



香港學術及職業資歷評審局
Hong Kong Council for Accreditation of
Academic & Vocational Qualifications

CONFIDENTIAL

ACCREDITATION REPORT

**TECHNOLOGICAL AND HIGHER EDUCATION INSTITUTE
OF HONG KONG,
VOCATIONAL TRAINING COUNCIL**

LEARNING PROGRAMME RE-ACCREDITATION

**(i) BACHELOR OF ARTS (HONOURS)
IN ADVERTISING**

**(ii) BACHELOR OF ARTS (HONOURS)
IN FASHION DESIGN**

**(iii) BACHELOR OF ARTS (HONOURS)
IN PRODUCT DESIGN**

MAY 2022

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Digital Advertising

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Fashion Design

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Product Design

1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA 772), the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), in the capacity of the Accreditation Authority as provided for under the Accreditation of Academic and Vocational Qualifications Ordinance (AAVQO) (Cap. 592), was commissioned by Technological and Higher Education Institute of Hong Kong, Vocational Training Council (THEi, the Operator) to conduct Learning Programme Re-accreditation with the following Terms of Reference:

- (a) To conduct an accreditation test as provided for in the AAVQO to determine whether the following programmes of Technological and Higher Education Institute of Hong Kong, Vocational Training Council (THEi, the Operator) meet the stated objectives and QF standard and can continue to be offered as accredited programmes; and

Bachelor of Arts (Honours) in Advertising
廣告 (榮譽) 文學士

Bachelor of Arts (Honours) in Fashion Design
時裝設計 (榮譽) 文學士

Bachelor of Arts (Honours) in Product Design
產品設計 (榮譽) 文學士

- (b) To issue to the Operator an accreditation report setting out the results of the determination in relation to (a) by HKCAAVQ.

2. HKCAAVQ'S DETERMINATION

2.1 HKCAAVQ has determined that,

- (a) Subject to the fulfilment of the condition stated below, the Bachelor of Arts (Honours) in Advertising (BAADT) meets the stated objectives and QF standard at Level 5, and can continue to be offered as an accredited programme with a validity period of five years.
- (b) Bachelor of Arts (Honours) in Fashion Design (BAFD) and Bachelor of Arts (Honours) in Product Design (BAPD) meet the

stated objectives and QF standard at Level 5, and can continue to be offered as accredited programmes with a validity period of five years.

2.2 Validity Period

2.2.1 The validity period will commence on the date specified below. Operators may apply to HKCAAVQ to vary the commencement date of the validity period. Applications will be considered on a case-by-case basis.

2.2.2 The maintenance of the accreditation status within the specified validity period is subject to the fulfilment of a requirement set out in Para. 2.4 by the specified deadline.

2.3 The determinations on the three Programmes are specified as follows:

Name of Operator	Technological and Higher Education Institute of Hong Kong, Vocational Training Council 職業訓練局 - 香港高等教育科技學院		
Name of Award Granting Body	Vocational Training Council 職業訓練局		
Title of Learning Programme	Bachelor of Arts (Honours) in Digital Advertising 數碼廣告 (榮譽)文學士*	Bachelor of Arts (Honours) in Fashion Design 時裝設計 (榮譽)文學士	Bachelor of Arts (Honours) in Product Design 產品設計 (榮譽)文學士
Title of Qualification	Bachelor of Arts (Honours) in Digital Advertising 數碼廣告 (榮譽)文學士*	Bachelor of Arts (Honours) in Fashion Design 時裝設計 (榮譽)文學士	Bachelor of Arts (Honours) in Product Design 產品設計 (榮譽)文學士
Primary Area of Study and Training	Arts, Design and Performing Arts		
Sub-area (Primary Area of Study and Training)	Design and Other Creative Industries		

Other Area of Study and Training	Not applicable	Business and Management	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable	General Business Management	Not applicable
QF Level	Level 5		
QF Credits	541	541	541
Mode(s) of Delivery and Programme Length	Full-time, 4 years Part-time, 3 years ⁺		
Intermediate Exit Award	Title of Qualification: Higher Diploma in Digital Advertising 數碼廣告高級文憑* QF Level: Level 4 Mode of study: Full-time Programme Length 2.5 years QF Credits: 323	Title of Qualification: Higher Diploma in Fashion Design 時裝設計高級文憑 QF Level: Level 4 Mode of study: Full-time Programme Length 2.5 years QF Credits: 323	Title of Qualification: Higher Diploma in Product Design 產品設計高級文憑 QF Level: Level 4 Mode of study: Full-time Programme Length 2.5 years QF Credits: 323
Start Date of Validity Period	1 September 2022		
End Date of Validity Period	31 August 2027		
Number of Enrolments	One enrolment per year		

Maximum Number of New Students	Full-time Year 1 Entry - 60 per year	Full-time Year 1 Entry - 60 per year	Full-time Year 1 Entry - 60 per year
	Full-time Year 3 Entry - 60 per year	Full-time Year 3 Entry - 60 per year	Full-time Year 3 Entry - 60 per year
	Part-time Year 5 Entry - 30 per year	Part-time Year 5 Entry - 30 per year	Part-time Year 5 Entry - 30 per year
Specification of Competency Standards-based Programme	☐ Yes ☒ No		
Address of Teaching Venues	1. Technological and Higher Education Institute of Hong Kong (Chai Wan Campus) 133 Shing Tai Road, Chai Wan, Hong Kong 2. Technological and Higher Education Institute of Hong Kong (Tsing Yi Campus) 20A Tsing Yi Road, Tsing Yi, New Territories, Hong Kong		

* It is proposed that the programme title and exit award title be changed from “Bachelor of Arts (Honours) in Advertising (廣告（榮譽）文學士)” to “Bachelor of Arts (Honours) in Digital Advertising (數碼廣告（榮譽）文學士)”. In addition, it is also proposed that “Higher Diploma in Advertising (廣告高級文憑)” be changed to “Higher Diploma in Digital Advertising (數碼廣告高級文憑)”.

+ The Service Agreement of 1 November 2021 states that the part-time mode is designed for Year 3 entry with a four-year duration. During the Re-LPA exercise, THEi proposes to change the part-time mode for Year 5 entry with a three-year duration. However, this was not in the Service Agreement.

2.4 Condition

Requirement (for BAADT)

2.4.1 THEi is to review and revise the capstone modules, *Design Studio in Digital Era 1*, *Design Studio in Digital Era 2*, *Design Studio in Digital Era 3*, *Final Design Studio*, *Dissertation 1* and *Dissertation 2* to

ensure an appropriate alignment between the revised programme title, Bachelor of Arts (Honours) in Digital Advertising, which has an enhanced digital focus, and the curriculum.

- 2.4.2 THEi is to submit the revised module syllabi of the capstone modules including *Design Studio in Digital Era 1*, *Design Studio in Digital Era 2*, *Design Studio in Digital Era 3*, *Final Design Studio*, *Dissertation 1* and *Dissertation 2* and internal approval records to HKCAAVQ for the fulfilment of the above requirement **on or before 30 June 2023** (Para. 4.3.5).

2.5 Recommendations

HKCAAVQ also offers the following recommendations for continuous improvement of the three Programmes.

For the three Programmes

- 2.5.1 THEi should closely monitor the ongoing need for provision of resources as student numbers grow, particularly for advanced standing entry for Year 5 part-time students (Para. 4.2.7).
- 2.5.2 THEi should consider enhancing the students' understanding of the terminology concerning the WIL (project and/or internship) and ensuring that the responsibilities of all parties (students, staff, and WIL hosts) are clearly outlined and understood (Para. 4.3.14).
- 2.5.3 THEi should review the maximum class size for tutorials and workshops of the three Programmes to ensure effective interaction between teaching staff and students as well as among students (Para. 4.4.2).
- 2.5.4 THEi should further develop strategies and extent of support to strengthen students' research skills and English proficiency; and should monitor the effectiveness of such strategies (Para. 4.4.9).
- 2.5.5 THEi should closely monitor the workload of teaching staff and the ratio of students to supervisors, in order to ensure consistent support for students and appropriate supervision in relation to students' research skills in dissertations and projects (Para. 4.5.6).

BAFD

- 2.5.6 THEi should consider reviewing the module titles of *Womenswear Design* and *Fashion as Visual Communication* to enhance the alignment with module contents. (Para. 4.3.9)
- 2.6 HKCAAVQ will subsequently satisfy itself whether the Operator remains competent to achieve the relevant objectives and the three Programmes continue to meet the standard to achieve the relevant objectives as claimed by the Operator by reference to, amongst other things, the Operator's fulfilment of any conditions and compliance with any restrictions stipulated in this Accreditation Report. For the avoidance of doubt, maintenance of accreditation status is subject to fulfilment of any condition and compliance with any restriction stipulated in this Accreditation Report.

3. INTRODUCTION

- 3.1 THEi, established in 2011, is a member institution of VTC. It was granted Institutional Review status by HKCAAVQ in September 2012. Currently, it offers accredited bachelor degree programmes and professional diploma programmes in various disciplines.
- 3.2 Bachelor of Arts (Honours) in Advertising (BAADT), Bachelor of Arts (Honours) in Fashion Design (BAFD) and Bachelor of Arts (Honours) in Product Design (BAPD) were first accredited in 2012 and re-accredited in 2017. THEi commissioned HKCAAVQ to conduct a Learning Programme Re-accreditation (Re-LPA) for the three Programmes. HKCAAVQ formed an expert panel (the Panel) for this exercise (Panel Membership at Appendix 1).
- 3.3 In view of the outbreak of the Coronavirus Disease-2019 (COVID-19), the site visit was conducted via video-conference from 8 to 11 March 2022 to reduce social contact. *HKCAAVQ's Manual for the Four-stage Quality Assurance Process under the Hong Kong Qualifications Framework* and the *Revised Common Descriptors for Associate Degree and Higher Diploma Programmes under the New Academic Structure* issued by the Education Bureau were the guiding documents for THEi and the Panel in conducting this exercise.

- 3.4 In consideration of the track record of THEi established from previous accreditation exercises, information on the following aspects of the three Programmes was not required in accordance with HKCAAVQ's Differentiation Approach:

Domain of Competence	Aspects
Programme Structure and Content	General Education modules
Learning, Teaching and Enabling Resources/Services	Institute-wide financial resources, physical resources and student support services

4. PANEL'S DELIBERATIONS

The following presents the Panel's deliberations on a range of issues pertinent to its major findings. For aspects of the accreditation standards where no observations are made, they are considered to be appropriately addressed by the Operator.

Learning Programme Accreditation

4.1 Programme Objectives and Learning Outcomes

The learning programme must have objectives that address community, education and/or industry needs, with learning outcomes that meet the relevant HKQF standards, for all exit qualifications from the programme.

- 4.1.1 BAADT, BAFD and BAPD are hosted by the Faculty of Design and Environment (the Faculty). The three Programmes aim to help students acquire theoretical and practical skills and equip students with ready-to-work competencies upon graduation. THEi provided to the Panel the following information to demonstrate that the three Programmes meet the QF standard:

- (a) Mappings showing the contributions of the Programme Learning Outcomes (PLOs) to the Programme Objectives (POs);
- (b) Mappings of the PLOs to the Generic Level Descriptors (GLDs) of the QF at Level 5; and

- (c) Mapping between PLOs of HD Exit Award against GLD at QF Level 4.

BAADT

- 4.1.2 The BAADT Programme aims to introduce students to “*the principles, theories and practices of advertising, including traditional advertising, e-advertising, online marketing, and interactive advertising*”. THEi proposes to change the programme title and exit award title from “Bachelor of Arts (Honours) in Advertising (廣告(榮譽)文學士)” to “Bachelor of Arts (Honours) in Digital Advertising (數碼廣告(榮譽)文學士)” while an intermediate exit award title is proposed to change from “Higher Diploma in Advertising (廣告高級文憑)” to “Higher Diploma in Digital Advertising (數碼廣告高級文憑)” to further enhance relevance and coverage of contemporary digital technologies, which can meet the manpower needs of the advertising industry. A comparison of the POs and PLOs approved in 2017 and the revised changes of the POs and PLOs in 2022 is provided as follows:

BAADT Programme Objectives

	Existing POs	Revised POs
PO1	Equip students with fundamental advertising theories and principles from an international and intercultural perspective;	Equip students with fundamental advertising and digital advertising theories and principles from an international and intercultural perspective;
PO2	Nurture students' creativity and aesthetic thinking with a strong emphasis on incorporating new media and technologies in advertising;	
PO3	Enable students' awareness of the latest developments in the advertising and design industry;	
PO4	Provide students with the essential academic knowledge, professional competence, and research and transferable skills for further study and career aspirations; and	
PO5	Equip students with entrepreneurial vision in contributing to innovation and business.	

BAADT Programme Learning Outcomes

	Existing PLOs	Revised PLOs
PLO1	Identify opportunities in advertising with a critical view of advertising trends, medium, technological and cultural aspects of a niche in the market;	Identify opportunities in advertising with a critical view of digital advertising trends, medium, technological and cultural aspects of a niche in the market;
PLO2	Formulate solutions by integrating and applying advertising concepts, technical and creative skills for promoting a service or a product or a brand, with appropriate consideration on target audience, budget constraints and media to be deployed;	Formulate solutions by integrating and applying advertising and digital advertising concepts, technical and creative skills for promoting a service or a product or a brand, with appropriate consideration on target audience, budget constraints and media to be deployed;
PLO3	Evaluate and apply appropriate online tools to generate and manage micro media solutions across multiple online platforms with an understanding of the limitations;	
PLO4	Articulate reasoned arguments through review, research, reflection and evaluation of advertising communication strategies formulated;	Articulate reasoned arguments through review, research, reflection and evaluation of integrated communication strategies formulated;
PLO5	Create engaging conversation for advertising and promotions through effective communication strategy to engage target audience;	
PLO6	Produce an advertising project with innovative ideas in collaboration with team members;	
PLO7	Reflect on the need for continuous advancement in advertising and plan for life-long learning.	

4.1.3 The BAADT Programme has an intermediate exit award leading to a Higher Diploma in Advertising pitched at QF Level 4. The PLOs of the HD qualification are as follows:

HDADT Programme Learning Outcomes

	Existing PLOs	Revised PLOs
PLO1	Identify opportunities in advertising with a critical view of the advertising trends and medium, and the technological and cultural aspects of a market niche;	Identify opportunities in advertising with a critical view of the digital advertising trends and medium, and the technological and cultural aspects of a market niche;
PLO2	Formulate solutions by integrating and applying advertising concepts, and technical and creative skills for promoting a service, product or brand, with appropriate consideration of the target audience and budget constraints, and the media to be deployed;	Formulate solutions by integrating and applying advertising and digital advertising concepts, and technical and creative skills for promoting a service, product or brand, with appropriate consideration of the target audience and budget constraints, and the media to be deployed;
PLO3	Evaluate and apply appropriate online tools to generate and manage micro media solutions across multiple online platforms, while understanding their limitations;	
PLO4	Produce an advertising project with innovative ideas in collaboration with team members; and	
PLO5	Reflect on the need for continuous advancement in advertising and planning for lifelong learning.	

4.1.4 During the last validity period, the BAADT programme team addressed the 2017 Panel's recommendation to articulate clearly the expected attributes of "entrepreneurial vision" in PO5 and strengthen the programme content of the design management area in relevant modules. During the site visit, the Programme Leader explained that the proposed changes to the programme title, POs and PLOs, with an enhanced digital focus, will keep students abreast of the latest developments in the advertising industry which grows rapidly via online media platforms. External members supported the repositioning of BAADT with an enhanced digital focus, which will enable the programme to continue to meet market needs. After discussing with stakeholders, the Panel considered that the changes are appropriate, and that the revised PO and PLOs are appropriate and the revised PLOs meet the QF Levels 4 and 5. However, the Panel expressed concern as to whether there is sufficient focus on the digital element in the curriculum (Para.4.3.5).

BAFD

- 4.1.5 The BAFD Programme aims to nurture “graduates of choice” for a rapidly changing global fashion design industry. The programme team conducted a review of its POs and PLOs to ensure currency and up to date. The Panel noted that the majority of POs and PLOs remain unchanged since the last accreditation, except for PO3 and PLO3. The POs and PLOs for BAFD are provided as follows:

BAFD Programme Objectives

The Programme Objectives (POs) are to:

PO1	Extend fashion skills of students of the Fashion Design Stream by offering options in the areas of Accessories Design, Knitwear Design or Specialised Fashion Design so as to gain a competitive edge in the fashion arena through having diversified fashion design talents;
PO2	Develop management skills of students of the Fashion Management Stream with a good understanding in the areas of fashion sourcing and selling, branding, marketing, retailing and event planning, so as to engage confidently and professionally with the fashion industry;
PO3	Nurture students’ theoretical and practical skills to keep abreast of the fashion design trend, consumer culture, current technologies, visual merchandising and fashion management related issues to meet the demand and challenges of the fashion industry;
PO4	Develop students’ ability to explore creative ideas that are informed by technical and management knowledge, to practically integrate theoretical learning and to produce insights into the global fashion industry;
PO5	Incorporate responsible approaches to fashion design practices and business ethics by incorporating, when appropriate, these issues in projects;
PO6	Provide professional challenges and work-related experience, which develops abilities of critical thinking and judgment, in preparation for fashion design careers and employment; and
PO7	Equip students with the necessary research and transferable skills to continue professional and personal development or further studies.

BAFD Programme Learning Outcomes (PLOs)

Upon the completion of BAFD, students are able to:

PLO1	Demonstrate an informed understanding of the subject of fashion design, and in the skilful realisation of design concepts, artifacts and products, presented to reflect professional practices;
PLO2	Carry out research and evaluate opportunities and constraints for the contemporary fashion design market, with reference to social, cultural, ethical, economic and technological developments in the regional and global fashion industries;
PLO3	Integrate knowledge of the fashion trends, current technologies, consumer culture, industry structures and practices to formulate and apply innovative business strategies for fashion marketing and management;
PLO4	Manipulate the creativity, materials, processes and techniques required to design and manufacture fashion products for individual design briefs and industrial collaborations;
PLO5	Integrate effectively the skills and knowledge developed through work experiences and the general and specialised design and management modules, to demonstrate diversified fashion design and management solutions;
PLO6	Address professional challenges that arise during the design process and business planning, through considered and practical application of theoretical knowledge and understanding of fashion;
PLO7	Analyse and reformat knowledge gained and apply it to a range of creative, intellectual practices;
PLO8	Evaluate own contributions, responsibilities, progress and solutions to perform and communicate effectively, both independently and in teams; and
PLO9	Reflect on objective and subjective needs to plan and manage independent and lifelong learning.

- 4.1.6 The BAFD Programme has an intermediate exit point leading to the qualification of Higher Diploma in Fashion Design pitched at QF Level 4. The PLOs of the HD qualification are as follows:

HDFD Programme Learning Outcomes (PLOs)

PLO1	Apply knowledge of specific market requirements to an individually negotiated and executed design brief;
PLO2	Identify and create opportunities for applying theoretical subject knowledge and experience to generate design concepts, and business planning;
PLO3	Demonstrate a confident command of language, communication and research skills in presenting designed 2D and 3D work;
PLO4	Address technical, professional and ethical challenges responsibly in the design process of projects and business planning;
PLO5	Create fashion ideas employing a range of design skills and current technologies to meet varying briefs, from experimental to market oriented;
PLO6	Articulate personal and professional career plans in the presentation of a body of work which reflects this; and
PLO7	Integrate appropriately the work-related experience and the subject knowledge developed.

- 4.1.7 In this Re-LPA exercise, the programme team proposes to add the coverage on current technologies for PO3, PLO3 of BAFD and PLO5 of HDFD. The Panel was informed that the proposed changes to the PO and PLOs will not affect the main focus of the BAFD Programme and its curriculum. After discussions with different stakeholders, the Panel considered that the revised POs and PLOs are appropriate and the revised PLOs correspond to the GLDs at QF Levels 4 and 5.

BAPD Programme

- 4.1.8 The BAPD Programme aims to facilitate students to become interdisciplinary product design professionals and equips them with a range of transferable skills to meet ever changing local and global needs. The Panel noted that the following POs and PLOs remain unchanged since the last accreditation:

BAPD Programme Objectives

PO 1	Equip students with the ability to identify problems, access information, formulate alternatives, evaluate results and make critical judgments in designing and developing new products;
PO 2	Provide graduates with the ability to integrate vital research,

	communication, and practical and analytical skills with knowledge and creativity in producing innovative solutions in product design or related industries;
PO 3	Equip students with confidence in presenting and communicating information, ideas, problems and solutions to both specialist and non-specialists audiences with appropriate use of new and emerging technologies;
PO 4	Build up students' awareness of historical and contemporary cultural, social, commercial, economic, technological and design issues relevant to the practice and study of product design; and;
PO 5	Equip students with all-round knowledge and skills, including team-playing, accountability and self-management, for taking leading roles in new product design and development and advanced learning.

BAPD Programme Learning Outcomes (PLOs)

Upon completion of BAPD, students should be able to:

PLO 1	Solve product design problems from ideas to material outcomes in a creative and critical manner that will meet relevant criteria, such as usability, ecology, marketability, technological feasibility and professional constraints;
PLO 2	Formulate design strategy and create product design solutions in a range of aesthetic themes, styles and media appropriate to specific audiences and purposes;
PLO3	Demonstrate a critical understanding of contemporary product design issues for identifying design opportunities in both local and global contexts through research and creative application of knowledge;
PLO 4	Demonstrate a proficient level of knowledge and skills in product design through professional portfolios, and present own works using a range of methods;
PLO 5	Communicate and interact effectively about complex design issues with others in collaborations and negotiations for producing successful outcomes;
PLO 6	Initiate and manage projects and perform evaluation and management functions effectively as team members or leaders in professional product design and development teams; and
PLO 7	Reflect on objective and subjective needs to plan for professional development and further studies.

- 4.1.9 The BAPD Programme has an intermediate exit point leading to the qualification of Higher Diploma in Product Design pitched at QF Level 4. The programme learning outcomes (PLOs) of the HD qualification are as follows:

HDPD Programme Learning Outcomes (PLOs)

PLO1	Solve product design problems, from ideas to material outcomes, in a creative manner with consideration to different criteria, including those of usability, ecology, marketability, technological feasibility and professional constraints;
PLO2	Produce product design solutions in a range of aesthetic themes, styles and media for specific audiences and purposes;
PLO3	Demonstrate an understanding of product design issues and opportunities for changes in global and local contexts through research and the creative application of knowledge;
PLO4	Demonstrate a proficient level of knowledge and skills in product design through a professional portfolio;
PLO5	Communicate and interact effectively with others in collaborations and negotiations for producing successful outcomes;
PLO6	Understand management principles and perform product design and development functions effectively as team members or leaders in professional teams; and
PLO7	Recognise objective and subjective needs to plan for career growth and/or further studies.

- 4.1.10 In reviewing the POs and PLOs, the Panel held the view that learning outcomes of BAPD continue to align with the programme objectives. The POs and PLOs are appropriate and the PLOs meet the QF Levels 4 and 5.
- 4.1.11 The Panel was informed that graduates of the BAADT Programme are employed with job titles including, for example, a UX designer, an assistant art director, a graphic designer. BAFD graduates are employed with job titles such as an assistant designer, a buyer assistant, a management trainee, an assistant merchandiser in the related fashion industry. Graduates of the BAPD Programme are employed as a designer, such as an Industrial Designer, a Product Designer/ Product Developer, a Product Engineer, a Toy Designer, a Furniture Designer and a Graphic Designer in the related product design industry. Details of education and employment pathways are

provided in the Graduate Profile in Appendices 2-4. After reviewing the results of Surveys on Graduate Employment and Employer's View from 2017 to 2020 of the three Programmes, the Panel noted that employment rates and the employers' satisfaction level on the graduates' work performance at the workplace are high. During the site visit, external members expressed very positive feedback concerning students' performance and considered that graduates acquire ready-to-work skills and competencies. In addition, graduates, who met the Panel, also expressed that the three Programmes prepared them for employment.

- 4.1.12 Overall, the Panel considered that POs and PLOs of the three Programmes continue to be appropriate and the exit standard of the three Programmes at the QF Level 5 has been met.

4.2 Learner Admission and Selection

The minimum admission requirements of the learning programme must be clearly outlined for staff and prospective learners. These requirements and the learner selection processes must be effective for recruitment of learners with the necessary skills and knowledge to undertake the programme.

- 4.2.1 THEi provided its minimum standard admission requirements for the three Programmes as follows:

Minimum General Entrance Requirements for Bachelor's Degree Programmes of THEi		
Standard Entry Route		Non-Standard Entry
Local Qualification	Non-local Qualification	
<u>HKDSE</u> Level 3 in - Chinese Language - English Language Level 2 in - Mathematics - Liberal Studies 1 Elective Subject or an Applied Learning (ApL) Subject # # An "Attained" in a relevant ApL subject is regarded as equivalent to an Elective Subject at	<u>Mainland China</u> - A score for admission to Mainland 2nd-tier universities in the National College Entrance Examination (全國普通高等學校統一招生考試) (NCEE) or equivalent; and - A score above 100 out of a maximum of 150 for the English Language. <u>International Baccalaureate (IB)</u> - Holder of an International Baccalaureate Diploma; and - One of the following English	To be determined by the Faculty Dean on a case-by-case basis

<i>Level 2. A maximum of two ApL subjects (excluding ApL(c)) will be considered in admission selection.</i> <u>HKALE</u> • Grade E in HKALE (AS-Level) Chinese Language & Culture or A-Level Chinese Literature or Grade D in an HKCEE language other than Chinese and English; and • Grade E in HKALE (AS-Level) Use of English; and • Grade E in 1 other HKALE A-Level or 2 two other AS-Level subjects; and • Grade E/Level 2 in 5 HKCEE subjects, including English Language and Chinese Language [HKCEE English Language taken in 2006 or before should be at Grade E in Syllabus B / Grace C in Syllabus A].	Language results: ▪ Grade 4 or above in IB English A1 or A2 (Higher or Standard Level); or ▪ Grade 4 or above in IB English B (Higher Level); or ▪ Grade 5 or above in IB English B (Standard Level); or ▪ Grade 4 or above in IB English A: Language and Literature (Higher or Standard Level); or ▪ Grade 4 or above in IB English A: Literature (Higher or Standard Level); or ▪ Grade 4 or above in IB English Literature and Performance (Standard Level). <u>Business and Technology Education Council (BTEC)</u> • Holder of a BTEC Level 3 Diploma of "MM" Grades or a BTEC Level 3 Extended Diploma of "MPP" Grade ("M" stands for Merit and "P" stands for Pass); and • One of the following English Language requirements: ▪ Grade E in GCE (A-Level / AS-Level) English Language; or ▪ Grade C / Grade 4 in GCSE / IGCSE / GCE (O-Level) English Language; or ▪ Grade E in HKALE (AS-Level) Use of English; or ▪ A score of 100 out of a maximum of 150 for the English language subject of NCEE or equivalent; or ▪ An overall score of 6.0 in IELTS; or ▪ A score of 79 (internet-based test) or 213 (computer-based test) or 550 (paper-based test) in Test of English as a Foreign	
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	Language (TOEFL); or ▪ Grade 4 or above IB Higher-level English Language (Syllabus B) / Grade 4 in Standard-/Higher-Level English Language (Syllabus A) / Language and Literature (Syllabus A) / Literature (Syllabus A) / Grade 4 or above in Standard-Level English Literature and Performance / Grade 5 or above in Standard-level English Language (Syllabus B); or ▪ Have obtained an equivalent qualification to HKDSE's English Language Level 3 <u>Other Non-local Qualifications</u> • Equivalent HKDSE qualifications, achieving a standard of English equivalent to the HKDSE's English Language Level 3	
Admission with Advanced Standing into Year 3 of Bachelor's Degree Programmes of THEi		
Normally, applicants with a VTC HD or equivalent sub-degree qualifications/studies in the relevant streams may be admitted into Year 3 of full-time mode of the degree programme, if they pass an interview to assess their suitability.		

4.2.2 The Panel noted that THEi added BTEC Level 3 Diploma and BTEC Level 3 Extended Diploma qualifications under the standard entry route of non-local qualifications in 2018. For advanced standing entry, THEi confirmed in the response document that there is no change in the requirement for advanced standing entry, i.e. VTC's HD or equivalent sub-degree qualifications/studies in the relevant streams. The Panel found that the minimum admission requirements of the three Programmes are aligned with the entrance requirements for Bachelor's Degree Programmes of THEi as stated in *THEi's Academic Policies and Regulations for Degree Programmes*.

4.2.3 Apart from meeting the minimum admission requirements, applicants (except VTC HD graduates who apply via the Through-Train entry

route) are also required to attend admission interviews, which are conducted in English, with details provided below:

BAADT	Applicants are required to give a brief presentation of their background and career aspirations with their original work portfolio or any other relevant materials.
BAFD	Applicants are required to take a drawing test and attend a verbal interview. For the drawing test, applicants are required to demonstrate drawing skills using a pre-determined theme. In the verbal interview, applicants are required to read out to the interviewer an English fashion industry article in addition to showing and presenting their portfolio.
BAPD	Applicants are required to attend a small group interview structured with a short presentation of their individual backgrounds and portfolios.

4.2.4 THEi states that admission to the first year is normally based on students' performance in the Hong Kong Diploma of Secondary Education (HKDSE) examination or its equivalence. For the advanced standing entry route of the three Programmes since the 2017/18 academic year, all students have been admitted based on either relevant HD programmes or other equivalent sub-degree qualifications. The Panel considered that THEi has admission policies and mechanism in place which govern the consideration of advanced standing.

4.2.5 The Panel noted that BAADT accepted five non-standard entrants during the validity period while BAFD accepted two. There was no non-standard entrant for BAPD. The *THEi Academic Policies and Regulations for Degree Programmes* states that students who do not meet the standard general and programme-specific entrance requirements will be assessed for admission by the Faculty Dean on a case-by-case basis. The maximum number of non-standard admissions (including mature students) for both local and non-local qualifications for local degree programmes is capped at 5% of the actual number of Year 1 new students of the year. During the site visit, THEi confirmed that there are no non-standard entrants for Year 3 full-time or Year 5 part-time applicants in the three Programmes. The Panel found that there is a clear non-standard policy in place and the percentage of students admitted via non-standard entry route complies with the admission requirements.

Maximum Number of New Students

- 4.2.6 THEi provided the following actual admission figures since the last accreditation and the proposed maximum number of students in the coming years.

- (a) Actual numbers of yearly new students since the last accreditation

BAADT

	2017/18	2018/19	2019/20	2020/21	2021/22
Year 1	15	16	17	4	7
Year 3	34	32	33	51	25

BAFD

	2017/18	2018/19	2019/20	2020/21	2021/22
Year 1	56	41	32	21	12
Year 3	50	28	24	28	13

BAPD

	2017/18	2018/19	2019/20	2020/21	2021/22
Year 1	55	37	14	10	16
Year 3	15	6	10	15	7

- (b) Proposed maximum number of new students

	BAADT	BAFD	BAPD
FT Year 1 Entry	60	60	60
FT Year 3 Entry [#]	60	60	60
PT Year 5 Entry [#]	30	30	30

[#] Advanced standing entry for relevant sub-degree qualifications i.e. Higher Diploma and Associate Degree.

- 4.2.7 The Panel was informed that the proposed maximum number of students was endorsed by the Academic Board. In this Re-LPA exercise, THEi proposed to offer a part-time mode for Year 5 entry starting from the 2022/23 academic year to enhance the competitiveness of existing industry practitioners with HD/AD qualifications. The external members, who met with the Panel, supported introducing a part-time mode for Year 5 entry. To substantiate the market need for the three Programmes, THEi cited

statistics from the relevant sectoral manpower surveys and recent market situation. In addition, during the site visit, senior management shared its outreach strategies for recruiting students, including school visits and online promotional activities. Having considered available resources and discussing with different stakeholders, the Panel considered a market need for a part-time mode for Year 5 entry and THEi has the capacity to admit the proposed maximum number of students. However, considering the small number of students in the past years, the Panel made the following recommendation:

Recommendation (for the three Programmes)

THEi should closely monitor the ongoing need for provision of resources as student numbers grow, particularly for advanced standing entry for Year 5 part-time students.

- 4.2.8 In consideration of the above information, the Panel considered that the stipulated minimum admission requirements are clearly outlined and the proposed maximum number of new students per year is acceptable.

4.3 Programme Structure and Content

The structure and content of the learning programme must be up-to-date, coherent, balanced and integrated to facilitate progression in order to enable learners to achieve the stated learning outcomes and to meet the programme objectives.

- 4.3.1 The three Programmes comprise two main curriculum components: the General Education (GE) module and Industry/Profession - Specific (IPS) module. The *THEi's Academic Policies and Regulations for Degree Programmes* states that each Credit Point (CP) requires 3 notional learning hours per week made up of 1 contact hour of lecture, tutorial or workshop, and 2 independent learning hours. Each CP is converted to 4.2 QF credits with 42 notional hours. The ratio of contact hours to self-study hours of the majority IPS modules in the three Programmes is 1:2.
- 4.3.2 The Panel was informed that THEi has implemented new GE curriculum since the 2019/20 academic year. The IPS modules of the three Programmes are run by the Faculty of Design and Environment and are divided into three categories: the Programme Core module, the Programme Elective module and the Work -

integrated Learning (WIL) module. The three Programmes are of a four-year full-time duration for Year 1 entry. There are two options for advanced standing: a two-year full-time mode for Year 3 entry and a three-year part-time mode for Year 5 entry. THEi provided the following information to illustrate the content and structure:

- (a) Distribution of modules and credit points by type and QF Level for degree award and intermediate exit award;
- (b) Programme structure; and
- (c) Syllabi of IPS modules that list aims, module learning outcomes (MLOs), content, assessment, teaching and learning activities of individual modules.

BAADT

4.3.3 In this Re-LPA exercise, THEi proposed to introduce a revised curriculum to align with the proposed changes to programme title, POs and PLOs in the 2022/23 academic year. THEi provided the Panel with the proposed changes in programme structure highlighting the programme structure in 2017 and the proposed changes in this re-accreditation with modules that will be phased out and some newly added ones. Major changes are listed as follows:

- (a) Elements of digital advertising are increased in the curriculum. The three new core modules, *Data Analytics*, *ROI & Reporting*, *M-Commerce & Social Media Strategy*, and *Crowdsourcing & Platform Business* are newly developed. In addition, some electives, such as *Digital Transformation*, *Interdisciplinary Design Collaboration*, *Virtual Reality Game Design*, *Modern Technology in Advertising World* are newly designed.
- (b) The number of electives students required is reduced from five to three so that more core modules can be designated for digital advertising. In addition, the two core modules, *Design Thinking* and *Interactive Advertising* are removed to avoid content overlap with the reduction of six credit points.

4.3.4 The following table shows the revised programme structure to be implemented in the 2022/23 academic year:

Table 1: Distribution of BADAT modules and credit points

Module Type		Year 1 & 2 CP		Year 3 & 4 CP		No. of Modules	Total Institute CP*	
		QF-L4	QF-L5	QF-L4	QF-L5		No.	%^
General Education (GE) Modules	GE Core (English)	3	-	-	6	3	9	27.3 (27.9)
	GE Core (Chinese)	3	-	-	3	2	6	
	GE Core	9	-	-	-	3	9	
	GE Elective	-	3	-	9	4	12	
Industry/ Profession Specific (IPS) Modules^	Programme Core	30 (30)	12 (9)	-	39 (42)	23 (23)	81 (81)	72.7 (72.1)
	Programme Elective	3 (0)	3 (3)	-	9 (6)	5 (3)	15 (9)	
	Work-Integrated Learning*	Nil (3)	-	-	-	1 (1)	Nil (3)	
Total^		66 (63)		66 (66)		41 (39)	132 (129)	
Total Number of QF Credits^							554 (541)	

^ The numbers without brackets are for the existing Advertising (ADT) programme in the AY2021/22 while the numbers inside brackets “()” are for the proposed new Digital Advertising (DAT) programme.

* A module with 3 CPs carries 126 notional learning hours i.e. 12.6 QF credits. Thus, 1CP is converted to 4.2 QF credits.

Table 2: Distribution of HDDAT modules and credit points

Module Type		Year 1 & 2 CP		Year 3 CP		No. of Modules	Total Institute CP	
		QFL4	QFL5	QFL4	QFL5		No.	%^
General Education (GE) Modules	GE Core (English)	3	3	Nil*	-	3	6	24 (23.4)
	GE Core (Chinese)	3	-	-	-	1	3	
	GE Core	6	-	-	-	2	6	
	GE Elective	-	3	-	-	1	3	
Industry/ Profession Specific (IPS)	Programme Core	30 (30)	12 (9)	6 (6)	0 (6)	15 (15)	48 (51)	76 (76.6)
	Programme Elective	3 (0)	3 (3)	-	3 (3)	3 (2)	9 (6)	

Modules^	Work-Integrated Learning (WIL)	Nil (2)	-	-	-	1 (1)	Nil (2)	
Total for HD in Advertising		66		9		26	75 CPs [315 QF Credits]	
Total for HD in Digital Advertising		62		15		25	77 CPs [323 QF Credits]	

* E-Learning Package on English for Workplace Communication is non-credit bearing.

^ The numbers in brackets “()” are for new HD in Digital Advertising. The numbers without brackets are for existing HD in Advertising.

4.3.5 When the Panel asked how the revised curriculum supports the revised programme title, Bachelor of Arts (Honours) in Digital Advertising (BADAT), which has an enhanced digital focus, the programme team explained that students already incorporate digital elements in their work. In addition, the three modules and new electives with digital focus are added. However, after reviewing the revised IPS Module Syllabi in the 2022/23 academic year, the Panel found that the module syllabi of *Design Studio in Digital Era 1*, *Design Studio in Digital Era 2*, *Design Studio in Digital Era 3*, *Final Design Studio* only consist of online and offline advertising elements without a clear digital focus in line with the revised programme title and PLOs. In addition, the MLOs in the module syllabus of *Dissertation 1* and *Dissertation 2* are generic without mentioning the focus on digital advertising. To ensure that all relevant parties have the same level of understanding for integrating students' subject knowledge and skills to align with the revised programme position and title, the Panel considered that the digital focus should be integrated into the capstone modules. Therefore, the Panel stipulated the requirement as follows:

Requirement (for BAADT)

THEi is to review and revise the capstone modules, *Design Studio in Digital Era 1*, *Design Studio in Digital Era 2*, *Design Studio in Digital Era 3*, *Final Design Studio*, *Dissertation 1* and *Dissertation 2* to ensure an appropriate alignment between the revised programme title, Bachelor of Arts (Honours) in Digital Advertising, which has an enhanced digital focus, and the curriculum.

THEi is to submit the revised module syllabi of the capstone modules including *Design Studio in Digital Era 1*, *Design Studio in Digital Era 2*, *Design Studio in Digital Era 3*, *Final Design Studio*, *Dissertation 1*

and *Dissertation 2* and internal approval records to HKCAAVQ for the fulfilment of the above requirement **on or before 30 June 2023**.

BAFD

4.3.6 The Panel was provided with a summary of the proposed major changes in programme structure and contents for implementation in the 2022/23 academic year. In this Re-LPA, the programme team proposed the following major changes:

- (a) The overall credits required are reduced from 132 credit points to 129 for graduation. For the Fashion Design stream, Major Design Project will reduce from nine credit points to six. For the Fashion Management stream, *Option 2 (Fashion Retailing): Sales and Persuasive Methodology* and *Option 2 (Fashion Communication): Social Media Marketing Communication* will reduce from six credit points to three credit points each.
- (b) The Fashion Management stream will be offered in Year 3, instead of Year 2 to equip students with a fashion design foundation better. *Fashion Event Planning*, one of the core modules in this stream, will be delivered in Year 3, instead of Year 4 to enhance horizontal integration with the WIL and other specialisation modules.
- (c) The new elective module *Interdisciplinary Design Collaboration* recommended by the Faculty is added to enhance inter-disciplinary collaboration between its suite of programmes.

4.3.7 The following table shows the revised structure to be implemented in the 2022/23 academic year:

Table 3: Revised Distribution of Modules and Credit Points

Module Type		Year 1 & 2 CP		Year 3 & 4 CP		No. of Modules	Total Institute CP*	
		QFL4	QFL5	QFL4	QFL5		No.	%
General Education (GE) Modules	GE Core (English)	3	-	-	6	3	9	27.9
	GE Core (Chinese)	3	-	-	3	2	6	
	GE Core	9	-	-	-	3	9	
	GE Elective	-	3	-	9	4	12	
Industry/	Programme Core	30	12	-	12	17	54	

Profession Specific (IPS) Modules	Programme Stream Core	Fashion Design	-	-	-	27	6	27	72.1
		Fashion Management	-	-	-	27	8		
	Programme Elective		6	-	-	3	3	9	
	Work-integrated Learning		-	-	3	-	1	3	
Total:	Fashion Design		69		60		39	129	
	Fashion Management		(53.5%)		(46.5%)		41		
Total Number of OF Credits								541	

* A module with 3 cps carries 126 notional learning hours i.e. 12.6 QF credits. Thus, 1 CP is converted to 4.2 QF credits.

Table 4: Distribution of HDFD Modules and Credit Points

Module Type		Year 1 & 2 CP		Year 3 CP		No. of Modules	Total Institute CP	
		QFL4	QFL5	QFL4	QFL5		No.	%^
General Education (GE) Modules	GE Core (English)	3	3	Nil*	-	2	6	23
	GE Core (Chinese)	3	-	-	-	1	3	
	GE Core	6	-	-	-	3	6	
	GE Elective	-	3	-	-	1	3	
Industry/ Profession Specific (IPS) Modules^	Programme Core	30	12	-	-	14	42	77
	Programme Stream Core	-	-	6	-	-	6	
	Programme Elective	6	-	-	3	3	9	
	Work-Integrated Learning (WIL)	-	-	2	-	1	2	
Total	Fashion Design	66 (86%)		11 (14%)		25	77	
	Fashion Management							
Total Number of QF Credits								323

* E-Learning Package on English for Workplace Communication is non-credit bearing.

4.3.8 During the site visit, the Panel was informed that BAFD aims to nurture students' design ability. Students undertake design-related activities, such as workshops, Work-integrated Learning and participate in open competitions to acquire additional design practice. When meeting with students and graduates, the Panel was informed

that many opportunities exist in the modules for the application and development of design skills.

- 4.3.9 The Panel noted that technology elements have been added in some modules, such as *Fashion Skills and Practices*, *Surface Textile Design and Production and Portfolio*. After reviewing the revised IPS modules and discussing with different stakeholders, the Panel considered that the proposed changes, including the revised module syllabi, are appropriate. However, the Panel found that the module *Womenswear Design* aims to strengthen students' understanding of specific womenswear constructions and fashion skills in the design process while the module title is generic. The module content of *Fashion as Visual Communication* is largely about fashion illustrations while the module title refers more to fashion *per se* as a subject of visual communication. The Panel therefore made the following recommendation:

Recommendation (for BAFD)

THEi should consider reviewing the module titles of *Womenswear Design* and *Fashion as Visual Communication* to enhance the alignment with module contents.

BAPD

- 4.3.10 THEi provided the Panel with a summary of the proposed changes in programme structure that will be implemented in the 2022/23 academic year. Major changes are listed as follows:
- (a) The overall credits required are reduced from 132 credit points to 129 for graduation. One Programme Elective module will be reduced to facilitate students to focus on design project. *Contemporary and Future Contexts in Product Design* will be *phased out*, but the module content will be incorporated into *Emerging Technologies & Trend*.
 - (b) A new Programme Elective module, *Interdisciplinary Design Collaboration* will be introduced to enhance interdisciplinary collaboration between its suite of programmes.
- 4.3.11 The following table shows the revised structure to be implemented in the 2022/23 academic year:

Table 5: Distribution of BAPD Modules and Credit Points

Module Type		Year 1 & 2 CP		Year 3 & 4 CP		No. of Modules	Total Institute CP	
		QF-L4	QF-L5	QF-L4	QF-L5		No.	%
General Education (GE) Modules	GE Core (English)	3	-	-	6	3	9	27.9
	GE Core (Chinese)	3	-	-	3	2	6	
	GE Core	9	-	-	-	3	9	
	GE Elective	-	3	-	9	4	12	
Industry/ Profession Specific (IPS) Modules	Programme Core	36	6	-	39	22	81	72.1
	Programme Elective	-	6	-	3	3	9	
	Work-Integrated Learning	Nil*	-	3		1	3	
Total		66 (51.2%)		63 (48.8%)		38	129^	
Total Number of QF Credits							541^	

* The Work-Integrated Learning (WIL) module is proposed as a credit-bearing module.

^ One Institute CP is equivalent to 4.2 QF credits.

Table 6: Distribution of HDPD Modules and Credit Points

Module Type		Year 1 & 2 CP		Extra Semester of Year 3 CP		No. of Modules	Total Institute CP	
		QF-L4	QF-L5	QF-L4	QF-L5		No.	%
General Education (GE) Modules	GE Core (English)	3	3	-	-	2	6	23.4
	GE Core (Chinese)	3	-	-	-	1	3	
	GE Core	6	-	-	-	2	6	
	GE Elective	-	3	-	-	1	3	
Industry/ Profession Specific (IPS) Modules	Programme Core	36	6	6	-	15	48	76.4
	Programme Elective	-	6	-	3	3	9	
	Work-Integrated Learning	-	-	2	-	1	2	
Total		66 (85.7%)		11 (14.3%)		25	77^	
Total Number of QF Credits							323^	

* The Work-Integrated Learning (WIL) module is proposed as a credit-bearing module.

^ One Institute CP is equivalent to 4.2 QF credits.

- 4.3.12 After reviewing the revised syllabi of the respective IPS modules, the rationale for the proposed changes and discussing with different stakeholders, the Panel considered that the proposed changes of the BAPD are appropriate.
- 4.3.13 For the intermediate award of the three Programmes, the Panel noted that more than 70% of the curriculum consists of specialised content. This percentage continues to meet the minimum requirement of 60% of specialised contents for higher diploma programmes stipulated in *the Updated Revised Common Descriptors for Associate Degree and Higher Diploma Programmes under the New Academic Structure (February 2017)* promulgated by the Education Bureau of the HKSAR Government.
- 4.3.14 THEi proposed to change the module *Work-integrated Learning (WIL)* of the three Programmes from a non-credit bearing module to a 3-credit module for the degree award and 2 CPs for the HD award with graded assessment starting in the 2022/23 academic year. The Panel was informed that the substantial change for institutional level credit-bearing WIL was approved by HKCAAVQ in January 2022. When meeting with students and graduates, the Panel found that they are aware of the broad terms of WIL activities, but were not familiar with specific guidelines concerning the expectations and responsibilities of the student, the WIL host and THEi respectively. The Panel also noted a lack of distinction between the WIL as a project and/or an internship. The Panel, therefore, made the following recommendation:

Recommendation (for the three Programmes)

THEi should consider enhancing the students' understanding of the terminology concerning the WIL (project and/or internship) and ensuring that the responsibilities of all parties (students, staff, and WIL hosts) are clearly outlined and understood.

- 4.3.15 Overall, the Panel considered that the content and structure of BAFD and BAPD are coherent and balanced, and enable students to achieve the stated learning outcomes and the required standards. However, there is a need to review and revise the capstone modules of BAADT to ensure an appropriate alignment between the revised programme title and the curriculum.

4.4 Learning, Teaching and Assessment

The learning, teaching and assessment activities designed for the learning programme must be effective in delivering the programme content and assessing the attainment of the intended learning outcomes.

- 4.4.1 The medium of instruction (Moi) in the three Programmes is English. The three Programmes employ a variety of learning and teaching methods, such as lectures, seminars, tutorials, laboratories, workshops, project-based learning, visits, case studies, presentations and skill demonstrations. The specific learning, teaching and assessment methods are given in the module syllabi. The maximum class size of different activities is as follows:

	BAADT	BAFD	BAPD
Lecture	100	100	100
Tutorial	30	30	30
Workshop	30	30	30
Laboratory	30	30	30

- 4.4.2 The Panel was informed that the class size during the validity period was 15-30 students. Teaching staff who met with the Panel shared that students are teamed up in small groups of up to 30 students in workshops, tutorials and laboratories. They managed class activities through focused work with smaller groups of students, while the rest undertook separate work as appropriate to the class. However, students, who met with the Panel, expressed that a smaller class size would be more desirable to facilitate their learning. The Panel shared students' view that a smaller class size would be more desirable to facilitate effective interaction and communication between teaching staff and students as well as among students. Thus, the Panel made the following recommendation:

Recommendation (for the three Programmes)

THEi should review the maximum class size for tutorials and workshops of the three Programmes to ensure effective interaction between teaching staff and students as well as among students.

- 4.4.3 In this Re-LPA exercise, the programme teams of the three Programmes propose to utilise 30 notional learning hours with six contact hours for industry engagement related activities in the following IPS modules:

BAADT	<i>Design Management Design Studio in Digital Era 2</i>
BAFD	<i>Consumer and Brand (common core module), Collection Integration (Fashion Design Stream) and Fashion E Commerce (Fashion Management Stream)</i>
BAPD	<i>Production & Portfolio: Product Redesign Product Opportunity & Strategy</i>

- 4.4.4 The Panel noted that industry partners will be engaged to advise staff and students on latest industry needs. Critiques and assessments for these modules are combined effort from the industry partner and the teaching staff. Six contact hours will be allocated to the industry partner to introduce a project brief, deliver talk, and jointly assess (project presentation/critique) students projects with a module tutor. Students will use the remaining 24 hours for project preparation, research and self-study. After reviewing the revised syllabi of the above modules and considering the nature of vocational oriented programmes, the Panel considered that the industrial input from industry engagement partners can enhance students' learning experience.
- 4.4.5 THEi administers student questionnaires, such as Students' Feedback Questionnaire, to assess and improve teaching and learning quality. The Panel noted from the survey results that the average evaluation scores of learning and teaching activities and student learning experience scores are high. Student feedback was also collected through Staff-Student Consultative Committee (SSCC) meetings and follow-up actions were taken to improve the quality of teaching. Graduates and students who met the Panel expressed appreciation for teaching by teaching staff, who provided effective learning support.
- 4.4.6 In relation to assessment, the Panel was provided with the following information:
- (a) *THEi's Academic Policies and Regulations for Degree Programmes;*
 - (b) Award Classification of Graduates in 2018 to 2021;
 - (c) Grade Distribution in IPS modules of Graduates in 2021; and

- (d) Sample marked assessments of a number of IPS modules (at the levels of high, medium and low).

- 4.4.7 The three Programmes use a variety of methods to assess students' performance. These methods include, among others, tests, assignments, essays, presentations, projects and reports. After reviewing the Annual Programme Review and Improvement Reports (APRI) in the 2020/21 academic year, the Panel found that the pass rates of the three Programmes are high. The Panel also noted that during the validity period there were no BAADT students exited at the HD level while one BAFD and two BAPD students exited at the HD level. Starting from the 2022/23 academic year, students of the three Programme are required to complete 129 CPs to graduate while students are required to complete 77 CPs for the HD award.
- 4.4.8 The APRI Reports in the 2020/21 academic year suggest that external examiners' feedback is positive. For example, External Examiners (EEs) of BAADT found the overall performance of students meets the standard of comparable programmes in other higher education institutions. BAFD EEs considered that the assessment strategies and methods are appropriate. BAPD EEs commented that students with medium to high grades demonstrated confidence in handling the research process with reasonable arguments to configure a conclusion. EEs, who met the Panel, stated that the assessment marking is fair and that student performance across the three Programmes is comparable to that observed in other similar degree programmes. After reviewing the samples of marked students' scripts of high, medium and low performance, the Panel considered that the assessment papers of the three Programmes met the standard of QF Level 5.
- 4.4.9 Nevertheless, after reviewing some sample dissertations and projects of the three Programmes, the Panel found that students' research and writing skills can be further enhanced. The senior management and programme teams, who met the Panel, shared that additional support, such as online learning resources and additional tutorials, is provided for students who perform less well. In addition, the School of General Education and Languages (SGEL), the Centre for Learning Enhancement (CLE) has provided students with guided study of language topics. The Panel appreciated the support provided to students. Given that the three Programmes are conducted in English and research skills are required in the Programmes, the Panel made the following recommendation:

Recommendation (for the three Programmes)

THEi should further develop strategies and extent of support to strengthen students' research skills and English proficiency; and should monitor the effectiveness of such strategies.

- 4.4.10 In summary, the Panel held the view that the learning, teaching and assessment activities are appropriately designed for the delivery of the learning outcomes and programme content.

4.5 Programme Leadership and Staffing

The Operator must have adequate programme leader(s), teaching/training and support staff with the qualities, competence, qualifications and experience necessary for effective programme management, i.e. planning, development, delivery and monitoring of the programme. There must be an adequate staff development scheme and activities to ensure that staff are kept updated for the quality delivery of the programme.

Staffing

- 4.5.1 On staffing, the Panel noted that a Programme Leader and Module Conveners must be full-time teaching staff, who are fully involved in the respective individual programmes to which they are assigned. The Programme Leader is the academic leader of the programme, who is responsible for the programme's day-to-day operation, quality assurance and improvement. Module Conveners are responsible for the day-to-day operation, quality assurance and improvement of the modules. BAFD and BAADT Programmes each has an Associate Professor and BAPD has an Assistant Professor who concurrently act as the Programme Leaders.
- 4.5.2 The senior management confirmed that the minimum appointment criteria for the three Programmes are a master's degree or higher qualification in a relevant qualification. Teaching staff who do not meet the minimum appointment are appointed on an exceptional basis and approved by Dean. After reviewing the profiles of academic staff in the 2021/22 academic year, the Panel noted that all BAADT, BAPD and BAFD full-time teaching staff have at least a master's degree with relevant subject knowledge. In addition, it was noted that the majority of the IPS modules are taught by the full-time staff. The part-time teaching staff are mostly industry practitioners with appropriate academic qualifications.

- 4.5.3 The Panel noted that additional teaching staff are needed if the three Programmes achieve the proposed maximum number of students for each programme (Para. 4.2.6 (b)). Based on a full-time equivalent (FTE) staff-student ratio of 1:20, THEi provided its staffing plan for teaching IPS modules of the three Programmes as follows:

	BAADT		BAFD		BAPD	
	FT	PT	FT	PT	FT	PT
Existing number of teaching staff	5	3	7	4	4	4
2022/23	6.7		7.3		6.5	
2023/24	9.9		10.5		10.3	
2024/25	12		12.2		12.3	
2025/26	13.4		13.4		13.4	
2026/27	13.4		13.4		13.4	

* FT refers to full-time teaching staff while PT refers to part-time teaching staff.

- 4.5.4 During the site visit, THEi provided CVs of potential teaching staff showing that there is a pool of broadly qualified teaching staff to support the proposed number of students. Considering the proposed maximum number of students, the Panel advised THEi to ensure that the planned staff recruitment exercise is achieved in a timely manner to facilitate sequential delivery of the three Programmes by well-prepared qualified teaching staff.
- 4.5.5 The staffing provision is based on the average teaching load per week of 3, 6, 9 and 15 hours for staff at the ranks of Professor, Associate Professor, Assistant Professor and Lecturer respectively. The maximum project supervision load per staff member is set as follows:

BAADT	8 to 15 graduation projects
BAFD	8 to 12 dissertations
BAPD	6 to 9 final year projects

- 4.5.6 Teaching staff, who met the Panel stated that the teaching load is appropriate, but they spent considerable time to address students' learning needs and administrative work required in relation to programme delivery and student support. In addition, the teaching staff also expressed that the number of project supervisions has increased in some cases to 18 students, which is not in line with the maximum project supervision load (Para. 4.5.5). Considering the teaching load, the Panel made the recommendation as follows:

Recommendation (for the three Programmes)

THEi should closely monitor the workload of teaching staff and the ratio of students to supervisors, in order to ensure consistent support for students and appropriate supervision in relation to students' research skills in dissertations and projects.

Staff Development

- 4.5.7 In terms of staff development, the Panel was provided with the following:
- (a) Staff development focus in the coming three years;
 - (b) Staff Development Activities of FT and PT Staff Teaching IPS modules;
 - (c) Publications of FT Staff Teaching IPS Modules; and
 - (d) Research Project of FT Staff Teaching IPS Modules.
- 4.5.8 Regarding staff development, the Faculty Dean and the Programme Leader are responsible for analysing the staff development needs of faculty members and developing and implementing plans. The Panel also noted that pedagogical development activities, such as outcome-based learning and teaching and e-learning are provided with support from THEi's Learning Commons and the Centre for Learning and Teaching (CLT) of the VTC. After reviewing the staff development activities, the Panel found that both full-time and part-time teaching staff are provided with an opportunity to participate in different development activities so as to enhance their academic and professional qualifications, and to keep abreast of the latest research and industry developments.
- 4.5.9 Teaching staff who met with the Panel indicated that they were given in-house training and other staff development opportunities, such as workshops, seminars, conferences, and sharing sessions to enhance the quality of teaching and the currency of their knowledge. In addition, they are given an opportunity to conduct research and take part in research workshops to enhance research competencies further.
- 4.5.10 Based on the discussion with the representatives of THEi and a review of the information obtained, the Panel considered that THEi

has a clear staffing plan and adequate staff development activities to support the delivery of the three Programmes.

4.6 Learning, Teaching and Enabling Resources/Services

The Operator must be able to provide learning, teaching and enabling resources/services that are appropriate and sufficient for the learning, teaching and assessment activities of the learning programme, regardless of location and mode of delivery.

Financial Resources

- 4.6.1 THEi has two funding sources, including seed funding from the VTC and tuition fees for recurrent expenditure. THEi provided the income and expenditure in the 2019/20 to 2020/21 academic years showing that the three Programmes ran at a deficit. However, the estimated income and expenditure from the 2021/22 to 2025/26 academic years shows that the three Programmes will have a surplus with the proposed maximum number of students starting from the 2022/23 academic year. During the site visit, the senior management shared that there is an ongoing dialogue with VTC to provide support and cost saving measures are in place. It is the policy of THEi that deficits in operating programmes may be absorbed by other programmes within the Faculty that are already generating surpluses. Various recruitment strategies are adopted, such as online advertisements and school visits. Based on the track record of THEi, it is considered that THEi has adequate financial resources to support the three Programmes.

Physical Resources

- 4.6.2 On physical resources, lists of specialised facilities and equipment for each programme were provided and a presentation of facilities specific to the three Programmes was given. The senior management stated that current physical resources are sufficient and there are a number of additional rooms to support the proposed maximum number of students for the three Programmes. The Panel found that the listed equipment is appropriate for the programme delivery. In addition, the projected utilisation rates of the learning facilities in the 2022/23 academic year provided indicate that THEi resources are adequate for the proposed maximum number of students of the three Programmes. Students and graduates, who met the Panel, expressed that they are generally satisfied with their resources and support services. The Panel also noted from the

Student Feedback Questionnaire (SFQ) results on campus resources from the 2018/19 to 2020/21 academic years, which suggest that the score of students' satisfaction rates had increased.

- 4.6.3 In light of the above, the Panel concluded that the teaching, learning and enabling resources are appropriate and sufficient for student learning.

4.7 Programme Approval, Review and Quality Assurance

The Operator must monitor and review the development and performance of the learning programme on an on-going basis to ensure that the programme remains current and valid and that the learning outcomes, learning and teaching activities and learner assessments are effective to meet the programme objectives.

- 4.7.1 The Panel reviewed the following in regard to quality assurance in the three Programmes:

- (a) Terms of reference and extracts of records of board and committee meeting minutes;
- (b) *THEi Quality Assurance Manual*;
- (c) Annual Programme Review and Improvement Reports for Academic Year 2017/18 to AY 2020/21;
- (d) Report of the Periodic Programme Review (PPR) and THEi's response to PPR Recommendation; and
- (e) EE reports, and summaries of the actions taken/planned between AY2017/18 to AY2020/21 in response to the recommendations made by the EEs.

- 4.7.2 THEi has put in place quality assurance processes for programme review, and its QA Manual provides useful procedural guidelines to operationalise its framework. An Annual Programme Review and Improvement (APRI) Report is prepared to examine the programme's performance against the Institute's Key Performance Indicators (KPIs) for learning and teaching. The APRI Report also analyses the programme's performance in terms of strengths and areas for improvement. After reviewing the APRI Reports, the Panel found that APRI Reports consolidates all essential records and

evidence regarding the three Programmes to facilitate continuous improvements.

- 4.7.3 There are different channels to collect feedback from students and graduates on programme quality. For example, the students' views on individual modules and learning experience are assessed through student questionnaires, such as a Student Feedback Questionnaire (SFQ) and discussed in Staff-Student Consultative Committee (SSCC) meetings. Students and graduates who met the Panel expressed that the programme teams have taken actions to respond to their feedback.
- 4.7.4 After reviewing the EEs' reports provided, the Panel noted that follow-up actions were taken to address their comments. EEs who met the Panel expressed that they were given adequate support from the respective programme teams, and their comments and recommendations were properly addressed. In addition, THEi's responses addressing external members' concerns were clearly documented. External members, such as Panel Chairmen of Periodic Programme Review (PPR), employers and WIL Employer who met the Panel expressed that they are given sufficient opportunity to provide their feedback to improve the three Programmes and THEi is responsive to their feedback.
- 4.7.5 THEi also provided the Panel with evidence of changes and modifications made to the three Programmes for the purpose of continuous improvement including the minutes of relevant committees showing that proposed changes had been approved by relevant Institute Council and Periodic Programme Review Panel.
- 4.7.6 After reviewing the relevant records and discussing with different stakeholders, the Panel concluded that THEi has in place appropriate mechanisms to monitor and review the performance of the three Programmes on an ongoing basis.

5. IMPORTANT INFORMATION REGARDING THIS ACCREDITATION REPORT

5.1 Variation and withdrawal of this Accreditation Report

- 5.1.1 This Accreditation Report is issued pursuant to section 5 of the AAVQO, and contains HKCAAVQ's substantive determination regarding the accreditation, including the validity period as well as

any conditions and restrictions subject to which the determination is to have effect.

- 5.1.2 HKCAAVQ may subsequently decide to vary or withdraw this Accreditation Report if it is satisfied that any of the grounds set out in section 5 (2) of the AAVQO apply. This includes where HKCAAVQ is satisfied that the Operator is no longer competent to achieve the relevant objectives and/or the Programme no longer meets the standard to achieve the relevant objectives as claimed by the Operator (whether by reference to the Operator's failure to fulfil any conditions and/or comply with any restrictions stipulated in this Accreditation Report or otherwise) or where at any time during the validity period there has/have been substantial change(s) introduced by the Operator after HKCAAVQ has issued the accreditation report(s) to the Operator and which has/have not been approved by HKCAAVQ. Please refer to the '*Guidance Notes on Substantial Change to Accreditation Status*' in seeking approval for proposed changes. These Guidance Notes can be downloaded from the HKCAAVQ website.
- 5.1.3 If HKCAAVQ decides to vary or withdraw this Accreditation Report, it will give the Operator notice of such variation or withdrawal pursuant to section 5(4) of the AAVQO.
- 5.1.4 The accreditation status of Operator and/or Programme will lapse immediately upon the expiry of the validity period or upon the issuance of a notice of withdrawal of this Accreditation Report.

5.2 Appeals

- 5.2.1 If the Operator is aggrieved by the determination made in this Accreditation Report, then pursuant to Part 3 of the AAVQO the Operator has a right of appeal to the Appeal Board. Any appeal must be lodged within 30 days of the receipt of this Accreditation Report.
- 5.2.2 If the Operator is aggrieved by a decision to vary or withdraw this Accreditation Report, then pursuant to Part 3 of the AAVQO the Operator has a right of appeal to the Appeal Board. Any appeal must be lodged within 30 days of the receipt of the Notice of Withdrawal.
- 5.2.3 The Operator should be aware that a notice of variation or withdrawal of this Accreditation Report is not itself an accreditation report and the right to appeal against HKCAAVQ's substantive determination regarding accreditation arises only from this Accreditation Report.

5.2.4 Please refer to Cap. 592A (<http://www.legislation.gov.hk>) for the appeal rules. Details of the appeal procedure are contained in section 13 of the AAVQO and can be accessed from the QF website at <http://www.hkqf.gov.hk>.

5.3 **Qualifications Register**

5.3.1 Qualifications accredited by HKCAAVQ are eligible for entry into the Qualifications Register ("QR") at <http://www.hkqr.gov.hk> for recognition under the QF. The Operator should apply separately to have their quality-assured qualifications entered into the QR.

5.3.2 Only learners who commence the study of the named accredited learning programme during the validity period and who have graduated with the named qualification listed in the QR will be considered to have acquired a qualification recognised under the QF.

72/22/03, 72/23/03, 72/26/03

JoH/SF/CC

18 May 2022

**Technological and Higher Education Institute of Hong Kong,
Vocational Training Council**

- Learning Programme Re-accreditation for**
(i) Bachelor of Arts (Honours) in Advertising
(ii) Bachelor of Arts (Honours) in Product Design
(iii) Bachelor of Arts (Honours) in Fashion Design

8 - 11 March 2022

Panel Membership

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* The Panel Secretary is also a member of the Accreditation Panel.

Appendix 2

Graduate Profile of Bachelor of Arts (Honours) in Digital Advertising

Qualification Title	Bachelor of Arts (Honours) in Digital Advertising (數碼廣告 (榮譽) 文學士)	
Qualification Type	Bachelor Degree	
QF Level	5	
Primary Area of Study and Training	Arts, Design and Performing Arts	
Sub-area (Primary Area of Study and Training)	Design and Other Creative Industries	
Other Area of Study and Training	N/A	
Sub-area (Other Area of Study and Training)	N/A	
Programme Objectives	PO1	Equip students with fundamental advertising and digital advertising theories and principles from an international and intercultural perspective;
	PO2	Nurture students' creativity and aesthetic thinking with a strong emphasis on incorporating new media and technologies in advertising;
	PO3	Enable students' awareness of the latest developments in the advertising and design industry;
	PO4	Provide students with the essential academic knowledge, professional competence, and research and transferable skills for further study and career aspirations; and
	PO5	Equip students with entrepreneurial vision in contributing to innovation and business
Programme Intended Learning Outcomes	PLO1	Identify opportunities in advertising with a critical view of digital advertising trends, medium, technological and cultural aspects of a niche in the market;

	PLO2 Formulate solutions by integrating and applying advertising and digital advertising concepts, technical and creative skills for promoting a service or a product or a brand, with appropriate consideration on target audience, budget constraints and media to be deployed; PLO3 Evaluate and apply appropriate online tools to generate and manage micro media solutions across multiple online platforms with an understanding of the limitations; PLO4 Articulate reasoned arguments through review, research, reflection and evaluation of integrated communication strategies formulated; PLO5 Create engaging conversation for advertising and promotions through effective communication strategy to engage target audience; PLO6 Produce an advertising project with innovative ideas in collaboration with team members; PLO7 Reflect on the need for continuous advancement in advertising and plan for life-long learning.
Education Pathways	Graduates of the Programme will have the opportunities to pursue taught or research postgraduate programmes in design, technology and communication fields. Areas of postgraduate study include design strategies, design management, marketing, business, interactions, multimedia and entertainment technology, etc. offered by local and overseas universities.
Employment Pathways	Upon completion of the Programme, graduates are equipped with professional knowledge of advertising and marketing acumen. Graduates shall be qualified to take up key roles in the advertising industry, inter alia, in copywriting, marketing, digital marketing, advertising planning, branding design, interactive and online advertising, transmedia and graphic communication design. Having accumulated sufficient work experiences, graduates would be promoted to different senior positions, for instance, creative directors, brand consultants and designers, etc.
Minimum Admission Requirements	See Para. 4.2.1 of the Accreditation Report.
Operator	Technological and Higher Education Institute of Hong Kong, Vocational Training Council 職業訓練局 - 香港高等教育科技學院

Appendix 3

Graduate Profile of Bachelor of Arts (Honours) in Fashion Design

Qualification Title	Bachelor of Arts (Honours) in Fashion Design 時裝設計(榮譽)文學士
Qualification Type	Bachelor Degree
QF Level	5
Primary Area of Study and Training	Arts, Design and Performing Arts
Sub-area (Primary Area of Study and Training)	Design and Other Creative Industries
Other Area of Study and Training	Business and Management
Sub-area (Other Area of Study and Training)	General Business Management
Programme Objectives	PO1 Extend fashion skills of students of the Fashion Design Stream by offering options in the areas of Accessories Design, Knitwear Design or Specialised Fashion Design so as to gain a competitive edge in the fashion arena through having diversified fashion design talents; PO2 Develop management skills of students of the Fashion Management Stream with a good understanding in the areas of fashion sourcing and selling, branding, marketing, retailing and event planning, so as to engage confidently and professionally with the fashion industry; PO3 Nurture students' theoretical and practical skills to keep abreast of the fashion design trend, consumer culture, current technologies, visual merchandising and fashion management related issues to meet the demand and challenges of the fashion industry; PO4 Develop students' ability to explore creative ideas that are informed by technical and management knowledge, to practically integrate theoretical learning and to produce insights into the global fashion industry;

	PO5 Incorporate responsible approaches to fashion design practices and business ethics by incorporating, when appropriate, these issues in projects; PO6 Provide professional challenges and work-related experience, which develops abilities of critical thinking and judgment, in preparation for fashion design careers and employment; and PO7 Equip students with the necessary research and transferable skills to continue professional and personal development or further studies.
Programme Intended Learning Outcomes	PLO1 Demonstrate an informed understanding of the subject of fashion design, and in the skilful realisation of design concepts, artifacts and products, presented to reflect professional practices; PLO2 Carry out research and evaluate opportunities and constraints for the contemporary fashion design market, with reference to social, cultural, ethical, economic and technological developments in the regional and global fashion industries; PLO3 Integrate knowledge of the fashion trends, current technologies, consumer culture, industry structures and practices to formulate and apply innovative business strategies for fashion marketing and management; PLO4 Manipulate the creativity, materials, processes and techniques required to design and manufacture fashion products for individual design briefs and industrial collaborations; PLO5 Integrate effectively the skills and knowledge developed through work experiences and the general and specialised design and management modules, to demonstrate diversified fashion design and management solutions; PLO6 Address professional challenges that arise during the design process and business planning, through considered and practical application of theoretical knowledge and understanding of fashion; PLO7 Analyse and reformat knowledge gained and apply it to a range of creative, intellectual practices; PLO8 Evaluate own contributions, responsibilities, progress and solutions to perform and communicate effectively, both independently and in teams; and PLO9 Reflect on objective and subjective needs to plan and manage independent and lifelong learning.

Education Pathways	Graduates of the Programme will have the opportunities to pursue taught master or research postgraduate programmes in design, technology, marketing and management fields. Areas of postgraduate study included fashion design, textile designs, fashion management, fashion marketing, culture, criticism and curation, etc. offered by many local and overseas universities.
Employment Pathways	Upon completion of the programme, graduates shall be qualified go into many different areas of the fashion business and take up key roles such as fashion designers, knitwear designers, fashion accessory designers, fashion merchandisers, product developers, fashion buyers, fashion retailing executives and fashion event planners etc.
Minimum Admission Requirements	See Para. 4.2.1 of the Accreditation Report.
Operator	Technological and Higher Education Institute of Hong Kong, Vocational Training Council 職業訓練局 - 香港高等教育科技學院

Appendix 4

Graduate Profile of Bachelor of Arts (Honours) in Product Design

Qualification Title	Bachelor of Arts (Honours) in Product Design 產品設計(榮譽)文學士
Qualification Type	Bachelor Degree
QF Level	5
Primary Area of Study and Training	Arts, Design and Performing Arts
Sub-area (Primary Area of Study and Training)	Design and Other Creative Industries
Other Area of Study and Training	N/A
Sub-area (Other Area of Study and Training)	N/A
Programme Objectives	PO 1 Equip students with the ability to identify problems, access information, formulate alternatives, evaluate results and make critical judgments in designing and developing new products; PO 2 Provide graduates with the ability to integrate vital research, communication, and practical and analytical skills with knowledge and creativity in producing innovative solutions in product design or related industries; PO 3 Equip students with confidence in presenting and communicating information, ideas, problems and solutions to both specialist and non-specialists audiences with appropriate use of new and emerging technologies; PO 4 Build up students' awareness of historical and contemporary cultural, social, commercial, economic, technological and design issues relevant to the practice and study of product design; and;

	PO 5 Equip students with all-round knowledge and skills, including team-playing, accountability and self-management, for taking leading roles in new product design and development and advanced learning.
Programme Intended Learning Outcomes	PLO1 Solve product design problems from ideas to material outcomes in a creative and critical manner that will meet relevant criteria, such as usability, ecology, marketability, technological feasibility and professional constraints; PLO2 Formulate design strategy and create product design solutions in a range of aesthetic themes, styles and media appropriate to specific audiences and purposes; PLO3 Demonstrate a critical understanding of contemporary product design issues for identifying design opportunities in both local and global contexts through research and creative application of knowledge; PLO4 Demonstrate a proficient level of knowledge and skills in product design through professional portfolios, and present own works using a range of methods; PLO5 Communicate and interact effectively about complex design issues with others in collaborations and negotiations for producing successful outcomes; PLO6 Initiate and manage projects and perform evaluation and management functions effectively as team members or leaders in professional product design and development teams; and PLO7 Reflect on objective and subjective needs to plan for professional development and further studies.
Education Pathways	Graduates of the Programme will have the opportunities to pursue further taught or research postgraduate programmes in product design, industrial design and design management, etc. offered by many local and overseas universities.
Employment Pathways	Employment opportunities include Product Designers, Product Stylists, and Industrial Designers in the sectors of Consumer Electronics, Clock and Watch, Eyewear, Housewares, Furniture, Gifts and Premium, and Jewellery, etc.
Minimum Admission Requirements	See Para. 4.2.1 of the Accreditation Report.
Operator	Technological and Higher Education Institute of Hong Kong, Vocational Training Council 職業訓練局 - 香港高等教育科技學院

