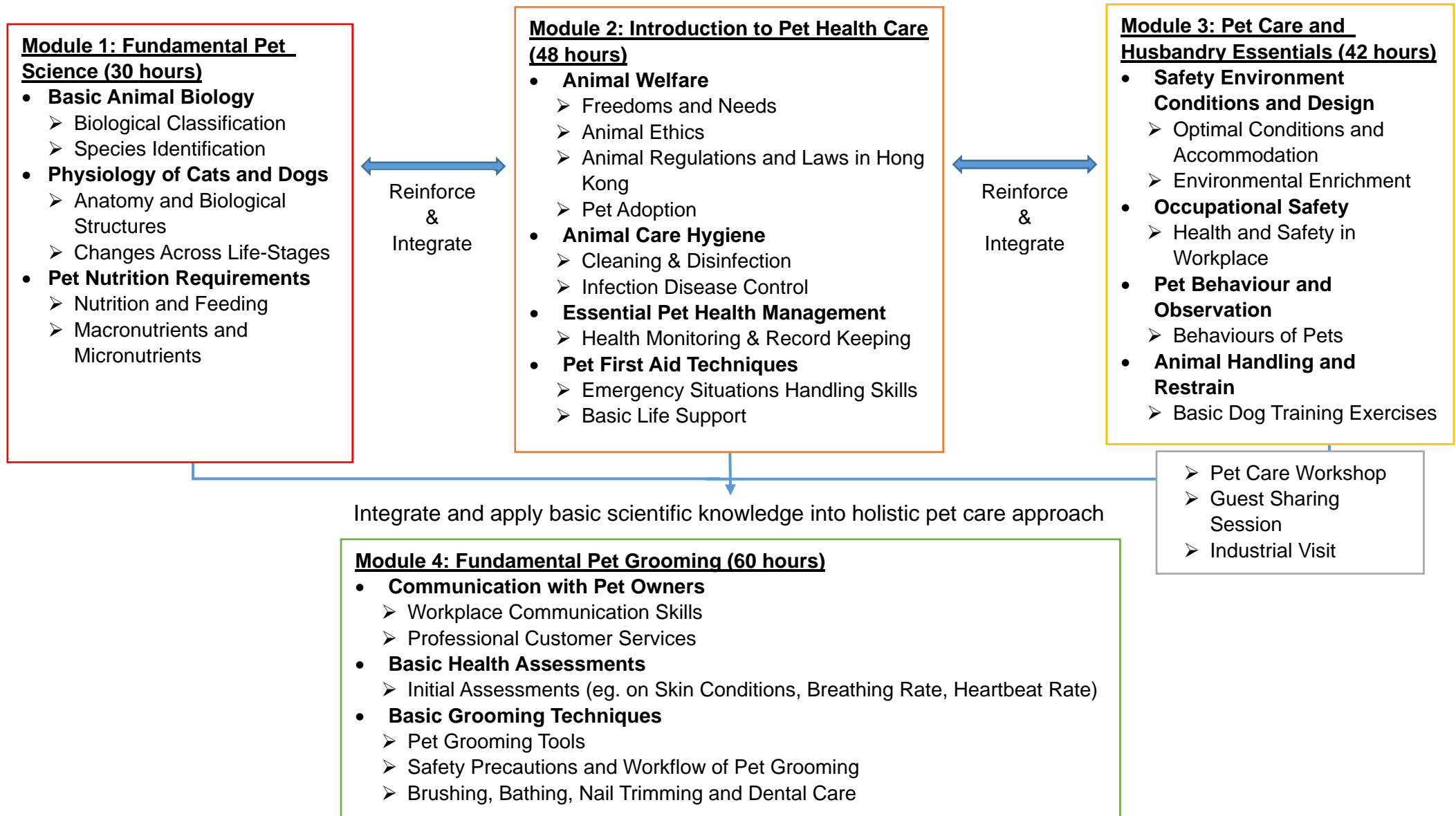


Applied Learning

2026-28 Cohort; 2028 HKDSE

Item	Description
1. Course Title	Pet Care and Grooming
2. Course Provider	Vocational Training Council
3. Area of Studies/ Course Cluster	Applied Science/ Medical Science and Health Care
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) describe the general physiological functions and mechanism in healthy pets;(ii) demonstrate occupational safety and industry standards when handling pets;(iii) apply basic grooming techniques as well as communication and problem-solving skills through teamwork when providing grooming services to pets;(iv) integrate knowledge and skills in husbandry and grooming to formulate basic care plans according to individual needs;(v) demonstrate proper values and attitudes in the pet care and grooming industry; 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 pet care and grooming, pet care and wellness, pet care and animal assisted therapy, veterinary medicine and science, veterinary nursing, life sciences

Career development

- e.g. pet groomer, pet shop operation assistant, vet assistant, vet nurse, animal rescue inspector, pet sitter, animal care assistant, animal keeper, veterinary laboratory attendant

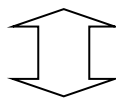
Complementarity with core subjects and other elective subjects

Enhancing and enriching, e.g.

- enhancing the breadth and depth of the learning in **Biology** through applying the knowledge in animal biology, physiology and nutrition

Expanding horizons, e.g.

- students taking **Health Management and Social Care** may broaden their horizon in the field on pet health care



Relations with other Areas of Studies/ courses of Applied Learning

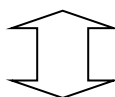
e.g.

Business, Management and Law

- the knowledge of **Business, Management and Law** can be enhanced through understanding the law related to animal welfare

Services

- the knowledge of customer services can be enhanced through learning the communication skills with pet owners and clients



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** – communications skills
- **Science Education** – animal science and nutrition
- **Technology Education** – modern technology

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 pet care and grooming field.

Different modes of activities are employed to provide students with a systematic understanding about the context (e.g. lectures and workshops in basic pet grooming) and eye-opening opportunities to experience the complexity of the context (e.g. visits to pet care related facilities as well as industrial talks).

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 experience in basic health assessments and pet grooming techniques).

Students are given opportunities to consolidate their learning and demonstrate entrepreneurship and innovation (e.g. in the project on pet grooming and health care, students are expected to make use of the knowledge acquired and present their works in a systematic way. In the process, students apply practical skills at industry standard, apply problem-solving skills to tackle pet care and grooming related issues with multi-disciplinary knowledge, and prepare written report and group presentation. During the project, students are also expected to demonstrate the proper values and attitudes required in the industry).

9. Curriculum Pillars of Applied Learning

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

(i) **Career-related Competencies**

- develop an understanding of animal welfare and ethical standards related to pet care and grooming, as well as the roles and responsibilities of practitioners;
- acquire basic knowledge and skills of pet care and grooming, and demonstrate the ability to solve customers' problems;
- apply basic knowledge and skills of pet care and grooming e.g. describe the physiological functions and mechanisms of healthy pets; and
- integrate the knowledge and skills of pet care and grooming to design the optimal basic care plan for pets based on individual needs.

(ii) **Foundation Skills**

- express ideas by using appropriate and effective communication skills to provide related information on pet care and grooming to address clients' inquiries or concerns;
- demonstrate mathematical skills related to pet care and grooming, such as calculating the nutritional requirement of pets;
- be familiar with basic operation of the equipment and tools for pet care and grooming.

(iii) **Thinking Skills**

- demonstrate problem-solving and decision-making skills to provide appropriate solutions to clients;
- utilise analytical skills to identify required information, source it from diverse channels, and evaluate its relevance and reliability; and
- evaluate the relevance of products and services, provide services and advice on basic care plans for pets based on individual needs.

(iv) **People Skills**

- illustrate self-reflection skills upon receiving feedback from course tutors and classmates during various learning activities such as class exercises, group discussion, presentation and reflection;
- demonstrate self-management skills in providing pet care and grooming services; and
- employ interpersonal and collaborative skills in group discussion, presentation and participation in group project.

(v) **Values and Attitudes**

- appreciate the efforts of others through peer assessment, and learn humbly from mistakes;
- identify various animal welfare and ethical standards, e.g. Five-Freedom of animals and different ethical frameworks; and
- show enthusiasm, motivation and willingness to learn through learning-by-practising in pet care.