



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

ACCREDITATION REPORT

**SCHOOL FOR HIGHER AND PROFESSIONAL
EDUCATION, VOCATIONAL TRAINING COUNCIL**

AND

NOTTINGHAM TRENT UNIVERSITY

LEARNING PROGRAMME RE-ACCREDITATION

BA (HONS) FASHION DESIGN

BA (HONS) INTERNATIONAL FASHION BUSINESS

FEBRUARY 2023

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HKCAAVQ Panel Membership

1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA812), 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 (Cap. 592), was commissioned by the School for Higher and Professional Education, Vocational Training Council and Nottingham Trent University (jointly as (the Operator) to conduct a learning programme re-accreditation exercise with the following Terms of Reference:

- (a) To conduct an accreditation test as provided for in the AAVQO to determine whether the programmes below that are operated by the Operator meet the stated objectives and HKQF standards and can continue to be offered as accredited programmes; and

BA (Hons) Fashion Design
Non-local Courses Registry Registration No: 251504

BA (Hons) International Fashion Business
Non-local Courses Registry Registration No: 251505

- (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 the BA (Hons) Fashion Design (BAFD) and the BA (Hons) International Fashion Business (BAIFB) programmes meet the stated objectives and HKQF standard at Level 5 and can continue to be offered as an accredited programme with a validity period of four 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.

2.3 The determinations on the Programmes are specified as follows:

Name of Local Operator	School for Higher and Professional Education, Vocational Training Council 職業訓練局 才晉高等教育學院	
Name of Non-local Operator	Nottingham Trent University	
Name of Award Granting Body	Nottingham Trent University	
Title of Learning Programme	BA (Hons) Fashion Design	BA (Hons) International Fashion Business
Title of Qualification(s) [Exit Award(s)]	BA (Hons) Fashion Design	BA (Hons) International Fashion Business
Primary Area of Study and Training	Arts, Design and Performing Arts	Arts, Design and Performing Arts
Sub-area (Primary Area of Study and Training)	Design and Other Creative Industries	Design and Other Creative Industries
Other Area of Study and Training	Not applicable	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable	Not applicable
HKQF Level	Level 5	
HKQF Credits	120	
Mode(s) of Delivery and Programme Length	Full-time, 1 year	
Start Date of Validity Period	1 September 2023	
End Date of Validity Period	31 August 2027	
Number of Enrolment(s)	One enrolment per year	
Maximum Number of New Students	35 per year	40 per year
Address of Teaching / Training Venue(s)	1. Hong Kong Institute of Vocational Education (IVE) (Chai Wan) 30 Shing Tai Road, Chai Wan, Hong Kong 2. IVE (Haking Wong) 702 Lai Chi Kok Road, Cheung Sha Wan, Kowloon 3. IVE (Tsing Yi) 20 Tsing Yi Road, Tsing Yi Island, New Territories 4. IVE (Morrison Hill) 6 Oi Kwan Road, Wan Chai, Hong Kong	

	5. IVE (Tuen Mun) 18 Tsing Wun Road, Tuen Mun, New Territories 6. IVE (Sha Tin) 21 Yuen Wo Road, Sha Tin, New Territories 7. IVE (Kwai Chung) 20 Hing Shing Road, Kwai Chung, New Territories 8. IVE (Kwun Tong) 25 Hiu Ming Street, Kwun Tong, Kowloon 9. Hong Kong Design Institute (HKDI) and IVE (Lee Wai Lee) 3 King Ling Road, Tseung Kwan O, New Territories
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2.4 Recommendations

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

- 2.4.1 The Operator should take a more prominent emphasis on the “academic” elements through research-informed learning, by which the theoretical underpinning of issues such as sustainability, technology and identity can be instilled into the curriculum to enable students to become forerunners in their discipline. (para. 4.3.7)
- 2.4.2 The Operator should explore the provision of curriculum enhancement sessions for more business studies and entrepreneurial skills to help students expand their career opportunities. (para. 4.4.6)

2.5 Advice

HKCAAVQ also offers the following advice for continuous improvement of the Programmes.

- 2.5.1 The Operator is advised to explore ways such as collaborating with local mills, for coverage of the knowledge of textile or fabric as non-curriculum activities for continuous improvement of the Programmes. (para. 4.3.6)
- 2.6 HKCAAVQ will subsequently satisfy itself on whether the Operator remains competent to achieve the relevant objectives and the 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 the fulfilment of any condition and compliance with any restriction stipulated in this Accreditation Report.

3. INTRODUCTION

- 3.1 The School for Higher and Professional Education (SHAPE) is a member institution of Vocational Training Council (VTC), incorporated in 2006 as a limited company under Cap 32. Since 1999, VTC has been offering top-up degree programmes in collaboration with overseas universities well before the establishment of SHAPE in 2003.
- 3.2 The Nottingham Trent University (NTU), formerly as the Trent Polytechnic, was given degree awarding status under the United Kingdom Further and Higher Education Act (1992). NTU is granted the authority to approve programmes conducted at an external institution.
- 3.3 NTU has entered into a collaborative agreement with SHAPE to offer the BAFD and BAIFB since 2006. The two Programmes were accredited by HKCAAVQ with a validity period of four years from 1 September 2011 to 31 August 2015, and re-accredited with a validity period of four years from 1 September 2015 to 31 August 2019 and then from 1 September 2019 to 31 August 2023 at HKQF Level 5. HKCAAVQ has been commissioned by the Operator to conduct a Learning Programme Re-accreditation (Re-LPA) exercise for the two Programmes.
- 3.4 HKCAAVQ formed an expert Panel for this exercise (Panel Membership in Appendix 1). In view of the Coronavirus Disease (COVID-19) outbreak, the site visit was conducted in a hybrid mode via video conference and face-to-face meetings at the campus of Hong Kong Design Institute (HKDI) from 30 November to 2 December 2022. *HKCAAVQ's Manual for the Four-stage Quality Assurance Process under the Hong Kong Qualifications Framework (Version 1.2, November 2020)* was the guiding document for the Operator and the Panel in conducting this exercise.

- 3.5 In consideration of the Operator's track record established from previous accreditation exercises and in accordance with HKCAAVQ's Differentiation Approach, information on the following aspects of the BAFD and BAIFB programmes was not required:

Domain of Competence	Information Not Required
Learning, Teaching and Enabling Resources/Services	Information on institute-wide student support services, financial and physical resources is not required. But the specific student support services, financial and physical resources, if any, for the programmes is required.

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.

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 The BAFD and BAIFB programmes are hosted by the Fashion, Textiles and Knitwear Design (FTKD) Department and Fashion Management, Marketing and Communication (FMMC) Department, Nottingham School of Art and Design, NTU respectively. The two programmes are jointly delivered by SHAPE and NTU in Hong Kong and mirror the programme objectives, learning outcomes and curriculum of the corresponding home programmes currently delivered in the UK.

For BAFD

- 4.1.2 The Panel noted that the Operator proposed a set of revised Programme Objectives (POs) and revised Programme Learning Outcomes (PLOs) of the BAFD programme, which are the same as those of the home programme in the UK, and the Panel considered the revision appropriate. Starting from AY2023/24, the revised sets

of POs, PLOs and modules of the BAFD will be implemented at SHAPE.

Revised POs of the BAFD from AY2023/24 and onwards will be:

The BAFD programme aims to foster:

- PO1 The acquisition of knowledge, understanding, technical and design skills required to operate professionally and creatively in the global fashion design industry and related creative industries.
- PO2 A positive learning environment that nurtures creative thinking and directional approaches to contemporary design to enable you to research/analyse/initiate projects and communicate ideas to a range of audiences.
- PO3 The ability to contextualise fashion design within international, sustainable, social, economic and contextual (contemporary / historical / theoretical) frameworks to inform independent judgements and actions.
- PO4 The development of necessary transferable skills to undertake problem solving, independent learning and decision-making to continue lifelong learning and professional development, including progression to post-graduate study.

Revised PLOs of the BAFD from AY2023/24 and onwards will be:

By the end of the BAFD programme, students should be able to:

- PLO1 Negotiate self-initiated activity in response to set briefs and personalised study choices.
- PLO2 Evidence analysis of research methodologies from a variety of sources to formulate concepts, for practical and written outcomes.
- PLO3 Critically analyse and evaluate historical, contemporary, cultural and theoretical influences in relation to your own practice.
- PLO4 Evaluate design responsibility attitudes and apply personal values in your practice, including social and ethical ideals.
- PLO5 Reflect upon global, cultural and economic perspectives, relevant to the end consumer, to inform your work.

- PLO6 Employ innovative 2D and 3D practical responses to a range of materials, construction methods, techniques and technologies.
- PLO7 Explore and apply current and emerging technologies to define a personal design identity.
- PLO8 Evidence your ability to work collaboratively or as a team, encouraging new ways of generating ideas and creative problem-solving.
- PLO9 Demonstrate a professional and flexible approach to learning and self-management by identifying strengths and needs and reflecting on personal development when managing workloads and/or meeting deadlines.

For BAIFB

4.1.3 The Programme Objectives (POs) and Programme Learning Outcomes (PLOs) of the BAIFB programme approved in the last re-LPA were adopted in SHAPE in AY2019/20 and AY2020/21. In June 2020, the BAIFB home programme in UK was re-approved through the Periodic Course Review mechanism by NTU Development and Approval Group with the revised sets of POs, PLOs and modules for implementation in the UK starting from AY2020/21. The revised set of POs, PLOs and modules were introduced at SHAPE in AY2021/22. Further refinements were launched in the UK after implementing and reviewing the revised POs, PLOs and modules in AY2021/22 and had been taken effect at SHAPE in AY2022/23.

POs of the BAIFB:

- PO The BAIFB programme (1-year top-up) aims to develop confident, versatile and professional graduates who can successfully apply a combination of creative, analytical and business skills and knowledge to a wider variety of roles within the international fashion industry.

PLOs of the BAIFB:

- PLO1 Identify, apply and evaluate a range of research methods, using appropriate academic and business models and approaches of international fashion business to analyse findings.
- PLO2 Evaluate a range of factors within the wider macro and micro environment critically assessing their impact upon international fashion organisations and brands.

- PLO3 Demonstrate creativity and business acumen / commerciality in the application and synthesis of subject knowledge.
- PLO4 Apply practical and theoretical subject knowledge to produce a range of valid solutions to fashion business problems and opportunities.
- PLO5 Evaluate and apply appropriate sustainable and/or ethical processes and practices in work reflective of international fashion business practice.
- PLO6 Communicate ideas effectively using appropriate written, visual and verbal formats for an international audience.
- PLO7 Present the outcomes of work using appropriate visual language and digital technologies.
- PLO8 Critically reflect on one's own work to support his/her academic and professional development.

For BAFD and BAIFB

- 4.1.4 The Operator provided the Panel with the following information of each of the two Programmes to show how the current and refined BAFD and BAIFB programmes can meet the HKQF standard at Level 5:
 - (a) Current and revised Programme Specifications;
 - (b) Summary of Employment Survey for Graduates;
 - (c) Mapping of PLOs to POs;
 - (d) Mappings of Modules to PLOs and Generic Level Descriptors (GLDs) at HKQF Level 5; and
 - (e) External Examiners (EE)'s Report AY2019/20 to AY2021/22.
- 4.1.5 Having reviewed the above information and met with representatives of the Operator, the Panel had the following observations and comments:
 - (a) The PLOs of the BAFD and BAIFB programmes had been reviewed and refined to ensure the programme currency in meeting the changing needs in fashion design and international fashion business respectively;
 - (b) The PLOs of the two Programmes are appropriately pitched at HKQF Level 5 and aim at equipping students with the necessary skills and knowledge in respective disciplines;

- (c) The modules of the two Programmes were appropriately updated to meet the refined PLOs;
- (d) The graduates of the two Programmes who met with the Panel in the site visit expressed that the Programmes supported their achievement of the PLOs and were useful in equipping them to take up employment in the relevant fields;
- (e) The employers who met with the Panel indicated that the graduates were equipped with the necessary knowledge and skills required in their respective fields. They also agreed that the POs and PLOs were appropriately refined to meet the changing needs of fashion design and the international fashion business;
- (f) Creativity and innovation are key SHAPE graduate attributes praised by the industry, facilitated by the currency of the Programmes and teaching staff with experience from the industry; and
- (g) Communication between SHAPE and NTU is strong, which had been clearly articulated from NTU, such as how and why the development and the update of the Programmes had been a necessity due to currency and forward planning.

4.1.6 At the commencement of an academic year, NTU provides an induction session (in online mode in recent years due to COVID-19 pandemic) for students where information on the Programmes (such as the programme objectives, learning outcomes, curriculum, and assessment submission practices) and academic regulations are communicated to the students. The induction also discusses academic study skills and introduces the NTU's online learning and library resources, and the Assessment Regulations and Policies of NTU.

4.1.7 After considering the above information, the Panel considered that the Programmes have been appropriately pitched at HKQF Level 5 and the refined POs and PLOs are able to address the changing demands of the fashion design and international fashion business.

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 The Panel noted the following information on admission:

(a) The minimum admission requirements of the BAFD and BAIFB Programmes:

Target students	Graduates from relevant VTC Higher Diplomas (HDs) who are already equipped with a good foundation of fashion theories and practical technical skills
Minimum Admission Requirements	1. A VTC HD in relevant subject areas recognised by NTU. For BAFD: • HD in Fashion Design (General) • HD in Fashion Design (Knitwear Design) • HD in Fashion Design (Accessories Design) • HD in Fashion Design (Greater Bay Area Practice) ^{Note 1} For BAIFB: • HD in Fashion Branding and Buying (Branding and Communication) • HD in Fashion Branding and Buying (Buying and Retail Management) • HD in Fashion Branding and Buying (Product Development and Sourcing) • HD in Fashion Branding and Buying (Visual Merchandising) • HD in Fashion Design (General) • HD in Fashion Design (Knitwear Design) • HD in Fashion Design (Accessories Design) • HD in Fashion Design (Greater Bay Area Practice) ^{Note 1} • HD in Fashion Media Design • HD in Fashion Image Design (Styling and Photography) ^{Note 2} • HD in Fashion Image Design (Hair and Make-up Styling) ^{Note 2} 2. All applicants are required to submit a written personal statement (300-400 words for BAFD and around 1000 words for BAIFB) which outlines their reasons for undertaking the programme; and also to obtain satisfactory results in the selection interview. 3. <u>English Language Entry Requirement</u> A minimum of IELTS 6.5 or TOEFL 550 or CBTOEFL 213. Applicants holding a VTC HD and non VTC students who have successfully completed a Higher Diploma or Associate Degree taught and assessed in English from a recognised institution in Hong Kong or equivalent are not required to have a separate English language qualification.
Non-Feeder Programmes / Special Alternative Admission Requirements and Arrangements	Mature applicants (of age above 21) or applicants with alternative qualifications will be considered according to their prior professional experience spanning a period of no less than three years, with accompanying qualifications, if any. These applicants must achieve a satisfactory result at the selection interview.

Note 1: HD in Fashion Design (Greater Bay Area Practice) is a new feeder programme for articulation to the BAFD and BAIFB programmes starting AY 2024/25. This programme is offered by VTC (HKDI and IVE) in collaboration with the Shenzhen Polytechnic.

Note 2: HD in Fashion Image Design, with two streams, are new feeders for articulation to the BAIFB programme starting AY 2021/22

- (b) Based on the result of the employment survey, application numbers and yearly student intakes from AY2019/20 to 2022/23, the Panel considered that the following maximum number capped for the new full-time students per year for each programme are considered appropriate.

Programme	2023/24	2024/25	2025/26	2026/27
BAFD	35	35	35	35
BAIFB	40	40	40	40

4.2.2 In line with HKCAAVQ's policy on the yearly quota of non-standard admission for its accredited programmes, the maximum number of non-standard admission (including mature students) for degree programmes should be capped, on a programme basis, at a maximum of 5% of the actual number of new students of the year. The cap is applied in line with the general expectation on self-financed degree-awarding institutions in safeguarding teaching and learning quality and thereby upholding the credibility and recognition of the qualifications.

4.2.3 Based on the above information and information in the accreditation documents including the retention rate and graduation rate, the Panel considered that appropriate admission requirements and selection processes as managed by the Operator have been in place to ensure students have the requisite knowledge and skills to undertake the BAFD and BAIFM programmes.

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 BAFD and BAIFB are top-up degree programmes at SHAPE and mirror the final year of the respective home programmes in the UK. The BAFD and BAIFB programmes each carries 120 HKQF Credits and contains 1,200 notional learning hours (NLH)s. Both Programmes are offered in full-time (FT) mode at SHAPE.

4.3.2 There were no changes made to the BAFD curriculum at SHAPE since the last re-LPA, i.e. from AY 2019/20 to 2022/23. The Panel observed that the Operator proposed a revised curriculum from

AY2023/24 and onwards, and considered it appropriate. The revised curriculum of the BAFD programme are:

Revised Curriculum from AY2023/24	
Module Title	QF Credits
Resolutions: Culture and Context	40
Resolutions: Practice and Context for Fashion Design	80
Total	120

- 4.3.3 There were approved changes in the programme content and structure of the BAIFB programme at SHAPE in AY2021/22 after the last re-LPA in 2018, following the respective changes of the home programme in the UK. The current curriculum of the BAIFB programme are:

Curriculum since AY2021/22	
Module Title	QF Credits
Fashion Industry Trends & Innovation	20
The Contemporary Global Fashion Market	40
Innovation in Fashion Business	40
Professional Practice & Portfolio	20
Total	120

- 4.3.4 The Operator provided the Panel with the following information of each of the two Programmes to show how the programme structure and curriculum of the BAFD and BAIFB programmes can meet the HKQF standard at Level 5:

- (a) Revised BAFD Module Specifications;
- (b) BAIFB Module Specifications;
- (c) Mapping of Modules to PLOs;
- (d) Mappings of Modules to GLDs at HKQF Level 5;
- (e) Sample marked assessment scripts for each of the modules;
- (f) Sample learning, teaching and assessment materials for the two new modules of the revised curriculum of BAFD:
 - Resolutions: Cultural and Context; and
 - Resolutions: Practice and Context for Fashion Design;
- (g) Module Evaluation Questionnaire (MEQ) results from AY2019/20 to AY2021/22;
- (h) Minutes of Programme Committee Meetings for AY2021/22; and
- (i) External Examiner's Report AY2019/20 to AY2021/22

4.3.5 Having reviewed the above information and met with representatives of the Operator, the Panel had the following observations:

- (a) The programme structures of the BAFD and BAIFB programmes provides students with a core understanding of the fashion design and international fashion business;
- (b) The programme content of the two Programmes (current and revised) have been appropriately refined to align with the Module Learning Outcomes (MLOs) and to facilitate the achievement of PLOs (current and revised);
- (c) The programme structure and content have adhered to the recommendations made by the previous re-LPA by embedding technology in the POs and PLOs as well as investing in necessary new technologies;
- (d) The relationships between SHAPE and NTU are demonstrated, and they have close links with the industry.

4.3.6 The Panel observed that knowledge of textiles or fabric knowledge is presumed before enrolment in the Programmes but learnt from the external stakeholders during the site visit that this was indeed an improvement area which helped students gain in-dept understanding of different parts of the fashion chain. This view was supported by both students and graduates in the site visit. The Panel, therefore, **advised** the Operator to explore ways such as collaborating with local mills, for coverage of the knowledge of textile or fabric as non-curriculum activities for continuous improvement of the Programmes.

4.3.7 The industry prominence, engagement and participation in the Programmes are to be commended, however, to value the “step-up” into degree level learning, the academic asset is vital, e.g. sustainability, design-business collaboration, etc. In this connection, the Panel **recommended** that the Operator should take a more prominent emphasis on the “academic” elements through research-informed learning, by which the theoretical underpinning of issues such as sustainability, technology and identity can be instilled into the curriculum to enable students to become forerunners in their discipline.

4.3.8 Notwithstanding the advice and recommendation made above, the Panel concluded that the programme structure and content of the two programmes have been effective in enabling students to achieve the learning outcomes and meet the programme objectives.

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 Operator provided the Panel with the following information for each of the Programmes to demonstrate that the quality and effectiveness of learning, teaching and assessment are maintained and improved:

- (a) Revised BAFD Module Specifications for AY2023/24 and onwards;
- (b) BAIFB Module Specifications for AY2022/23 and onwards;
- (c) Module Evaluation Questionnaire (MEQ) results for AY2019/20 to AY2021/22 of BAFD and BAIFB;
- (d) Sample marked scripts for each of the modules of BAFD and BAIFB programmes;
- (e) Sample learning, teaching and assessment materials for the two new modules of the revised curriculum of BAFD:
 - Resolutions: Cultural and Context; and
 - Resolutions: Practice and Context for Fashion Design;
- (f) Common Assessment Regulations for Bachelor's and Integrated Master's Degrees, Results and classification (Section 16A, Part E, Quality Handbook, NTU)
- (g) Distribution of Grades in Modules for AY2019/20 to AY2021/22 of BAFD and BAIFB;
- (h) Distribution of award classifications for Cohorts 2019 to 2021 of BAFD and BAIFB;
- (i) Minutes of Programme Committee Meetings for AY2021/22; and
- (j) External Examiner's Report AY2019/20 to AY2021/22.

4.4.2 The teaching and learning activities of the two Programmes include lectures, tutorials, studio workshops (for BAFD only) and independent study. The medium of instruction is English. The maximum class size for the Programmes, based on the size of student cohorts, the capacity of teaching venues, and learning and teaching methods are summarised in the following tables:

Teaching/Learning Activity	Maximum Class Size	
	BAFD	BAIFB
(a) Lecture	35	40
(b) Tutorial	8-9 (for Fashion Design component)	13-14
(c) Workshop	17-18 (for Fashionmap component)	N/A

For BAFD

AY	Module title	QF credits	NLH	Lecture (hours)	Tutorial (hours)	Workshop (hours)	Non-contact (hours)
2023/24 and onwards	Resolutions: Culture and Context	40	400	10	70	0	320
	Resolutions: Practice and Context for Fashion Design	80	800	20	120	20	640
	Total	120	1,200	30	190	20	960
				Total 240			

For BAIFB

AY	Module title	QF credits	NLH	Lecture (hours)	Tutorial (hours)	Non-contact (hours)
2021/22 and onwards	Fashion Industry Trends & Innovation	20	200	34	20	146
	The Contemporary Global Fashion Market	40	400	40	40	320
	Innovation in Fashion Business	40	400	26	40	334
	Professional Practice & Portfolio	20	200	34	10	156
	Total	120	1,200	134	110	956
				Total 244		

4.4.3 The assessment methods and requirements for students of the Programmes at SHAPE are identical to those for the home programmes at NTU in the UK.

4.4.4 The current and revised assessment methods of BAFD are provided as follows:

AY	Module	Assessment Method	Weighting
2023/24 and onwards	Resolutions: Culture and Context (40 QF credits)	Dissertation of 5,000 words or equivalent for alternative modes of presentation	50%
		Portfolio of negotiated publishable and/or exhibitable outcomes and a contextual synopsis of 5,000 words in total, or the equivalent for alternative modes of presentation	50%
	Resolutions: Practice and Context for Fashion Design (80 QF credits)	Design portfolio with outfits/product range with supporting research and design development	100%

4.4.5 The assessment methods of BAIFB are provided as follows:

AY	Module	Assessment Method	Weighting
2021/22 and onwards	Fashion Industry Trends & Innovation (20 credits)	• A1: Team Presentation • A2: 2,000-word project proposal	0% 100%
	The Contemporary Global Fashion Market (40 credits)	• A1: Industry Report (2,000-word) • A2: Team Presentation • A3: Brand Constituent Poster • A4: Brand Analysis & Opportunity Report	20% 0% 0% 80%
	Innovation in Fashion Business (40 credits)	• A1: Research Report (6,000 words) • A2: Creative Output Presentation (15 minutes) • A3: Creative Output	70% 0% 30%
	Professional Practice & Portfolio (20 credits)	• A1: Presentation including digital cv development, reflection diary planning and industry expert interview. • A2: Professional Digital CV package	0% 100%

4.4.6 The Panel observed that the BAFD and BAIFB Programme Teams organised various extra-curricular learning activities including industry visits, talks/seminars/webinars by guest speakers and industry organisations, exhibitions, career talks, etc. to enrich students' learning, understanding and inspiration of the fashion industry and their future career. Furthermore, the SHAPE Programme Teams including the PC also provided advice and counselling on employment opportunities from time to time, and organised sharing sessions by alumni about opportunities for further studies such as master's programmes in Hong Kong and overseas and career development. After meeting with external stakeholders, students and graduates in the site visit, the Panel noted that the COVID had an impact to Higher Education as well as the job market where there was an upward trend for students starting up their own business and developing their own brand. To better equip graduates of the Programmes to meet this new challenge, the Panel **recommended** that the Operator should explore the provision of curriculum enhancement sessions for more business studies and entrepreneurial skills to help students expand their career opportunities.

4.4.7 All assessments are double-marked internally and sampled by the External Examiners to ensure that the assessment processes are fair and the standards set for the Programmes are appropriate for its awards.

4.4.8 The graduation requirements for the Programmes are an achievement of 120 QF Credits and a pass in all modules of the Programmes.

4.4.9 Having reviewed the above information and met with the representatives of the Operator, the Panel had the following observations:

- (a) On application of technologies, smart labs have been available for simulations, research and development activities, and technology has been embedded in assessments;
- (b) There have been efforts arranged by the Operator to align with industry standards on CLO 3D design;
- (c) Students from both SHAPE and NTU have collaborated online through peer reviews and knowledge sharing; and
- (d) The use of social media accounts helps both the local and home programmes to promote cultural diversity.

4.4.10 The Panel considered that the learning, teaching and assessment activities designed for the Programmes are appropriate in delivering the programme content and assessing students' attainment of the intended learning outcomes.

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.

4.5.1 The management staff of the Programmes include the respective SHAPE Programme Coordinator (PC) and the NTU Collaborative Academic Lead (CAL) who work together to ensure the smooth operation of the Programmes. The SHAPE PC is responsible for the management of the corresponding programmes including monitoring the overall programme operation, overseeing the academic aspect of the Programmes, liaising with the NTU CAL, and coordinating with SHAPE teaching staff for the programme delivery and on quality monitoring issues. The NTU CAL is responsible for the monitoring of activities related to the delivery, assessment and quality assurance of the collaborative programmes. The NTU CAL provides SHAPE with subject advice on the comparability of the structure and content of the subject areas assessed by NTU and SHAPE, and on the comparability between the academic standards of the home programme in the UK and the collaborative programme at SHAPE.

4.5.2 SHAPE PCs are appointed by the respective Discipline Academic and Quality Assurance Committee for Collaborative Degree Programmes (DAQAC). All teaching staff of SHAPE are recruited in accordance with the recruitment procedure of the VTC, and they should normally possess at least a Master's Degree and/or equivalent professional qualification and a minimum of four years of relevant teaching/working experience. The appointment of new SHAPE teaching staff for the Programmes are recommended by SHAPE and approved by NTU. The general profile of teaching staff of NTU and SHAPE for the delivery of the Programmes in AY2022/23 has been provided. The Panel noted that NTU staff who teaches the Programmes should possess, as a minimum, a bachelor's degree in a Fashion related subject and industry, with professional or higher education experience.

4.5.3 The teaching staff counts required to support the maximum number of students proposed for the coming year are summarised as follows:

Programme	Proposed Maximum Yearly New Intake from AY2023/24	Number of SHAPE Teaching Staff	Number of NTU Teaching Staff
BAFD	35	4	6
BAIFB	40	5	4

4.5.4 The Operator provided the Panel with the following information to demonstrate that there are adequate and qualified staff for the quality delivery of the Programmes:

- (a) Staff profile for BAFD and BAIFB programmes;
- (b) Staff Development Activities AY2019/20-2021/22; and
- (c) Sample staff appraisal form.

4.5.5 The Panel had the following observations and comments on staffing:

- (a) Even some members of the teaching teams also involved in feeder programmes, workload was manageable and structured; and
- (b) Teaching teams of both SHAPE and NTU, other than usual communication channels, make use of social media (e.g. Instagram) to bring the two communities closer together and provide a sense of belonging.

4.5.6 After considering the above information and discussion with the management as well as the programme teams, the Panel considered that the Operator has an adequate mechanism in place to ensure

adequate qualified teaching and support staff for the delivery and management of the Programmes. SHAPE also has a system to provide professional development opportunities. The Panel considered that there are adequate and qualified teaching staff for the quality delivery of the 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.

- 4.6.1 On financial resources, the Panel was provided with the Statements of Income and Expenditure from 2020-21 to 2021-22 and estimations from 2022-23 to 2024-25 for the Programmes. The Panel noted that the Programmes had run with an overall surplus in each of the past two years and is expected to continue to have surplus in the coming three years.
- 4.6.2 The offering sites of the Programmes are located in IVE (Kwun Tong) and HKDI & IVE (Lee Wai Lee). The Panel was provided with information on the general and specialised learning facilities and support available at the offering sites of the Programmes, such as Fashion Design Studio, Fashion Archive, etc. A physical tour was arranged by the Operator for local members of the Panel, together with a PowerPoint presentation of the facilities and online learning resources available at SHAPE and NTU. During the visit to the facilities and meeting with the programme teams on resources provision, the Panel observed that new technology has been promoted and enthusiastically picked up by students. Students were able to bring ideas or projects with the application of new technology.
- 4.6.3 In consideration of the above, the Panel had the view that the provision of learning, teaching and enabling resources by the Operator for the Programmes are adequate and appropriate.

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 As part of the NTU Quality Management process, a Periodic Collaborative Review (PCR) was undertaken for the BAFD and BAIFB programmes jointly delivered by SHAPE and NTU, in June 2018 and November 2022. The next PCR for the two Programmes at SHAPE will be conducted in AY2027/28. The Panel noted that NTU has re-approved the joint partnership and the collaborative arrangement was approved for a period of five years (1 September 2023 to 31 August 2028).
- 4.7.2 The SHAPE PC is responsible for managing the daily operation and monitoring the quality of programme delivery. The PC also coordinates with SHAPE teaching staff on programme delivery. The NTU CAL and Standards & Quality Manager provides advice and guidance on the operation of the Programmes and ensures an effective implementation of the programme level quality processes. The NTU CAL is responsible for ensuring effective liaison between NTU and SHAPE and undertakes a minimum of one visit (in form of online meetings in recent years due to COVID-19 pandemic) to Hong Kong every year.
- 4.7.3 The Operator provided the following for each of the Programmes in regard to the development, monitoring and reviewing of the Programmes for the Panel to review:
 - (a) Module Evaluation Questionnaires Survey Results for AY2019/20 to AY2021/22;
 - (b) Minutes of Programme Committee Meetings for AY2021/22;
 - (c) External Examiner's Report AY2019/20 to AY2021/22;
 - (d) Interim Course Report for 2019/20;
 - (e) Annual Course Review for 2020/21;
 - (f) SHAPE Interim Periodic Collaborative Review June 2018; and
 - (g) Reports of Re-approval by School of Art and Design, NTU.
- 4.7.4 In light of the information above, the Panel formed the view that that the Operator has monitored and reviewed the development and performance of the Programmes on an on-going basis to ensure an

effective delivery of the programme contents, activities, assessments, review and quality assurance, and relevant activities.

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 <https://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 HKQF.

Appendix

**School for Higher and Professional Education, Vocational Training Council
and
Nottingham Trent University**

**Learning Programme Re-accreditation for (i) BA (Hons) Fashion Design
and (ii) BA (Hons) International Fashion Business**

30 November – 2 December 2022

Panel Membership

Panel Chair

Dr Tracy PRITCHARD
Director
Falmouth University
THE UNITED KINGDOM

Panel Secretary

Mr WM WONG
Registrar
Academic Accreditation and Assessment
Hong Kong Council for Accreditation of
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School of Fashion and Textiles
The Hong Kong Polytechnic University
HONG KONG

Ms NG Kong Wah
Director
Co-Operatiff Limited
HONG KONG

Address of Teaching / Training Venue(s)

All IVE/HKDI Campuses:

1. Hong Kong Institute of Vocational Education (IVE) (Chai Wan)
30 Shing Tai Road, Chai Wan, Hong Kong
2. IVE (Haking Wong)
702 Lai Chi Kok Road, Cheung Sha Wan, Kowloon
3. IVE (Tsing Yi)
20 Tsing Yi Road, Tsing Yi Island, New Territories
4. IVE (Morrison Hill)
6 Oi Kwan Road, Wan Chai, Hong Kong
5. IVE (Tuen Mun)
18 Tsing Wun Road, Tuen Mun, New Territories
6. IVE (Sha Tin)
21 Yuen Wo Road, Sha Tin, New Territories
7. IVE (Kwai Chung)
20 Hing Shing Road, Kwai Chung, New Territories
8. IVE (Kwun Tong)
25 Hiu Ming Street, Kwun Tong, Kowloon
9. Hong Kong Design Institute (HKDI) and IVE (Lee Wai Lee)
3 King Ling Road, Tseung Kwan O, New Territories

