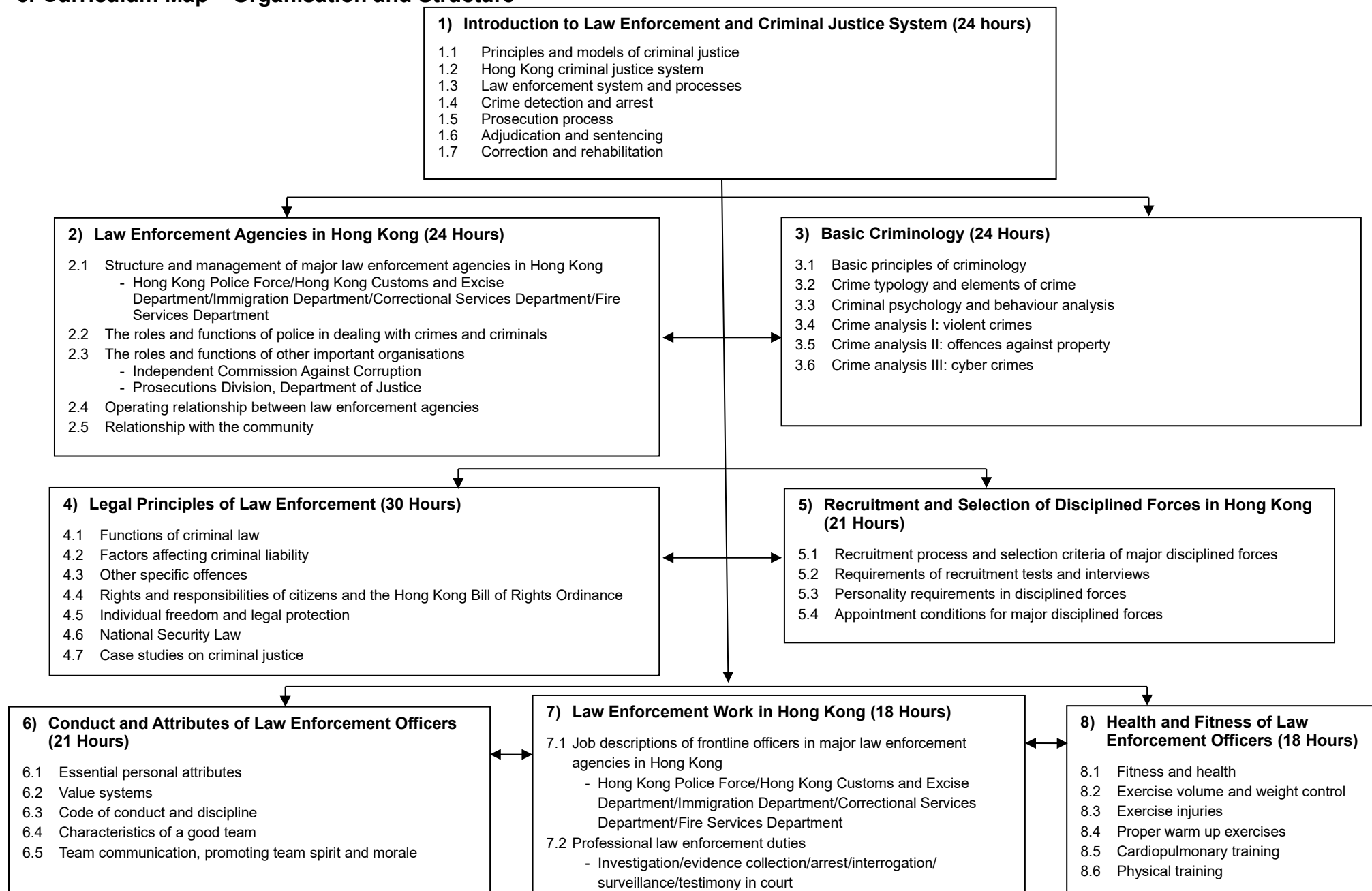


Applied Learning

2026-28 Cohort; 2028 HKDSE

Item	Description
1. Course Title	Law Enforcement in Hong Kong
2. Course Provider	School of Continuing Education, Hong Kong Baptist University
3. Area of Studies/ Course Cluster	Business, Management and Law/ Legal 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) demonstrate a basic understanding of the key elements of criminal law, criminal justice system in Hong Kong and criminology;(ii) demonstrate an understanding of the roles, work scope, functions and the inter-relationship of law enforcement agencies in Hong Kong and their importance to the continued development of society;(iii) apply criminal justice principles in appraising law enforcement work;(iv) demonstrate an understanding of the job requirements, duties, essential attributes, physical fitness training, code of conduct and the value systems in the law enforcement professions in Hong Kong;(v) apply communication skills and interpersonal skills in law enforcement contexts; and(vi) enhance self-understanding and explore directions on further studies and career pursuits.

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.
- 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 policing studies, disciplined forces management, law, criminology, security management and compliance

Career development

- e.g. police constable, immigration assistant, fireman, assistant correctional officer, customs officer, airport security personnel, legal/regulatory compliance clerk

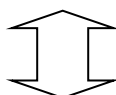
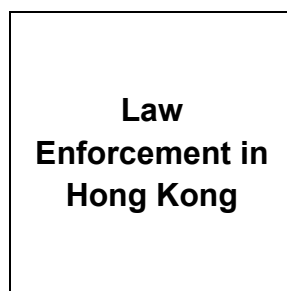
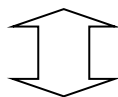
Complementarity with core subjects and other elective subjects

Enhancing and enriching, e.g.

- enhancing the breadth and depth of learning of **Ethics and Religious Studies** (e.g. human rights); and **Health Management and Social Care** (e.g. health maintenance) through understanding the rights and responsibilities of citizens; and health and fitness of law enforcement officers

Expanding horizons, e.g.

- students taking **Physics** can broaden their knowledge in law



Relations with other Areas of Studies/ courses of Applied Learning

e.g.

Business, Management and Law

- students taking this course can apply the legal theories and concepts to deepen their understanding of business ethics and professional ethics

Foundation knowledge developed in junior secondary education

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

- **Personal, Social and Humanities Education** – knowledge of legal rights, social justice and related law enforcement activities
- **Technology Education** – information processing
- **Chinese Language Education** and **English Language Education** – communication skills
- **Physical Education** – knowledge of physical fitness management

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 the law enforcement profession.

Different modes of activities are employed to provide students with a systematic understanding about the context (e.g. lectures and group discussions on law enforcement, criminal justice system in Hong Kong and basic criminology) and eye-opening opportunities to experience the complexity of the context (e.g. visits to law enforcement organisations and sharing by industry experts on staff recruitment, essential personal attributes and qualities of various disciplined forces 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. role-play exercises as law enforcement officers in case investigation from initial incident, criminal intelligence gathering and analysis to court disclosure, and experience sharing by industry practitioners on crime scene investigation techniques).

Students are given opportunities to consolidate their learning and demonstrate entrepreneurship and innovation (e.g. an integrated project provides students with the opportunity to apply the knowledge and skills acquired to identify a social issue, such as juvenile delinquency, in Hong Kong and analyse the relationship among the social issue, stakeholders, current criminal justice system and law enforcement system, and to make realistic suggestions in preventing crimes arising from such social issue).

9. Curriculum Pillars of Applied Learning

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

(i) Career-related Competencies

- understand the roles and appraise the importance of criminal justice system in sustaining the stability and development of society;
- demonstrate a basic understanding of criminology, criminal behaviour and the criminal law that supports the law and order of society;
- distinguish the roles, functions and structure of different law enforcement agencies in Hong Kong;
- recognise the job requirements, essential personal attributes and qualities of different law enforcement agencies, and their relationship with the community;
- design fitness training exercises that meet the standard required by major law enforcement agencies; and
- plan future studies and career development in the field of law enforcement.

(ii) Foundation Skills

- communicate concisely and effectively in both verbal and written forms in roleplay, case discussion, project presentation, written reports and interview simulations;
- apply information technology skills in searching information online, case analysis and presentation; and
- analyse crime data and develop plan for effective use of resources on crime prevention.

(iii) Thinking Skills

- demonstrate ability to identify problems, problem-solving and decision-making skills in simulated crime and law enforcement contexts;
- analyse evidence and information to draw logical inference in case investigations;
- apply critical thinking skills to analyse criminal behaviour; and
- understand the inter-relationship of various entities, evidence and events through criminal case investigation.

(iv) People Skills

- demonstrate effective interpersonal skills when interacting with people of different cultures and background in a simulated law enforcement environment;
- develop collaborative and team building skills in group project activities; and
- practise self-reflection and self-management skills in role-play and assessment activities.

(v) Values and Attitudes

- recognise values of law enforcement officers, including integrity, honesty and impartiality;
- demonstrate proper attitudes, enthusiasm and a willingness to learn in acquiring knowledge and skills of criminal justice and law enforcement; and
- show self-confidence, objectivity and a high degree of responsibility in presenting case for prosecution in simulated law enforcement contexts.