

## **Subject Description Form**

*Please read the notes at the end of the table carefully before completing the form.*

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| <b>Subject Code</b>                                   | <b>SFT1A03M</b>  |
| <b>Subject Title</b>                                  | <b>Fashion and Beauty</b>  |
| <b>Credit Value</b>                                   | <b>3 credits</b>   |
| <b>Level</b>  | <b>1</b>   |
| <b>Pre-requisite/<br/>Co-requisite/<br/>Exclusion</b> | N/A  |
| <b>Objectives</b>                                     | <p>This subject aims to help students to develop a critical understanding towards the role of fashion styling and beauty communication from sociological and psychological perspectives, and their cultural representations. Through lectures, mass media analysis, group discussions and hands-on practical sessions, this subject will equip students with the knowledge of fashion etiquette, body modifications skills for the development of professional image presentation and attire management required in various societal occasions.</p> <p>The objectives of this subject are:</p> <ol style="list-style-type: none"> <li>a. To introduce the concepts and theories of fashion styling and dress codes in different occasions;</li> <li>b. To explore various perspectives of fashion, ideal of beauty and dressing behaviors in modern society locally and globally;</li> <li>c. To analyze and interpret fashion styles as a communication tool to reflect collective behaviors and social communication;</li> <li>d. To examine the sociological, cultural, and psychological significances of fashion styling and its influences on beauty standards, appearances and identities; and</li> <li>e. To develop students' basic techniques of fashion styling, body supplements and body modifications in fashion for development of professional image presentation and attire management in workplace.</li> </ol> |
| <b>Intended Learning Outcomes</b><br><i>(Note 1)</i>  | <p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Recognize the concept and theories of fashion styling and dress codes in contemporary society;</li> <li>b. Define the socio-cultural role of fashion and beauty in the development of individual and collective identities;</li> <li>c. Demonstrate critical thinking and analytical skills to interpret the meanings of fashion and beauty as a non-verbal communication in its various denotations;</li> <li>d. Evaluate and discuss the interrelationships among sociological, cultural, and psychological factors of fashion styling and the impact on beauty standards, appearances and identities; and</li> </ol>   |

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|   | <p>e. Develop and implement the basic skills and techniques of fashion styling, body supplements and body modifications in fashion for professional image presentation and attire management in workplace.</p> <p><u>Please explain how the Intended Learning Outcomes relate to the following three essential features of GUR subjects: Literacy, Higher order thinking, and Skills for life-long learning:</u></p> <p><b><u>Literacy:</u></b><br/>Students are required to read and analyze a range of scholarly articles, mass media contents and video materials, and conduct related research for quiz and in-class presentations concerning the subject of fashion and beauty. In this context, students are expected to write a reflective journal with guided comprehension questions. It will enable students to articulate their understanding of fashion in various aspects by applying them on the written reflections.<br/>[Intended Learning Outcomes (a), (b), (c) and (d)]</p> <p><b><u>Higher order thinking:</u></b><br/>This subject provides critical debates and discussions to the multi-perspective issues of fashion, ideal of beauty and dressing behaviors in personal and socio- cultural contexts. Through the case studies analysis, students are encouraged to develop and expand their critical thinking and analytical skills, exchange their views on related issues, and apply various theories and concepts covered in class.<br/>[Intended Learning Outcomes (c) and (d)]</p> <p><b><u>Life-long learning:</u></b><br/>This subject extends the holistic value, professional image presentation and social communication skills of students by imparting the critical understanding of fashion styling, professional attire management and social etiquette, with the aim of equipping them as communication professionals in real-life. Throughout this subject, students will be able to apply their self-reflective awareness and social identity development plan to improve their professional advancement and employment opportunities on a life-long basis. In addition, this subject also offers insights of proper grooming in workplace with fashion styling for a well- rounded development of professional, personal and social lifestyle.<br/>[Intended Learning Outcomes (a), (b), (c), (d) and (e)]</p> |
| <p><b>Subject Synopsis/<br/>Indicative Syllabus</b><br/><i>(Note 2)</i></p> | <ol style="list-style-type: none"> <li><b>1. Principles of Fashion Styling</b> <ol style="list-style-type: none"> <li>a. Understanding the concept of proportion, silhouette and fabrication in fashion styling.</li> <li>b. Understanding the colour theory and the use of colour coordination in fashion styling.</li> <li>c. Classification of body and face types, and corrective anatomy.</li> <li>d. Functions and roles of body supplements in fashion.</li> <li>e. Identification of various fashion trends.</li> <li>f. Analyzing fashion styles in contemporary society.</li> </ol> </li> <li><b>2. Dress Codes for Every Occasion</b> <ol style="list-style-type: none"> <li>a. Definitions of different dress codes, e.g.) smart casual, lounge suit, black tie, etc.</li> <li>b. Comparing and contrasting differences between dress code and self-expression in contemporary society.</li> <li>c. Interpretation of proper dressing styles in real-life settings.</li> </ol> </li> </ol>   |

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|   | <ol style="list-style-type: none"> <li>3. <b>Fashion Etiquette</b> <ol style="list-style-type: none"> <li>a. Understanding and identifying the etiquette rules for various dressing styles, e.g.) casual, business, semi-formal, formal, etc.</li> <li>b. Deployment of appropriate fashion styles for various occasions/ purposes, e.g. job interview, workplace, cocktail evening, etc.</li> <li>c. Understanding the principles of professional image presentation and attire management.</li> </ol> </li> <li>4. <b>The Roles of Fashion</b> <ol style="list-style-type: none"> <li>a. Socio-cultural and psychological perspectives of fashion.</li> <li>b. Fashion for individual expression and social affiliation.</li> <li>c. Influences of mass media on fashion styles.</li> </ol> </li> <li>5. <b>Fashion, Personality and Self</b> <ol style="list-style-type: none"> <li>a. Impacts of fashion on human behaviors, impression formation, attributions and social perception.</li> <li>b. Psychological manipulations of fashion.</li> <li>c. Correlations between fashion, self-consciousness and perceived mood.</li> </ol> </li> <li>6. <b>Fashion Perceptions and Body Image</b> <ol style="list-style-type: none"> <li>a. Aesthetics of physical appearance.</li> <li>b. Judgment and acceptance of fashion styles, bodies and stereotypes.</li> <li>c. Relationships between fashion, body image and body distress.</li> </ol> </li> <li>7. <b>Fashion and Identity</b> <ol style="list-style-type: none"> <li>a. Relationships between fashion and identity.</li> <li>b. Individual and collective identities of fashion.</li> <li>c. Sexual and gender identities of fashion.</li> <li>d. Race, ethnicity and national identity of fashion.</li> <li>e. Value and common purposes of fashion on identity.</li> </ol> </li> <li>8. <b>The Language of Fashion and Beauty</b> <ol style="list-style-type: none"> <li>a. Non-verbal communication by fashion and beauty.</li> <li>b. Understanding the ideology of beauty.</li> <li>c. Exploring the perception of body satisfaction and attractiveness form different social-cultural backgrounds.</li> <li>d. Barbie and Ken: Impacts on beauty standards and appearances.</li> </ol> </li> <li>9. <b>Body modifications: Makeup</b> <ol style="list-style-type: none"> <li>a. Skin care and the physiology of skin.</li> <li>b. Morphology of facial features.</li> <li>c. Facial anatomy and chiaroscuro.</li> <li>d. Beauty and corrective cosmetic applications for professional etiquette in workplace.</li> <li>e. Psycho-social impact of cosmetics.</li> </ol> </li> <li>10. <b>Body modifications: Hairstyling</b> <ol style="list-style-type: none"> <li>a. Hair care and hygiene.</li> <li>b. Anatomy and cosmetology of hair.</li> <li>c. Hairstyling techniques for professional etiquette in workplace.</li> <li>d. Psychology of hairstyles.</li> <li>e. Hair, culture and identity.</li> </ol> </li> </ol> |
| <b>Teaching/Learning Methodology</b><br><br><i>(Note 3)</i> | <b>Lectures / Seminars</b><br>Lectures are structured to convey the comprehensive knowledge and skills specific to fashion styling and beauty communication. Interactive lectures and seminars will be conducted by the integration of theoretical basis, practice and multi-media aids. This  |

|   | <p>approach will offer more opportunities for students to interact with one another and deepen their understanding of concepts taught across a range of professional contexts.</p> <p><b>Tutorials: Group Discussions and Presentations</b><br/>In-class analysis of case studies related to fashion and presentations on the assigned topics of supplementary readings and online resources for group discussions will be implemented during tutorials. Students are required to explore, communicate and critically discuss the multi-perspective issues of fashion, ideal of beauty and dressing behavior in personal and socio-cultural contexts among peers.</p> <p><b>In-class Practical Sessions</b><br/>During the practical sessions, students will be given the opportunities to practice the techniques of fashion styling, makeup and hairstyling so as to develop a professional image according to the various scenarios of job interview. Regarding the diversity of job natures and corporate identities, students are expected to prepare the appropriate clothing, accessories, makeup and hairstyling tools and products before attending the practical sessions. Thus, students are required to experiment their acquired skills and knowledge of professional appearance presentation and attire management in workplace.</p> <p>In-class quizzes<br/>This task combines digital avatar design with color theory and conversion techniques. Using the online platform, students will create a virtual avatar by customizing facial features, proportions, and hairstyles, tailored to a specific scenario such as a formal or social event. Students will then select clothing colors and use an Pantone color board tool to find corresponding Pantone codes. They will analyze how these color choices enhance the avatar's coherence and functionality, integrating creative design with technical color management.</p> |                                   |             |  |   |   |  |  |   |   |   |   |   |                                       |     |   |   |   |   |  |                                |     |   |   |  |  |   |                     |     |   |  |  |  |   |  |     |   |   |   |   |   |       |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| <p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b><br/><i>(Note 4)</i></p> | <table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="5">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th></tr><tr><th>a</th><th>b</th><th>c</th><th>d</th><th>e</th></tr><tr><td>1 Group discussions and presentations</td><td>40%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td></tr><tr><td>2. In-class practical sessions</td><td>40%</td><td>✓</td><td>✓</td><td></td><td></td><td>✓</td></tr><tr><td>3. In-class quizzes</td><td>10%</td><td>✓</td><td></td><td></td><td></td><td>✓</td></tr><tr><td>4. Participation in Lectures and Tutorials</td><td>10%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Total</td><td>100%</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td colspan="5"></td></tr></table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p><b>Group Discussions and Presentations (40%):</b><br/>Students will be evaluated based on their collaborative performance in presentation contents, communication and analytical skills of the case studies related to</p>   | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) |   |   |  |  | a | b | c | d | e | 1 Group discussions and presentations | 40% | ✓ | ✓ | ✓ | ✓ |  | 2. In-class practical sessions | 40% | ✓ | ✓ |  |  | ✓ | 3. In-class quizzes | 10% | ✓ |  |  |  | ✓ | 4. Participation in Lectures and Tutorials | 10% | ✓ | ✓ | ✓ | ✓ | ✓ | Total | 100% |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Specific assessment methods/tasks   | % weighting  |                                   |             | Intended subject learning outcomes to be assessed (Please tick as appropriate) |   |   |  |  |   |   |   |   |   |                                       |     |   |   |   |   |  |                                |     |   |   |  |  |   |                     |     |   |  |  |  |   |  |     |   |   |   |   |   |       |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |  | a                                 | b           | c  | d | e |  |  |   |   |   |   |   |                                       |     |   |   |   |   |  |                                |     |   |   |  |  |   |                     |     |   |  |  |  |   |  |     |   |   |   |   |   |       |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1 Group discussions and presentations   | 40%  | ✓                                 | ✓           | ✓  | ✓ |   |  |  |   |   |   |   |   |                                       |     |   |   |   |   |  |                                |     |   |   |  |  |   |                     |     |   |  |  |  |   |  |     |   |   |   |   |   |       |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. In-class practical sessions  | 40%  | ✓                                 | ✓           |  |   | ✓ |  |  |   |   |   |   |   |                                       |     |   |   |   |   |  |                                |     |   |   |  |  |   |                     |     |   |  |  |  |   |  |     |   |   |   |   |   |       |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. In-class quizzes   | 10%  | ✓                                 |             |  |   | ✓ |  |  |   |   |   |   |   |                                       |     |   |   |   |   |  |                                |     |   |   |  |  |   |                     |     |   |  |  |  |   |  |     |   |   |   |   |   |       |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Participation in Lectures and Tutorials  | 10%  | ✓                                 | ✓           | ✓  | ✓ | ✓ |  |  |   |   |   |   |   |                                       |     |   |   |   |   |  |                                |     |   |   |  |  |   |                     |     |   |  |  |  |   |  |     |   |   |   |   |   |       |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total   | 100%   |                                   |             |  |   |   |  |  |   |   |   |   |   |                                       |     |   |   |   |   |  |                                |     |   |   |  |  |   |                     |     |   |  |  |  |   |  |     |   |   |   |   |   |       |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |  |                                   |             |  |   |   |  |  |   |   |   |   |   |                                       |     |   |   |   |   |  |                                |     |   |   |  |  |   |                     |     |   |  |  |  |   |  |     |   |   |   |   |   |       |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |  |                                   |             |  |   |   |  |  |   |   |   |   |   |                                       |     |   |   |   |   |  |                                |     |   |   |  |  |   |                     |     |   |  |  |  |   |  |     |   |   |   |   |   |       |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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|                                      | <p>psychosociological and cultural perspectives on fashion and assigned topics covered from the supplementary reading list and online resources for group discussions and presentations. Each presentation will conduct within 15 minutes and accompany with 5 minutes critical discussion.<br/>[Intended Learning Outcomes (a), (b), (c) and (d)]</p> <p><b>In-class Practical Sessions (40%):</b><br/>Student will be assessed on the basis of their practical skills and techniques of fashion styling, body supplements and body modifications in fashion for professional image development and appearance management regarding the diversity of job natures and corporate identities. The students' professional image presentation and attire management will help assess their understanding of theories related to the application procedures and appropriate products of makeup and hairstyling for various skins and hair conditions, proper selection of clothing and accessories based on various body shape to develop a successful image in formal to casual work environments, concepts of grooming and hygiene for professional image development, as well as the applications of professional etiquette, communication and presentation skills in workplace.<br/>[Intended Learning Outcomes (a), (b) and (e)]</p> <p><b>In-Class Quizzes (10%)</b><br/>This task combines digital avatar design with color theory and conversion techniques. Using the online platform, students will create a virtual avatar by customizing facial features, proportions, and hairstyles, tailored to a specific scenario such as a formal or social event. Students will then match clothing colors and use an Pantone color board tool to find corresponding Pantone codes. They will analyze how these color choices enhance the avatar's coherence and functionality, integrating creative design with technical color management.<br/>[Intended Learning Outcomes (a) and (e)]</p> <p><b>Participation in Lectures and Tutorials (10%)</b><br/>The lectures and tutorials will provide a participatory learning platform for students to participate discussions, debates and role-plays throughout the interactive in-class activities. The students' learning attitude and performance, and peer interactions are direct indicators of their ability to adopt fashion styles as communication tool effectively.<br/>[Intended Learning Outcomes (a), (b), (c), (d) and (e)]</p> <p>The reasonable use of GenAI tools is deemed acceptable. Students are required to declare the use of GenAI in their work and reference them in accordance with accepted academic conventions.</p> |          |
| <b>Student Study Effort Expected</b> | Class contact:   |          |
|                                      | ▪ Lecture/Seminar  | 27 Hrs.  |
|                                      | ▪ Tutorial   | 6 Hrs.   |
|                                      | ▪ In-class practical session   | 6 Hrs.   |
|                                      | Other student study effort:  |          |
|                                      | ▪ Preparation for presentations/ projects  | 45 Hrs.  |
|                                      | ▪ Reading and writing  | 35 Hrs.  |
|                                      | Total student study effort   | 119 Hrs. |

## Reading List and References

Calefato, P. (2004). *The clothed body*. Oxford, England: Berg.

- Chapter 1 “Dress, Language and Communication”, pp. 5-14;
- Chapter 2 “Dress and Social Identity”, pp. 15-26; and
- Chapter 4 “Taste Between Common Sense and Received Meaning”, pp. 41- 54.

Howson, A. (2013). *The body in society: An introduction*. Cambridge: Polity Press.

- Chapter 1 “The body in everyday life”, pp. 16-49; and
- Chapter 2 “The body, gender and sex”, pp. 50-84.

Lennon, S., Johnson, K. K. P. & Rudd, N. (2017). *Social psychology of dress*. New York: Fairchild Books.

- Chapter 7 “Dress and Body Image”, pp. 157-184;
- Chapter 8 “Dress and Personality”, pp. 185-207; and
- Chapter 9 “Dress and the Self”, pp. 208-234.

Rampley, M. (2005). *Exploring visual culture: Definitions, concepts, contexts*. Edinburgh: Edinburgh University Press.

Chapter 5 “Fashion: Style, Identity and Meaning”, pp.67-85.

### **Supplementary Readings for Group Discussions and Presentations:**

Andsager, J. (2014). Research directions in social media and body image. *Sex Roles*, 71(11), pp.407-413.

Chu, D. (2014). Kong Girls and Lang Mo: Teen perceptions of emergent gender stereotypes in Hong Kong. *Journal of Youth Studies*, 17(1), pp.130-147.

de Freitas, C., Jordan, H. & Hughes, E. (2018). Body image diversity in the media: A content analysis of women's fashion magazines. *Health Promotion Journal of Australia*, 29(3), pp.251-256.

Dittmar, H., Halliwell, E. & Ive, S. (2006). Does Barbie make girls want to be thin? The effect of experimental exposure to images of dolls on the body image of 5-8 year old girls. *Developmental Psychology*, 42(2), pp.283-292.

Entwistle, J. (2001). The Fashioned Body: Fashion, Dress and Modern Social Theory. *Fashion Theory*, 5(2), pp.225-228.

Sherman, A. M., & Zurbriggen, E. L. (2014). “Boys can be anything”: Effect of Barbie play on girls’ career cognitions. *Sex roles*, 70(5-6), pp.195-208.

Svendsen, L. (2006). *Fashion: A philosophy*. London: Reaktion.

Widdows, H. (2018). *Perfect me!: beauty as an ethical ideal*. Princeton, New Jersey: Princeton University Press.

### **Examples of Online Resources for Group Discussions and Presentations:**

Cultural appropriation

Christian Allaire. (2023). *Is Fashion Finally Turning the Page on Cultural Appropriation?* Available at <https://www.vogue.com/article/cultural-appropriation-appreciation-fashion-september-2023> Assessed on 24/1/2025.

Dior horse-face skirt

Oscar Holland. (2022). *Dior accused of ‘culturally appropriating’ centuries-old Chinese skirt* Available at <https://www.cnn.com/style/article/dior-cultural-appropriation-accusations-chinese-skirt/index.html>. Assessed on 24/1/2025.

Body image anxiety:

Shriya Raghuram. (2023). *The Psychological Effects Of Fashion On Body Image And Self-Esteem*. Available at <https://fashionlawjournal.com/the-psychological-effects-of-fashion-on-body-image-and-self-esteem/#:~:text=It%20is%20a%20mental%20condition,as%20it%20is%20a%20profession.> Assessed on 24/1/2025.

Ancient Chinese Fashion and Beauty

<https://youtu.be/o2bXEymjUxk?si=Cx1duCMDXVAKDeF6>

Asian boss. (2018). *Are you considered fat in China?* Available at <https://www.youtube.com/watch?v=97V3pPMBy4Y>. Assessed on 27/11/2018.

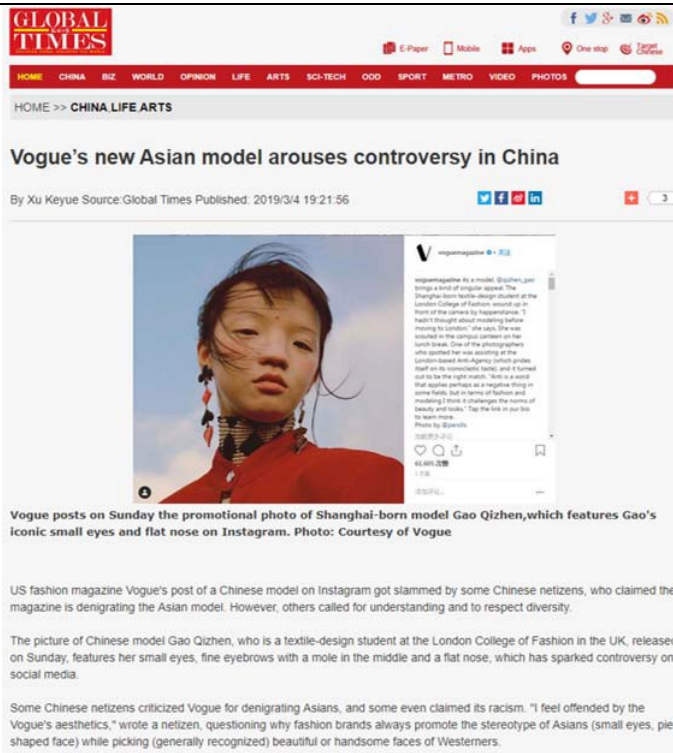


Elle. (2018). *5 gorgeous women whose unconventional beauty is taking the world by storm*. Available at <http://elle.in/culture/instagram-models-unconventional-beauty/>. Assessed on 07/05/2019.



The world is full of unconventional beauty, whether it meets your standards of what's gorgeous or not. Luckily for us, there is a new — and ever-expanding — breed of gorgeous models on social media who understand that beauty can exist outside society's definition of it. These are the women who have taken their uniqueness and worn it as their strongest weapon, defining their own unconventional beauty as they know it to be true. And with the thousands of followers they've accumulated, we would have to say that most of the population of Instagram would agree with them. These ladies aren't just models, they're role models. Proof that if you love yourself and dare to be who you are the world will have no choice but to love you back.

Global Times. (2019). *Vogue's new Asian model arouses controversy in China*. Available at <http://www.globaltimes.cn/content/1140885.shtml>. Assessed on 07/05/2019.



Piper, T. (2006). *Dove evolution*. Available at <https://www.youtube.com/watch?v=iYhCn0jf46U>. Assessed on 23/11/2018.

President of the world. (2012). *Body evolution - Model before and after*. Available at [https://www.youtube.com/watch?v=17j5QzF3kqE&has\\_verified=1](https://www.youtube.com/watch?v=17j5QzF3kqE&has_verified=1). Assessed on 23/11/2018.

Science of attraction. (2010). *The halo effect - Science of attraction*. Available at [https://www.youtube.com/watch?time\\_continue=16&v=ZuometYfMTk](https://www.youtube.com/watch?time_continue=16&v=ZuometYfMTk). Assessed on 27/11/2018.

Trend council <https://trendcouncil.wordpress.com/>

WGSN  
<https://www.wgsn.com/fashion>

### Magazines and Periodicals:

Elle  
Harper's Bazaar Vogue

### Example of online materials for in-class practices and quizzes

How director Damien Chazelle made use of colours in La La Land. Archer Green. (2024). *when the director happens to be an expert in colour theory*.

<https://www.youtube.com/watch?v=YGRBXsMsyng>  
Assessed on 24/1/2025.

Asia Jackson. (2024). *How to Understand Your Body for Better Outfits*. Available at [https://www.youtube.com/watch?v=Xv1\\_dWXJi5Q](https://www.youtube.com/watch?v=Xv1_dWXJi5Q)  
Assessed on 24/1/2025.

GoldenTV Network (2024). Fashion and Beauty Trends in Asian Culture  
Available at <https://www.youtube.com/watch?v=iFGPoZEjRMg>  
Assessed on 24/1/2025.

Intelligence The Emotional Power of Colour en

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|  | <a href="https://www.wgsn.com/fashion/article/674731d12c393bca4fe15cbe">https://www.wgsn.com/fashion/article/674731d12c393bca4fe15cbe</a><br><br><b>US_Plus-Size_How_to_Gain_Market_Share</b><br><a href="https://www.wgsn.com/fashion/article/54075">https://www.wgsn.com/fashion/article/54075</a><br><br><b>Body_Positive_New_Plus_Size_Retail_Strategies</b><br><a href="https://www.wgsn.com/fashion/article/67230">https://www.wgsn.com/fashion/article/67230</a><br><br>Online platforms:<br><a href="https://readyplayer.me/">https://readyplayer.me/</a><br><a href="https://www.pantone.com/color-finder">https://www.pantone.com/color-finder</a><br><a href="https://www.pantone.com/pantone-connect">https://www.pantone.com/pantone-connect</a><br><a href="https://dnschecker.org/convert-rgb-to-pantone-pms.php">https://dnschecker.org/convert-rgb-to-pantone-pms.php</a> |
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*Note 1: Intended Learning Outcomes*

Intended learning outcomes should state what students should be able to do or attain upon subject completion. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

*Note 2: Subject Synopsis/Indicative Syllabus*

The syllabus should adequately address the intended learning outcomes. At the same time, overcrowding of the syllabus should be avoided.

*Note 3: Teaching/Learning Methodology*

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

*Note 4: Assessment Method*

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

(Form AR 140) 2.2025