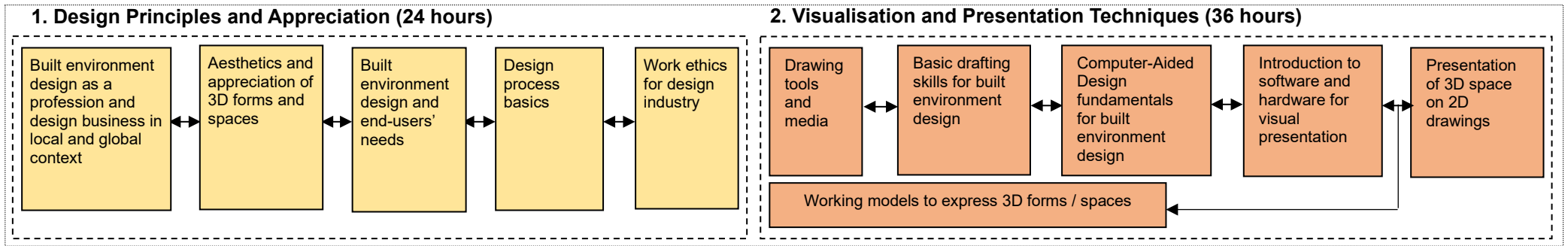


Applied Learning

2025-27 Cohort; 2027 HKDSE

Item	Description
1. Course Title	Interior and Exhibition 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 characteristics of the built environment design profession and the development of the design trend and business in local and global context; (ii) demonstrate a basic understanding of the work ethics of built environment designers and the importance of copyright issues; (iii) apply basic design knowledge and skills to create design solutions in consideration of end-users' needs, functional requirements and environment; (iv) appreciate and interpret different styles of built environment; (v) demonstrate communication and interpersonal skills in the built environment design industry; and (vi) enhance self-understanding and explore directions on further studies and career pursuits.

6. Curriculum Map – Organisation and Structure



Elective Modules (120 hours)

(Choose one only.)

Interior Design Stream

3a. Interior Design and Development (48 hours)	4a. Interior Design Project (72 hours)
Interior design theory	Appreciation of good interior design projects
User experience for interior design	Research study on users' background
Living spaces around cityscape	Budget estimation for interior design project
Green concept and sustainability of built environment	Spatial planning and programming
Basic principles of common building structure in Hong Kong and concern of structural safety	Schematic Design: Ideation, style and mood, material application, lighting and furniture selection
Latest technologies and development trends of interior design	Design development records
Interior design fundamentals - Space for cooking and dining or - Space for personal care and beauty	Final design drawing and model
	Presentation of the Interior Design Project

OR

Exhibition Design Stream

3b. Exhibition Design and Development (48 hours)	4b. Exhibition Design Project (72 hours)
Exhibition design theory	Appreciation of good exhibition design projects
User experience for exhibition design	Research study on users' background
Exhibition spaces around cityscape	Budget estimation for exhibition design project
Basic principles of common materials, structure and safety for exhibition design	Spatial planning and programming
Visual elements and media for exhibition design	Schematic Design: Ideation, style and mood, material application, structure, lighting and furniture selection
Latest technologies and development trends of exhibition design	Design development records
Exhibition design fundamentals - Space for festival or - Space for pop up event	Final design drawing and model
	Presentation of the Exhibition Design Project

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 interior design, furniture and lifestyle product design, event and exhibition design, stage and set design, architectural design, landscape architecture, product design, visual communication

Career development

- e.g. junior interior designers, junior exhibition designers, junior furniture and lifestyle product designers, junior draftsmen, junior project co-ordinators, illustrators

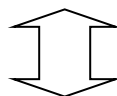
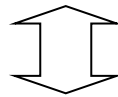
Complementarity with core subjects and other elective subjects

Enhancing and enriching, e.g.

- enhancing the depth and breadth of the design concepts and technology knowledge in **Visual Arts** (colour theory, design and art history), **Design and Applied Technology** (use of design software) and **Technology and Living** (latest technologies and development trends, such as VR exhibition and smart living) through designing the space and all related components of the Interior/Exhibition Design Project

Expanding horizons, e.g.

- students taking **Physics, Chemistry, Biology** and/or **Economics** may broaden their views and enhance their all-round development through studying this course such as "Aesthetics and Appreciation of 3D Forms and Spaces" and "Budget Estimation for Interior/Exhibition Design Project"



Relations with other Areas of Studies/ courses of Applied Learning

e.g.

Business, Management and Law

- the knowledge and skills of project management and problem-solving can enhance the learning of ethics and legal concepts in the area of studies of **Business, Management and Law**

Creative Studies

- the training of creative thinking (such as the use of mind map and concept application) in interior design, exhibition design and visual merchandising facilitates students' learning in other courses e.g. **Computer Game and Animation 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
- **Mathematics Education** – measurement and scale
- **Arts Education** – appreciation and critiques in arts
- **Personal, Social and Humanities Education** – cross-disciplinary thinking (historically, socially and culturally)
- **Technology Education** – technology as a value-added process for creating space

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 built environment design industry.

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 history of interior and exhibition design as a profession and its latest development) and eye-opening opportunities to experience the complexity of the context (e.g. field visits to important exhibitions and designer studios of significant values in Hong Kong to recognise the special features of interior and exhibition design in Hong Kong).

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. hands-on activities on drawing surrounding environment by hand sketch, creating 3D testing model to present spatial design ideas, and using computer-aided design software to draw basic 3D shapes and forms).

Students are given opportunities to consolidate their learning and demonstrate entrepreneurship and innovation (e.g. the “Interior/Exhibition Design Project” provides students with a learning opportunity to develop innovative design concepts by analysing the research findings and synthesising design ideas in the consideration of project budget and end-users’ requirements so as to create and design their own ideal expression of an ideal interior/exhibition design).

9. Curriculum Pillars of Applied Learning

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

(i) Career-related Competencies

- acquire a macro understanding of built environment design in business with consideration of local and global design trend;
- understand the importance of intellectual property rights and ethical issues, as well as the roles and responsibilities of built environment design personnel;
- develop basic knowledge and skills e.g. research, analytical and problem-solving skills, necessary for the key stages of the design cycle in built environment design;
- present design concepts effectively to the intended end-users through integration of various media and appropriate presentation skills; and
- identify the aptitudes and abilities required in built environment design industry and plan a personal roadmap to articulate to different levels of qualifications.

(ii) Foundation Skills

- employ numeracy skills e.g. measurement and scaling, in constructing three-dimensional visual forms during design process;
- express ideas using appropriate terminologies used in the built environment industry for appreciation and critiques of built environment design works;
- demonstrate effective communication skills in verbal and visual presentation in the design project; and
- apply information technology skills (such as social media and 3D printing) in doing research on built environment design trends and model making.

(iii) Thinking Skills

- demonstrate problem-solving and decision-making skills to provide appropriate solutions with consideration of various aspects, such as human factor concern, end-users' needs, aesthetics and functions;
- apply creative thinking skills by the "think-out-of-the-box" methods to generate multiple design options;
- apply analytical skills, such as recognising what information is needed, locating and obtaining it from a range of sources and evaluating it; and
- evaluate the design proposal and justify choices made/direction against various scenarios and make recommendations for further improvement.

(iv) People Skills

- illustrate self-reflection skills upon receiving feedback from course tutors and classmates during various learning activities such as class exercises, group discussion, presentation and critique;
- demonstrate self-management skills in assessment of design work at different stages and sequence up to design project presentation; and
- employ interpersonal and collaborative skills which are essential for built environment designers in brainstorming, group discussion, presentation and participation in the design project.

(v) Values and Attitudes

- appreciate the endeavours and fruits of different artistic pieces with sensitivity through peer critique, and learn humbly from mistakes;
- identify various legal and ethical issues such as design originality, copyright, patent rights and intellectual property rights;
- show enthusiasm, motivation and willingness to learn through learning-by-practising opportunities; and
- demonstrate self-confidence and sense of responsibility in the course of design and presentation of the project.