of Design and Innovation (DIDI) and a Fellow of the Higher Education Academy (UK). With more than 15 years of international experience in academia and the fashion industry, she brings together creative practice rooted in couture, cultural heritage, and sustainability, shaping her teaching and research interests. Her PhD research at Middlesex University London investigates regenerative and ethical approaches to fashion, questioning how design can contribute to more responsible and future-oriented practices.



NIHAL MAHANTA

MULTIMEDIA LECTURER

As a multimedia educator and creative professional with over a decade of experience spanning media production, design, and higher education, Nihal has taught courses in graphic design, video production, animation, web design, photography and digital media strategy at leading university and institutions in Dubai and Abu Dhabi. In addition to teaching and mentoring, Nihal has contributed extensively to curriculum development, program accreditation, and postgraduate supervision, preparing students to thrive



The Staff

It is hard to imagine a well-functioning higher education institution without a well-functioning administration. Higher education institutions have to be proactive to handle increased competition, both when it comes to attracting the best students. At DIDI, there are many people involved that help in successfully imparting education to the students. These include both academic and non-academic workforce. The non-academic workforce or staff, which has previously been seen as a peripheral function, has now become more central when fulfilling new demands and, thereby, has also become essential for the success of teaching and research.

The role of staff is both a challenging and varied field of work. At DIDI their responsibilities and duties vary, but might involve curriculum choices, financial aid, student recruiting, admissions, IT Services, Library operations, Lab operations, scholarships and student affairs to name a few. Their main aim is to perform administrative and related functions and are acknowledged as intellectual capital that contributes to the success of DIDI.

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Appendix B: EP 3d Course Withdrawal/Incomplete

EP 3d Course Withdrawal/Incomplete Form

- This form should be used when they wish to Withdraw from a course (during or after Add/Drop period) or when an Incomplete is required for a course. Refer to *Ep 3d Academic Progress Policy*.
- Should a student be withdrawing from all courses in a given semester, then the Leave of Absence Form should be submitted instead.
- Students should be aware that withdrawal from a course could impact academic status, financial aid and other services. Contact the appropriate offices before withdrawing from a course or courses.
- Students who withdraw from a course will be assigned a grade of 'W' or 'F' if the form is submitted after Add/Drop week. A 'W' grade does not affect the GPA.
- Students must submit the form in person. The withdrawal process is not considered complete until the Registrar accepts the form.
- Course withdrawal/incomplete forms must be submitted before the end of the 12th week of the semester to receive a 'W' grade and 14th week of the semester to receive a 'I' grade for the semester.

Process for students:

Step 1: Complete the section marked Student Information.

Step 2: Submit the form to the Faculty teaching the course you wish to withdraw/incomplete from for signature.

Step 3: The completed form must be submitted to the Registrar for processing on the SIS system.

STUDENT INFORMATION

Student Name:					
Student ID:		Email:			
Semester:	FALL / SPRING		Academic Year 20		
Course Code	Course Name	Credit ¹	Week ²	Attended	
				Yes	No
				Yes	No
				Yes	No
				Yes	No

¹ – Indicate the no of credits for this class; ² – Indicate the week the form was filled out; ³ – Indicate if you have attended at least one class or completed a session.

Student Signature: _____ Date: _____

REGISTRATION OFFICE APPROVAL

All courses listed above must be signed off by the faculty teaching the course _____ Yes / No
(Check for Faculty Approval section for signature on Page 2)

Check Steps (1) _____ (2) _____ (3) _____

Registrar _____ Signature _____
Name DD/MM/YY

A copy of this form must be placed in student file

Note: For 'I' grades all work must be completed within the first four weeks of the subsequent semester. Upon submission of completed work, the instructor will submit a grade change form with the grade earned. If the work is not completed within the prescribed time frame, the 'I' will automatically change to an 'F' grade.

For Registration Use

W WITHDRAWAL	I INCOMPLETE	A/D Add/Drop
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Ep 3j Clearance Form

Office of the Registrar | Building 4, Dubai Design District | Dubai, United Arab Emirates | Phone: +971 4 588 7455

This form needs to be completed if you are Graduating/intending to withdraw from DIDI. Read Policy 'EP 3d Academic Progress Policy' for more information. All students leaving DIDI must obtain clearance and signature from the respective departments before receiving any transcript, degree, or official certificate from the Office of the Registrar

Student ID	Student Name	Last Term & Academic Year	CGPA
Personal Contact Number		Personal Email	

Section I: Reason for Clearance (Pick only one)

<input type="checkbox"/>	I have officially met the graduation requirements at DIDI. <input type="checkbox"/> Completed 120 Credits <input type="checkbox"/> My CGPA is above 2.00	Complete Section III (next page)
<input type="checkbox"/>	I am officially withdrawing from current academic semester and DIDI.	Complete Section II & Section III
<input type="checkbox"/>	I am officially withdrawing from the current academic semester's classes and applying for a Leave of Absence.	Complete Section II & Section III

DIDI generally advises that a student file a leave of absence rather than an institutional withdrawal in case the student wishes to return.

Section II: Institute Withdrawal/ Leave of Absence

Only complete this section if the clearance is for Institute withdrawal or if applying for Leave of Absence

Have you consulted with an Academic/Non-Academic Staff regarding your decision?		<input type="checkbox"/> Yes <input type="checkbox"/> No
If Yes, Who? Name, title and date		
Please Indicate your reason for withdrawing/taking a Leave of Absence from DIDI (Check all that apply)		
<input type="checkbox"/> Transferring to another college/university	<input type="checkbox"/> DIDI is not a good fit for me	<input type="checkbox"/> Medical reasons
<input type="checkbox"/> Struggling academically	<input type="checkbox"/> Desired major not offered	<input type="checkbox"/> Personal/family concerns
<input type="checkbox"/> No longer attending college/university	<input type="checkbox"/> Financial concerns	<input type="checkbox"/> Other
Comments/Details		
By signing below, I acknowledge that I have formally withdrawn from all academic classes at DIDI and/or wish to cancel my visa for the upcoming semester. I understand the terms and conditions of the university contract for tuition and fees as well as visa fees (if applicable) which includes, but is not limited to, all cancellation deadlines.		
Student Signature		Date
DEAN APPROVAL:		
<input type="checkbox"/> Yes <input type="checkbox"/> No Name: _____		Signature with Date

Appendix D. EP 3j Institution Withdrawal Form



Ep 3j Clearance Form

Office of the Registrar | Building 4, Dubai Design District | Dubai, United Arab Emirates | Phone: +971 4 568 7455

This form needs to be completed if you are Graduating/intending to withdraw from DIDI. Read Policy 'EP 3d Academic Progress Policy' for more information. All students leaving DIDI must obtain clearance and signature from the respective departments before receiving any transcript, degree, or official certificate from the Office of the Registrar

Student ID	Student Name	Last Term & Academic Year	CGPA
Personal Contact Number		Personal Email	

Section I: Reason for Clearance (Pick only one)

<input type="checkbox"/> I have officially met the graduation requirements at DIDI. <input type="checkbox"/> Completed 120 Credits <input type="checkbox"/> My CGPA is above 2.00	Complete Section III (next page)
<input type="checkbox"/> I am officially withdrawing from current academic semester and DIDI.	Complete Section II & Section III
<input type="checkbox"/> I am officially withdrawing from the current academic semester's classes and applying for a Leave of Absence.	Complete Section II & Section III

DIDI generally advises that a student file a leave of absence rather than an institutional withdrawal in case the student wishes to return.

Section II: Institute Withdrawal/ Leave of Absence

Only complete this section if the clearance is for Institute withdrawal or if applying for Leave of Absence

Have you consulted with an Academic/Non-Academic Staff regarding your decision?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If Yes, Who? Name, title and date	
Please Indicate your reason for withdrawing/taking a Leave of Absence from DIDI (Check all that apply)	
<input type="checkbox"/> Transferring to another college/university	<input type="checkbox"/> DIDI is not a good fit for me
<input type="checkbox"/> Struggling academically	<input type="checkbox"/> Desired major not offered
<input type="checkbox"/> No longer attending college/university	<input type="checkbox"/> Financial concerns
	<input type="checkbox"/> Medical reasons
	<input type="checkbox"/> Personal/family concerns
	<input type="checkbox"/> Other
Comments/Details	

By signing below, I acknowledge that I have formally withdrawn from all academic classes at DIDI and/or wish to cancel my visa for the upcoming semester. I understand the terms and conditions of the university contract for tuition and fees as well as visa fees (if applicable) which includes, but is not limited to, all cancellation deadlines.

Student Signature	Date
DEAN APPROVAL:	
<input type="checkbox"/> Yes <input type="checkbox"/> No Name: _____	Signature with Date

Appendix E: DIDI Fee Structure

Dubai Institute of Design an Innovation Tuition Fee and Other Fees

Undergraduate Degree Program	2024/25
	AED
A1. Tuition Fee	
Bachelor of Design	95,000
A2. Laboratory Fees	
Full Year Fab Lab access for regular students	3,000
TOTAL FEE	98,000*

	Students not requiring a DIDI Student Residence Visa	Students requiring a DIDI Student Residence Visa
Total Fees for Academic Year 2022/23	98,000*	98,000*
Advance Payment (for enrollment)	2,500	2,500
New Visa & EID Fee (Normal)	-	1,970*
New Visa & EID Fee (Express)	-	3,280*
Renewal of Visa & EID Fee (Normal)	-	1,620*
Renewal of Visa & EID Fee (Express)	-	2,380*
Visa Cancellation (Normal)	-	450*
Visa Cancellation (Express)	-	1,000*
Medical Insurance	-	1,030*

**All prices listed above are in AED and exclusive of VAT.*

- **Student Residence Visa** – an endorsement on a passport indicating that the holder is a student in the UAE and is allowed to enter, leave, or stay for a specified period of time in the UAE.
- **Emirates ID** – is a "portable personal database" and is a legal requirement for **all** UAE citizens and residents. The Emirates ID must be carried at all times.
- **Medical and Biometrics Test** – A test required to be taken as prescribed by the General Directorate of Residency and Foreigners Affairs (GDRFA) upon issuing a Sponsored Student Residence Visa in the UAE.
- All Fees (Tuition and Non-Tuition) may be revised annually ahead of each academic year as deemed necessary. Students will be informed by the end of the spring semester of any revisions in the fees.
- Scholarships are only valid for the Tuition fees (Tuition + Lab Fees) excluding VAT. All remaining fees must be paid promptly.

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