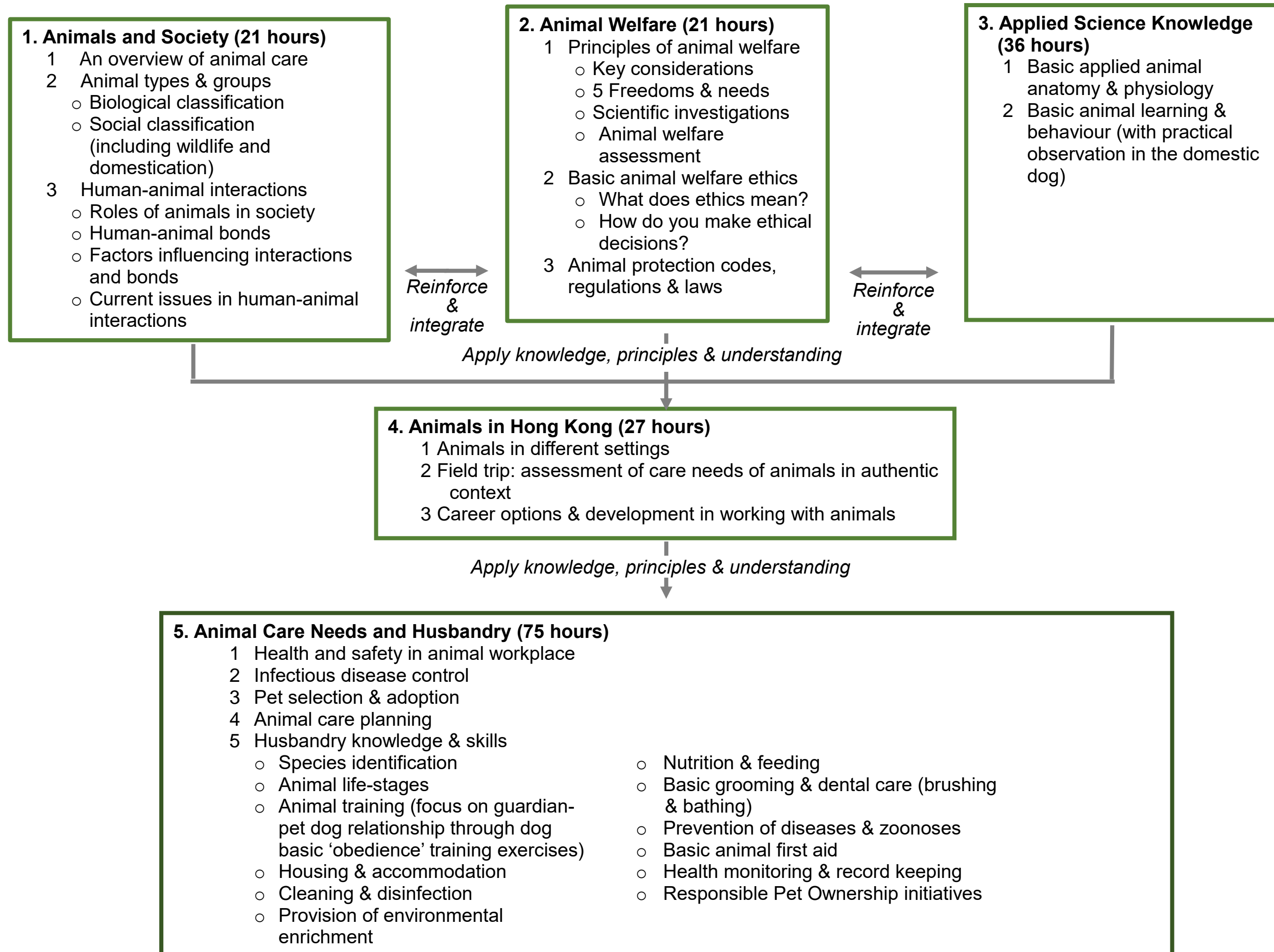


Applied Learning

2023-25 Cohort; 2025 HKDSE

Item	Description
1. Course Title	Animal Care
2. Course Provider	School of Continuing and Professional Education, City University of Hong Kong
3. Area of Studies/ Course Cluster	Applied Science/ Medical Science and Health Care
4. Medium of Instruction	English
5. Learning Outcomes	<p>Upon completion of the course, students should be able to:</p> <ol style="list-style-type: none"> (1) describe the different roles of animals within society; (2) apply animal welfare principles and science knowledge to provide daily care to meet animals' needs; (3) discuss the issues related to responsibilities, ethics and safety precautions of animal care practitioners; (4) formulate basic care plans according to the needs of individual animals; (5) apply reflection on experiences to enhance learning and practice in animal care; (6) demonstrate communication and interpersonal skills in the field of animal care; and (7) develop self-understanding for further studies and career development in the related field.

6. Curriculum Map – Organisation and Structure



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. Students who have successfully completed Applied Learning courses have to meet other entry requirements as specified by the institutions.
- The recognition of Applied Learning courses for admission to further studies and career opportunities is at the discretion of relevant institutions.

Possible further study and career pathways

Further studies

- e.g. veterinary medicine, veterinary nursing, biosciences/life sciences, environmental science, food science, biomedical sciences

Career development

- e.g. various levels of jobs/entry points in animal care/health care depending on qualifications attained in further studies (e.g. veterinarian, veterinary nurse, veterinary assistant, animal care assistant, animal keeper, laboratory veterinary attendant)

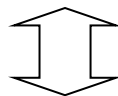
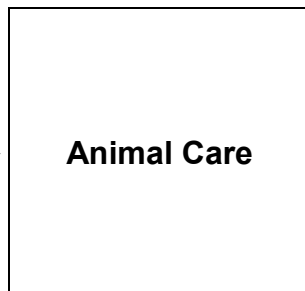
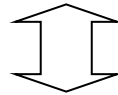
Relations with core subjects and other elective subjects

Enhancing and enriching, e.g.

- the study of applied animal anatomy and physiology enhances and extends student learning of the human body in **Biology** by allowing them for comparisons
- the concepts and theories of ethics in **Ethics and Religious Studies** may be applied in animal welfare ethics

Expanding horizons, e.g.

- students taking **Humanities subjects** gain exposure and diverse learning experiences through field visits and visits to animal care organisations



Relations with other areas of studies/ courses of Applied Learning

e.g.

Business, Management and Law

- this course can inspire business ideas and opportunities in the animal care industry

Services

- effective communication, team work, client care and after-sales support are applicable in the health care industry

Foundation knowledge developed in junior secondary education

The course is built upon the foundation knowledge students acquired in, e.g.

- **Mathematics Education** – calculation and data handling
- **English Language Education** – writing, listening and speaking skills
- **Personal, Social and Humanities Education** – mutual respect, social responsibility, community living
- **Science Education** – fundamental scientific concepts and biological processes
- **Technology Education** – information search, word & data processing, making presentations

Applied Learning

2023-25 Cohort; 2025 HKDSE

Learning and Teaching

Course 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. 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).

Applied Learning

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Curriculum Pillars of Applied Learning in Context – Animal Care

Through the specific contexts related to the course, 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 and 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 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; and
- develop sensitivity and empathy for the feelings and situations of others.

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.