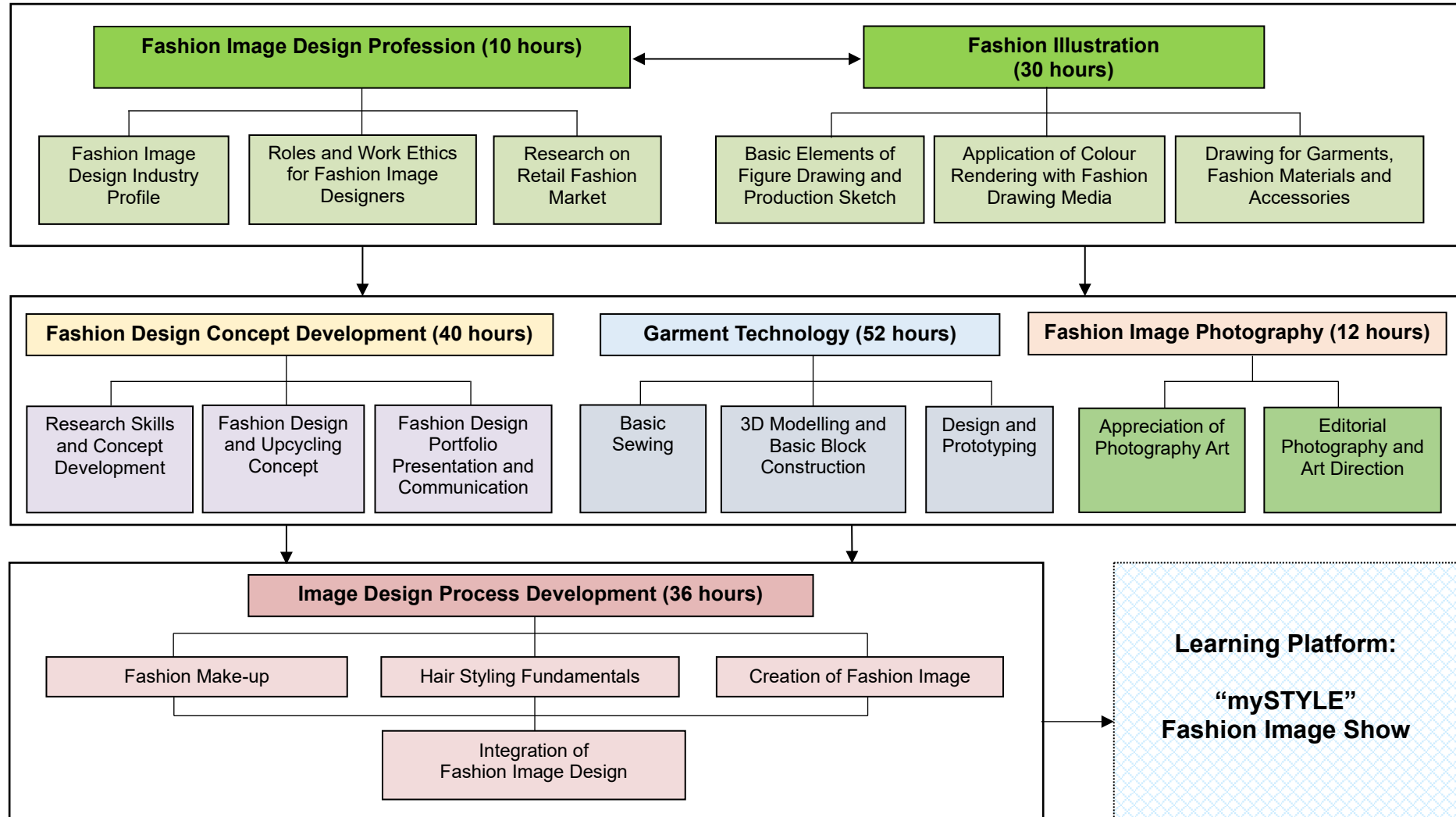


Applied Learning
2026-28 Cohort; 2028 HKDSE

Item	Description
1. Course Title	Fashion Image Design
2. Course Provider	Vocational Training Council
3. Area of Studies/ Course Cluster	Creative Studies/ Design Studies
4. Medium of Instruction	Chinese or English
5. Learning Outcomes	<p>Upon completion of the course, students should be able to:</p> <ul style="list-style-type: none">(i) identify the changes of the trend in fashion image design and the latest developments of the design industry in local and global contexts;(ii) demonstrate a basic understanding of the work ethics and responsibilities of a fashion image designer;(iii) apply fundamental fashion construction and image styling skills to create works of fashion image design;(iv) demonstrate the ability to create and present original design concepts using fashion illustrations and photographic images which can cater for the needs of various clientele;(v) integrate communication skills, team building skills as well as creative thinking skills in creating new fashion image design works for individuals and mass market; and(vi) enhance self-understanding and explore directions on further studies and career pursuits.

6. Curriculum Map – Organisation and Structure



7. The Context

- The information on possible further study and career pathways is provided to enhance students' understanding of the wider context of the specific Applied Learning course.
- The recognition of Applied Learning courses for admission to further studies and career opportunities is at the discretion of relevant institutions. Students who have successfully completed Applied Learning courses have to meet other entry requirements as specified by the institutions.

Possible further study and career pathways

Further studies

- e.g. courses related to fashion image design with hair and make-up styling or styling and photography; fashion design with accessories design or knitwear design; fashion branding and buying with branding and communication, product development and sourcing, retail management or visual merchandising; fashion media design; costume design for performance

Career development

- e.g. fashion designer, image stylist, fashion photographer, fashion coordinator, fashion buyer, fashion media journalist, visual merchandiser, make-up or hair stylist, cosmetic products marketing executive, art director, image consultant, fashion editor

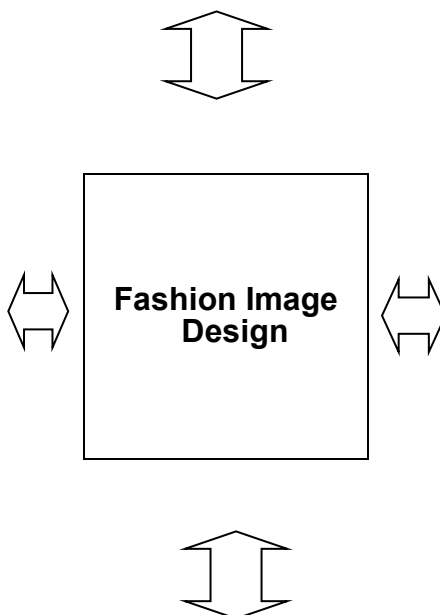
Complementarity with core subjects and other elective subjects

Enhancing and enriching, e.g.

- enhancing the breadth and depth of studies of **Technology and Living (Fashion, Clothing and Textiles Strand)** by applying the design concepts such as forms, shapes, patterns and colours through hands-on fashion and image design activities
- enhancing the breadth and depth of studies of **Chemistry** by applying the knowledge of colour on dyes for textile materials and hair products through practical activities

Expanding horizons, e.g.

- students taking **Economics, Physics, Geography** and/or **History** may broaden their views and enhance their all-round development through studying garment technology and prototyping, and undertaking an in-depth study project and participate in the "mySTYLE" fashion image show in this course



Relations with other Areas of Studies/ courses of Applied Learning

e.g.

Services

- the customer-focus concepts from the area of studies of **Services** can contribute and be transferred to the customer service requirement in fashion or image design

Creative Studies

- innovations developed from the area of studies **Creative Studies** can enhance students' creative thinking skills for other courses e.g. **Cultural and Creative Product Design**

Foundation knowledge developed in junior secondary education

The course is built upon the foundation knowledge students acquired in, e.g.

- Chinese Language Education** and **English Language Education** – communication skills (verbal and written)
- Mathematics Education** – measurements and scale
- Arts Education** – appreciation and evaluation in arts
- Science Education** – fundamental scientific concepts and inquiry skills
- Technology Education** – process in technology

8. Learning and Teaching

In this course, student-centred learning and teaching activities are designed to enable students to understand fundamental theories and concepts, develop their generic skills, and address their career aspirations in fashion image design.

Different modes of activities are employed to provide students with a systematic understanding about the context (e.g. lectures to grasp the overview of the fashion image design industry and design fundamentals) and eye-opening opportunities to experience the complexity of the context (e.g. visits to retail markets and stores of fashion, hair and beauty products, and sharing by practitioners).

Students acquire an understanding of the requirements, fundamental knowledge and skills essential for further learning within the area through learning-by-practising opportunities in an authentic or near-authentic environment (e.g. practical exercises on the application of fashion coordination techniques, drawing skills and fashion photographic skills in creating fashion styling effects in the fashion technology room and the image studio).

Students are given opportunities to consolidate their learning and demonstrate entrepreneurship and innovation (e.g. the integrated project provides students with a learning opportunity to search information on different fashion image design trends and fabrications to develop ideas for project topics, apply the knowledge and skills of sketching and presentation to express design concepts, and adopt garment technology to produce a prototype and fashion Image design concept to create the total look, and showcase the result of their learning in the “mySTYLE” fashion image show).

9. Curriculum Pillars of Applied Learning

Through related contexts, students have different learning opportunities, for example:

(i) **Career-related Competencies**

- observe the legal and ethical principles related to fashion image design industry (e.g. respect for originality and observation of intellectual and cultural property rights);
- identify the artistic practice in a variety of creative domains and discuss the fashion image design works in terms of originality, the practitioner's artistic and aesthetic choices, and the address made to the intended audience/customers;
- analyse the research findings and give presentation to support the business viability of fashion products or image styling services;
- evaluate cultural and artistic works and employ appropriate critical terms for fashion products or image styling services;
- integrate diverse materials for fashion products or image styling with different media of communication to form sound and autonomous judgments and to present ideas and views effectively;
- employ the knowledge in meeting goals and defining, structuring and setting boundaries on fashion product design or image styling services; and
- identify the aptitudes and abilities required in fashion image design industry and plan a personal roadmap to different levels of qualifications.

(ii) **Foundation Skills**

- demonstrate effective communication skills in verbal and visual forms through role plays, group discussions, project presentations and critiques, as well as sharing sessions with industrial professionals;
- use the knowledge of measures, shapes and space to solve two-dimensional and three-dimensional problems in fashion image design works; and
- apply information technology skills in conducting the research and collecting information related to fashion image design and fashion trends.

(iii) **Thinking Skills**

- apply problem-solving and decision-making skills in solving the fashion image design problems in a simulated work environment;
- apply critical thinking skills in creating and producing design works; and
- analyse the impact of social, economic and technological changes from regional and global perspectives on fashion image design in selecting appropriate outfit and image for customers with different cultural backgrounds.

(iv) **People Skills**

- illustrate self-reflection skills in developing the design portfolio upon receiving feedback from tutors and classmates during various learning activities including class exercises, role plays, group discussions, presentations and critiques;
- demonstrate self-management skills in assessment activities and hands-on practices in design works settings; and
- employ good interpersonal, collaborative and team building skills to accomplish a group design work.

(v) Values and Attitudes

- show honesty and integrity as well as respect for others and law and authority, e.g. respect for originality, observation of copyright, patent right and intellectual property right;
- demonstrate positive attitudes, including enthusiasm and willingness to learn about the latest image trend through hands-on exercises and applications; and
- show self-confidence and sense of responsibility in presenting design ideas to customers.