

## **Applied Learning (Senior Secondary Level)**

### **2020-22 Cohort**

#### **Learning and Teaching**

**Subject Title** : **Animal Care**  
**Area of Studies** : **Applied Science**  
**Course Provider** : **School of Continuing and Professional Education,  
City University of Hong Kong**

In Animal Care, 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 animal care.

Different modes of activities are employed to provide students with a systematic understanding about the context (e.g. lectures, seminars, group discussions, student project presentations to enhance students' understanding of animals and caring for animals) and eye-opening opportunities to experience the complexity of the context (e.g. visits to different animal organisations; sharing by professionals, such as animal keepers, animal trainers, animal curators, veterinary nurses and veterinarian).

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. assessing the welfare needs of animals in different settings and through different simulated and practical exercises to develop routine care for pets and basic animal care skills, including interpreting animal behaviours, preparing animal accommodation and safe handling of animals).

Students are also encouraged to develop and apply conceptual, practical and reflective skills to demonstrate entrepreneurship and innovation (e.g. students will learn to reflect on animal-related practical experiences, to make suggestions or solutions for improvement in animal care practice with the support of appropriate knowledge or information). Students are given opportunities to integrate the knowledge and skills acquired and consolidate their learning (e.g. when formulating husbandry care, students need to apply underpinning knowledge and concepts and identify all the needs of the animals to provide appropriate and all-rounded care).

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#### Curriculum Pillars of Applied Learning in Context – Animal Care

Upon completion of the subject, students should be able to:

- describe the different roles of animals within society;
- apply animal welfare principles and science knowledge to provide daily care to meet animals' needs;
- discuss the responsibilities, ethics and safety precautions of animal care practitioners;
- formulate basic care plans according to the needs of individual animals;
- apply reflection on experiences to enhance learning and practice in animal care;
- demonstrate communication and interpersonal skills in the field of animal care; and
- develop self-understanding for further studies and career development in the related field.

Through the specific contexts related to the subject, students have different learning opportunities, for example:

#### **1. Career-related Competencies**

- review the roles of animals in society and the different human-animal relationships;
- outline principles in animal welfare and related codes and regulations for different groups of animal;
- evaluate current animal facilities and welfare initiatives;
- apply scientific information and inquiries to make informed decisions in providing care to an individual animal;
- identify and discuss the practical skills required to work in animal care; and
- reflect on personal and learning experiences to foster a reflective approach to bring about improvement in animal care practice.

#### **2. Foundation Skills**

- exchange ideas and interact effectively with peers on an individual and group basis;
- communicate effectively and convey ideas and arguments to an audience through giving presentations;
- present information logically in written form following conventions or a framework through reviewing different sources and types of material;
- use appropriate technology in animal care; and
- exercise mathematical skills in analysis and interpretation of animal-related data & statistics and demonstrate the use of baseline data to monitor changes in animal care.

#### **3. Thinking Skills**

- discuss interconnectedness between animals, human and the environment;
- compare and contrast the different relationships between animal, human and the environment, and how these impact on the wellbeing of animals and human;
- reflect on personal and learning experiences to facilitate thinking about a problem or situation for a solution or improvement;
- examine to distinguish information that are scientific or based on personal feelings, preferences or opinions concerning the requirements of animals; and
- use appropriate information to make judgements concerning the requirements of animals.

**4. People Skills**

- respect different points of views and work through differences during class and group activities;
- understand and manage one's own emotions and those of others when controversial or sensitive topics are being discussed or at challenging times;
- develop sensitivity and empathy for the feelings and situations of others; and
- use prepared questions to collect important information about an animal to inform its care.

**5. Values and Attitudes**

- support to one's peers in learning during group activities;
- develop positive and caring attitudes for working with human and animals;
- treat all animals with due respect and ethical considerations when one encounters animals during the course and beyond;
- be responsible for one's own learning and adopt a reflective approach to identify areas for further studies; and
- be honest about where one's words or ideas come from if they are not their own when completing assignments.