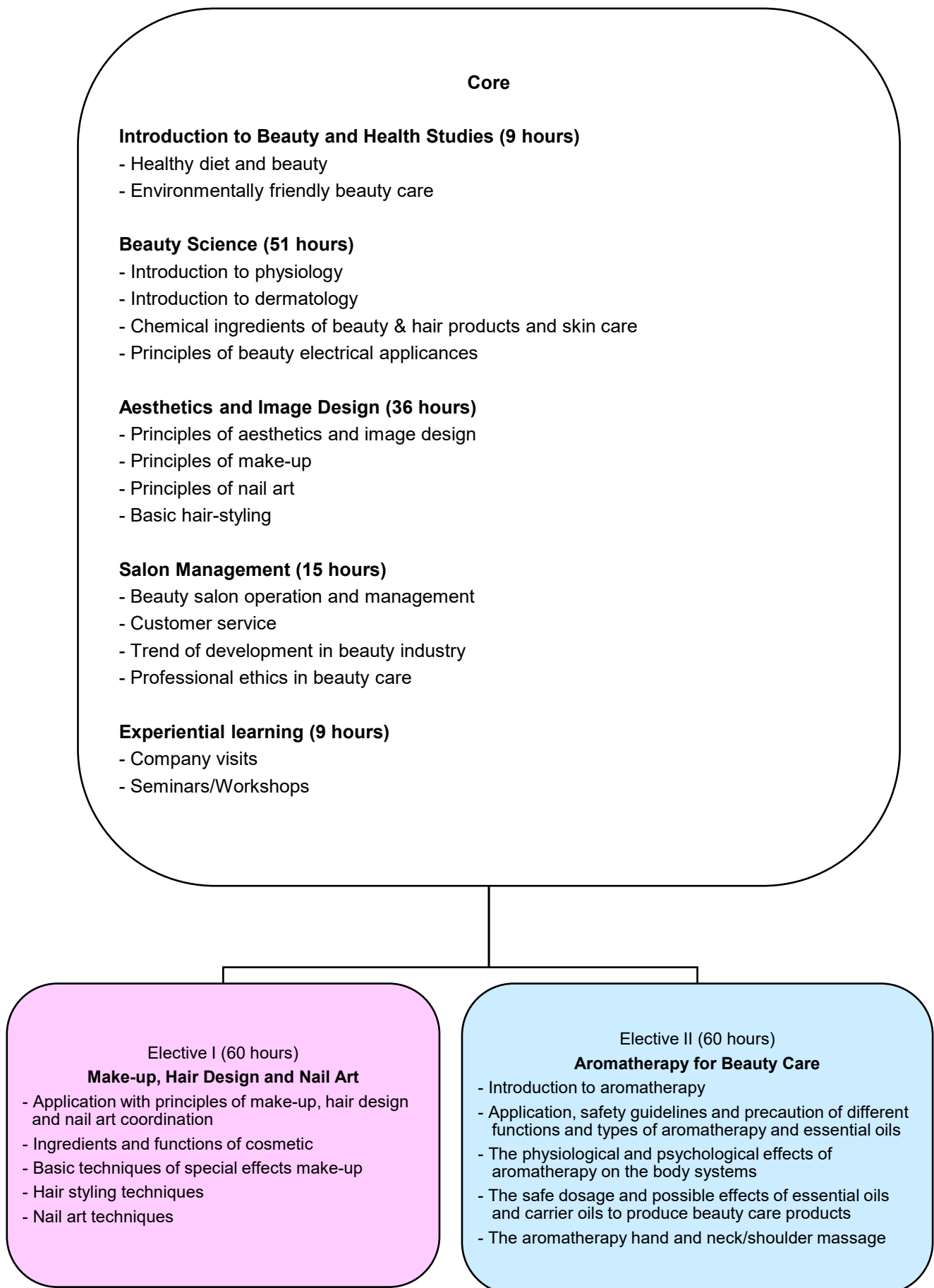


## Applied Learning

### 2026-28 Cohort; 2028 HKDSE

Item	Description
<b>1. Course Title</b>	Fundamental Cosmetology
<b>2. Course Provider</b>	Caritas Institute of Community Education
<b>3. Area of Studies/ Course Cluster</b>	Services/ Personal and Community Services
<b>4. Medium of Instruction</b>	Chinese
<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) demonstrate a basic understanding of the principles of aesthetics and image design in beauty, make-up and hairdressing;</li> <li>(ii) recognise and apply the basic beauty science knowledge of physiology, dermatology and chemical ingredients to design beauty treatment plans for the customers and hence, demonstrate communication skills and problem-solving skills;</li> <li>(iii) integrate the knowledge and skills of personal health and beauty care, and apply them to beauty treatment plans and salon management based on code of practice on occupational safety as well as professional ethics;</li> <li>(iv) apply relevant aesthetics' knowledge and skills in make-up, hair styling and nail design to match with the total image design and select appropriate cosmetics products to match related style (Elective 1);</li> <li>(v) apply the knowledge and skills of essential oil and aromatherapy, safety guidelines and precautions in beauty care (Elective 2); and</li> <li>(vi) enhance self-understanding and explore directions on further studies and career pursuits.</li> </ul>

## 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 beauty care products, health science, health and beauty care

#### **Career development**

- e.g. qualified beauty therapist, make-up artist and aromatherapist

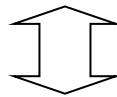
### Complementarity with core subjects and other elective subjects

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

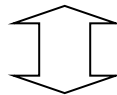
- enhancing the understanding in design concepts in **Visual Arts**
- enriching the knowledge in health and nutrition in **Technology and Living**

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

- student taking **Business, Accounting and Financial Studies** may enhance understanding of beauty care to broaden their horizons



### Fundamental Cosmetology



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

e.g.

#### **Applied Science**

- the understanding of hygiene and safety in providing beauty treatment, health and safety regulations in using beauty electrical appliances and products, and aromatherapy for beauty care

#### **Creative Studies**

- beauty and personal image, design concepts in make-up and nail arts

### Foundation knowledge developed in junior secondary education

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

- **Science Education** – knowledge of human body, balance within our body, chemical principles
- **Chinese Language Education** – communication skills, writing skills and the use of language
- **Personal, Social and Humanities Education** – proper values and attitude such as perseverance, responsibility and commitment

## **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 beauty and cosmetology.

Different modes of activities are employed to provide students with a systematic understanding about the context (e.g. lectures conducted with a multi-disciplinary approach enable students to approach beauty and health studies from the perspectives of science, business management, aesthetics, and personal health and beauty care) and eye-opening opportunities to experience the complexity of the context (e.g. visits and seminars given by industry practitioners to understand the current mode of operation and the potential growth of the beauty industry).

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. students' role play as beauty therapists to apply both their communication skills in client consultation, and their knowledge and skills of beauty and health science and holistic health care in performing and evaluating beauty treatment plans in simulated beauty salon settings).

Students are given opportunities to consolidate their learning and demonstrate entrepreneurship and innovation (e.g. students integrate their knowledge in aesthetic, beauty care, personal health care and holistic care to perform the facial treatment, and hand and neck/shoulder massage).

## 9. Curriculum Pillars of Applied Learning

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

### (i) **Career-related Competencies**

- describe the various sectors in the beauty and personal health care industry, understand their development trends, career opportunities and qualification requirements;
- explain the aesthetics and scientific principles behind the beauty and personal health care services;
- recognise and apply the knowledge and safety guidelines and precautions of aromatherapy/essential oils in the usage of beauty care treatments;
- apply foundation knowledge and skills of the beauty and personal health care industries through hands-on application; and
- recognise the latest development of beauty and personal health care with holistic care in beauty industries through visits and seminars.

### (ii) **Foundation Skills**

- demonstrate effective communication skills through dealing with customers in simulated beauty salon settings;
- apply numeric skills by performing basic accounting procedures adopted by a beauty salon and using the accurate dosage of using aromatherapy/essential oils; and
- employ information technology in collecting different types of information and data, e.g. fashion make-up, hair styling, and beauty care products.

### (iii) **Thinking Skills**

- demonstrate the aesthetic appreciation in make-up and hair design by analysing design samples collected in various media platforms;
- generate innovative ideas to create various make-up effects and hair styles;
- apply analytical skills and problem-solving skills to meet customers' expectations; and
- describe the issues related to the social, economic and technological developments and the beauty and personal health care industry from regional and global perspectives, e.g. the demand of holistic health care services under the factors of life pressure and ageing.

### (iv) **People Skills**

- demonstrate self-reflection and management abilities by monitoring and evaluating their own performance during the process of the beauty treatment;
- employ different skills in building a trustful relationship with customers; and
- demonstrate communication skills and problem-solving skills in handling conflicting situations tactfully when interacting with customers.

### (v) **Values and Attitudes**

- discuss the culture of quality customer-oriented service;
- demonstrate professional conduct and social responsibility in the provision of services; and
- demonstrate self-motivated learning attitude to enhance knowledge and skills about the service industry.