Applied Learning

2026-28 Cohort; 2028 HKDSE

Item	Description
1. Course Title	Cultural and Creative Product 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	Upon completion of the course, students should be able to: (i) demonstrate a basic understanding of the intellectual property rights and professional ethics related to design industries, as well as the roles and responsibilities of design personnel; (ii) identify the cultures of different regions and appreciate the aesthetics and design forms of various cultures; (iii) demonstrate effective communication skills in verbal and visual forms in presenting ideas and design concepts to the intended customers; (iv) integrate creative thinking and problem-solving skills on the design process and production of cultural and creative products; (v) employ interpersonal skills, collaborative skills and presentation skills in the design process and production of cultural and creative products; and (vi) enhance self-understanding and explore directions on further studies and career pursuits.

6. Curriculum Map – Organisation and Structure

1. Creative Design Thinking and Methods (30 hours)

- Appreciation for Contemporary Design Aesthetics
- Design Thinking
- Creative Thinking in Design Context
- Elementary Prototyping Skills and Materials

2. Contextual Design Solutions (30 hours)

- Consideration for Functionality
- Observational Skills and Problem-solving Skills
- Designing towards a Solution in Response to Contexts
- Intermediate Prototyping Skills and Materials

3. Culture and Artistic Expression (40 hours)

- Storytelling in Visual Language, Media, Materials and Techniques
- Product Semantics, Aesthetics and Semiotics
- Form Exploration in Different Design Medium
- Application of Traditional Craftsmanship and 3D Printing Technology

4. Entrepreneurship in Design Fields (20 hours)

- Work Ethics, Intellectual Property and related Regulations in Design Industry
- Introduction to Fabrication and Batch Production
- Brand Image and E-commerce
- Batch Production Materials and Techniques

5. Integrated Design Project (60 hours)

- "Lifestyle Products" or "Image Products"
- Thematic Design
- Contextual and Cultural Considerations
- Design Process Documentation Portfolio
- Product Prototype Fabrication
- Presentation of Design Product
- Marketing Strategy

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 jewellery/accessory design, product design, manufacturing technology, visual communication, fine art, creative arts & culture, cultural studies

Career development

- e.g. designer assistant, junior product designer, junior jewellery/accessories designer, furniture designer, product retail assistant, illustrator, startup founders, art studio founders, and business/social entrepreneurs

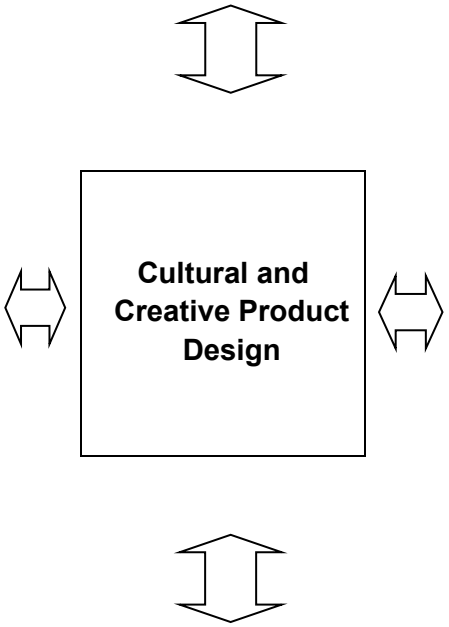
Complementarity with core subjects and other elective subjects

Enhancing and enriching**,** e.g.

- enhancing the breadth and depth of design principles, drawing skills and creative thinking in **Visual Arts, Design and Applied Technology** and **Technology and Living** through designing creative crafts, entrepreneurship studies and the Integrated Design Project

Expanding horizons**,** e.g.

- students taking **History** subject may broaden their horizons and enhance their overall learning experience by bridging the design and history knowledge through recognising the interplay between human creativity, technological advancement and socio-cultural evolution



Relations with other Areas of Studies/ courses of Applied Learning

e.g.

Business, Management and Law

- the knowledge and skills of business operations, such as brand building and intellectual property management, as well as creative thinking skills can reinforce the learning in the area of studies **Business, Management and Law**

Applied Science

- the knowledge and skills of fundamental production technology can enhance the learning in the area of studies **Applied Science**

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
- **Technology Education** – analyse and evaluate information related to the market

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 cultural and creative product design.

Different modes of activities are employed to provide students with a systematic understanding about the context (e.g. case analysis, group discussions, visits and workshops to introduce Hong Kong's cultural and creative product design industry, the differences between different media platforms and their characteristics) and eye-opening opportunities to experience the complexity of the context (e.g. visits to local art exhibitions, markets and unique designer studios, and dialogue and exchanges with designers to understand the characteristics of cultural innovation and product design).

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. experience the surrounding living spaces on the spot, design sketches by hand, understand the characteristics of different materials through workshops, make three-dimensional models to demonstrate design concepts, and use paper, clay, woodworking, metalworking and computer software to develop and create three-dimensional models and cultural creative products).

Students are given opportunities to consolidate their learning and demonstrate entrepreneurship and innovation (e.g. through the “Integrated Design Project”, students integrate the design process, use different materials and techniques (such as traditional craftsmanship and technology), and apply production knowledge and skills to the topics “Lifestyle Products” or “Image Products”).

9. Curriculum Pillars of Applied Learning

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

(i) Career-related Competencies

- demonstrate a basic understanding of the intellectual property rights and professional ethics related to design industries, as well as the roles and responsibilities of design personnel;
- appreciate the aesthetics of cultural and creative products and design of artistic practice;
- apply the knowledge and skills of different materials and traditional craftsmanship to enhance the communication of the design ideas; and
- apply basic knowledge and skills of the design cycle in cultural and creative products design, including inspiration, research, sketching, design concept, traditional craftmanship, 3D printing technologies and small batch production.

(ii) Foundation Skills

- express ideas using appropriate terminologies used in the cultural and creative design industry for appreciation and critiques of design works; and
- demonstrate effective communication skills in verbal and visual forms in presenting ideas and design concepts effectively to the intended customers.

(iii) Thinking Skills

- integrate creative thinking and problem-solving skills on the design process and production with consideration of various aspects, such as ergonomics 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 to select relevant information from a range of sources; and
- evaluate the design proposal and choices of users and apply problem-solving skills 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 peer critique;
- demonstrate self-management skills in assessment of design work at different stages and sequence up to final project presentation; and
- employ interpersonal skills, collaborative skills and presentation skills in the design process.

(v) Values and Attitudes

- appreciate the endeavours and learn humbly from mistakes through peer critique;
- identify various legal and ethical issues such as design originality, copyright, patent rights and intellectual property rights, and show respect for others and for law and authority as well as honesty and integrity;
- show enthusiasm, motivation to learn through learning-by-practising opportunities; and
- demonstrate self-confidence and sense of responsibility in the course of design and presentation of the integrated design project.