

Curriculum Development :

Forging Partnership with Industry

| Knowledge • Professionalism • New Talents |
Vocational Training Council



The Vocational Training Council (VTC)

- Supplies a high quality workforce in support of Hong Kong's economic development
- Equip students for employment and lifelong learning

The Vocational Training Council (VTC)

- ❑ **10** campuses of the Hong Kong Institute of Vocational Education (IVE) (9 academic disciplines)
- ❑ **15** industry-specific Training and Development Centres
- ❑ **160,000** students a year

Strategic Objectives

To provide programmes that are

- ❑ **Relevant**
- ❑ **Responsive**
- ❑ **Quality**

Input from Industry

- ❑ Academic planning
- ❑ **Curriculum development and design**
- ❑ Quality assurance
- ❑ Industrial attachments, internship, mentorship, lectures and critique, job placements, donations and alumni activities

Partnership with Industry

- ❑ **23 industry-specific Training Boards—**
 - ❑ Employers
 - ❑ Trade associations
 - ❑ Professional bodies
 - ❑ Academics
 - ❑ Government bodies

Partnership with Industry

- ❑ Biennial **manpower surveys**
- ❑ **Advice** on course provision: academic planning, curriculum content and QA
- ❑ **Employment surveys** on graduates

Partnership with Industry: The Establishment of the Hong Kong Design Institute

- ❑ IVE's **Design, Printing, Textile and Clothing Discipline**
- ❑ **4,000** full time students
- ❑ Courses in—
 - product design, interior design, visual communications, printing and digital media, film and television, animation, game and toy design, fashion and textile design and technology**

Partnership with Industry: The Establishment of the Hong Kong Design Institute

- ❑ The **Design Institute Advisory Board** (DIAB)
- ❑ **Industry-led**, leading figures from industries, design profession, government and academe
- ❑ Appreciation of **business trends** (OEM, ODM, OBM, OSM)

Partnership with Industry: The Establishment of the Hong Kong Design Institute (HKDI)

- ❑ Positioning and branding
- ❑ **Curriculum development**
- ❑ Industry linkage
- ❑ Learning environment

Partnership with Industry: Curriculum Development for HKDI

■ Curriculum Structure—response to industry needs

- ❑ Common foundation years
- ❑ Core knowledge and skills modules
- ❑ Electives of specialist skills

Partnership with Industry: Curriculum Development for HKDI

- ❑ **Competency requirements and learning outcomes**
 - ❑ Knowledge and understanding
 - ❑ Intellectual and cognitive skills
 - ❑ Transferable skills
 - ❑ Practical skills
- ❑ **Pedagogy**
- ❑ **Articulation to further studies**

Partnership with Industry: Curriculum Development for HKDI

- ❑ **Surveys** on stakeholders
- ❑ **Curriculum Development Team**
- ❑ **Cross-disciplinary** approach

Curriculum Development for HKDI: Issues

- ❑ **Balance** between core and specific modules

- ❑ **Secondary curriculum reform**—
 - ❑ Design and Applied Technology
 - ❑ Career Oriented Curriculum in design subjects

- ❑ **Qualifications Framework**

The HKDI Experience

- ❑ DIAB fully **committed** to quality foundation design education for nurture of design talents
- ❑ Industry **appreciates** the **benefits** to its development
- ❑ **Staff buy-in**
- ❑ **Government support**
- ❑ **Interaction** and **collaboration** between industry and institution

The HKDI Experience

- **Sustain** efforts with visible progress and results and mutual benefits
- **Model** for strategic development of other disciplines

Thank You

Vocational Training Council
February 2006