

**Applied Learning**  
**2026-28 Cohort; 2028 HKDSE**

<b>Item</b>	<b>Description</b>
<b>1. Course Title</b>	Interior and Event Spatial Design
<b>2. Course Provider</b>	Vocational Training Council
<b>3. Area of Studies/ Course Cluster</b>	Creative Studies Design Studies
<b>4. Medium of Instruction</b>	Chinese or English
<b>5. Learning Outcomes</b>	<p>Upon completion of the course, students should be able to:</p> <ul style="list-style-type: none"><li>(i) identify the characteristics of the built environment and spatial design profession and the development of the design trend and business in local and global context;</li><li>(ii) appreciate and interpret different styles of built environment and spatial design;</li><li>(iii) demonstrate a basic understanding of the work ethics of spatial designers and the importance of copyright issues;</li><li>(iv) apply communication skills and interpersonal skills in presenting the spatial design ideas to target users effectively;</li><li>(v) integrate spatial design knowledge and skills to create design solutions in consideration of end-users' needs, functional requirements and environment; and</li><li>(vi) enhance self-understanding and explore directions on further studies and career pursuits.</li></ul>

## 6. Curriculum Map – Organisation and Structure

### 1. Design Principles and Appreciation (24 hours)

Built environment and spatial design as a profession and design business

Aesthetics and appreciation of 3D forms and spaces

Spatial design and project typologies

Spatial design for spaces around cityscape

Building structure principles in Hong Kong and the structural safety in the built environment and spatial design

Work ethics for design industry

### 2. Visualisation and Presentation Techniques (36 hours)

Drawing tools and media

Basic drafting skills for built environment and spatial design

Design software in the built environment and spatial design

Introduction to software and hardware for visual presentation

Working models to express 3D forms/ space

### 3. Spatial Design Fundamentals (60 hours)

Interior and event spatial design theory

Design process basics and end-users' needs

User experience and human dimensions study

Visual elements, materials and media for interior and event spatial design

Latest technologies and development trends of interior and event spatial design

Green concept and sustainability of built environment

Design fundamentals  
- Spatial design for designated Area

### Interior Design Stream

#### 4a. Interior Design Project (60 hours)

Appreciation of good interior design projects

Research study on project background

Spatial planning and functional programming

Schematic Design:  
Ideation, style and mood, material application, lighting and furniture selection

Design development records

Final design drawing and model making

**Presentation of the interior design project**

### Elective Modules

(60 hours)

(Choose one only)

OR

### Event Spatial Design Stream

#### 4b. Event Spatial Design Project (60 hours)

Appreciation of good event spatial design projects

Research study on project background

Spatial planning and functional programming

Schematic design:  
Ideation, style and mood, material application, structure, lighting and furniture selection

Design development records

Final design drawing and model making

**Presentation of the event spatial 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, visual communication

#### **Career development**

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

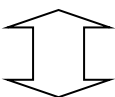
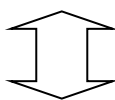
### Complementarity with core subjects and other elective subjects

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

- enhancing the breadth and depth 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 the Interior/Event Spatial Design Project

#### **Expanding horizons**, e.g.

- students taking **Physics**, **Chemistry**, **Biology** and/or **Economics** may broaden their views in spatial design and enhance their all-round development



### Relations with other Areas of Studies/ courses of Applied Learning

e.g.

#### **Business, Management and Law**

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

#### **Creative Studies**

- creative thinking skills in spatial design and visual merchandising facilitates students' learning in courses under area of studies Creative Studies

### 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** – knowledge related to 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 and event spatial 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 event spatial design as a profession and its latest development) and eye-opening opportunities to experience the complexity of the context (e.g. visits to important exhibitions and designer studios of significant value in Hong Kong to recognise the special features of interior and event spatial 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 hand sketch, creating 3D testing model and using design software to draw basic 3D shapes and forms).

Students are given opportunities to consolidate their learning and demonstrate entrepreneurship and innovation (e.g. in the Interior/Event Spatial Design Project, students 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 interior/ event spatial 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 the local and global design trend of the built environment and spatial design;
- understand the importance of intellectual property rights and ethical issues related to built environment and spatial design profession, as well as the roles and responsibilities of built environment and spatial design personnel;
- 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 and spatial 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 3D visual forms during design process;
- express ideas using appropriate terminologies used in the spatial design 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 (e.g. social media and 3D printing) in conducting research on built environment and spatial design trends and model making.

### (iii) Thinking Skills

- demonstrate problem-solving and decision-making skills to provide appropriate solutions with consideration of various aspects, (e.g. 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 to identify required, such as recognising what information for spatial design from diverse channels and evaluate its relevance and reliability;; 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 (e.g. 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 (e.g. design originality, copyright, patent rights and intellectual property rights);
- show enthusiasm, motivation and willingness to learn through learning-by-practising in spatial design; and
- demonstrate self-confidence and sense of responsibility in the course of design and presentation of the project.