For discussion on 16 March 2015

Legislative Council Panel on Education

Implementation of Applied Learning in the Senior Secondary Curriculum

Purpose

This paper is to brief the Panel on the general progress of the implementation of "Applied Learning" (ApL) as a component of the senior secondary curriculum leading to the Hong Kong Diploma of Secondary Education (HKDSE), in the light of catering for learners' diversity and preparing students for life-long learning.

Background

A broad and balanced curriculum with diversification

2.   Under the New Academic Structure (NAS), the 13 years of selective schooling (where only around one-third were selected at the Hong Kong Certificate of Education Examination (HKCEE) for Sixth Form) and a 3-year university programme has been replaced by 12 years of free school education leading to the HKDSE and a 4-year university programme and other post-secondary pathways. The purpose of the NAS is to prepare students for life-long learning and whole-person development in an effort to enhance the human resource of Hong Kong and its competitiveness as an international city. ApL subjects (Category B) are offered to Secondary 5 and 6 students as elective subjects, in addition to traditional elective subjects (from Category A) such as Physics and Economics. Each senior secondary student can choose two to four elective subjects from the 20 traditional elective subjects, the 40 ApL subjects and the Other Language subjects, on top of the four core subjects of Chinese Language, English Language, Mathematics and Liberal Studies as well as the non-examinable Other Learning Experiences, of a broad and balanced curriculum. If so wishes, a student may take a maximum of two ApL subjects as his or her elective subjects.

Course development and quality assurance

3.   ApL provides the fundamental understanding of theories and concepts through practical learning, development of generic skills and beginners' specific

skill sets linked to six broad professional fields relevant to the social and economic development of Hong Kong. The courses are commissioned to post-secondary institutions and professional bodies experienced in the fields. To ensure the quality of ApL, a stringent quality assurance mechanism involving the relevant Curriculum Development Council committee on curriculum design, the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) on delivery, and the Hong Kong Examinations and Assessment Authority (HKEAA) on moderation of assessment has been put in place. Courses are offered under six areas of studies, namely, (1) Creative Studies; (2) Media and Communication; (3) Business, Management and Law; (4) Services; (5) Applied Science; and (6) Engineering and Production. The course list of the 2015-17 cohort is at Appendix 1.

Meeting diverse needs of students and society

4.   A student may take a flexible combination of two to four elective subjects which may include traditional ones and a maximum of two ApL subjects. A student may choose only ApL subjects as electives, but also up to a maximum of two only. ApL is offered at Secondary 5 and 6. This enables students to think carefully about their choices of elective subjects at Secondary 4. Regarding the total number of elective subjects taken by students who opted for at least one ApL elective in 2014, 55% of them take two elective subjects, 41% take three elective subjects, less than 1% take four elective subjects, and around 3% take ApL subject as the only elective subject[1]. For instance, one student, who takes the traditional elective subject, Biology, also takes ApL "Health Care Practice"; another student, who opts for two other traditional subjects, Economics, and Business, Accounting and Financial Studies, also takes ApL "Hospitality Services in Practice". Another student, who takes three traditional elective subjects, namely Economics, Tourism and Hospitality Studies and Visual Arts, also takes ApL "Image Design". In a nutshell, ApL helps complement traditional subjects and helps students explore their academic,

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[1]

Number of Elective Subjects that can be taken by ApL Students	Subject Combinations
1 elective subject	• 1 ApL subject
2 elective subjects	• 1 traditional elective subject + 1 ApL • 2 ApL subjects
3 elective subjects	• 2 traditional elective subjects + 1 ApL subject • 1 traditional elective subjects + 2 ApL subjects
4 elective subjects	• 3 traditional elective subjects+1 ApL subject • 2 traditional elective subjects+2 ApLsubjects

professional or vocational study pathways, career aspirations and orientation for life-long learning, according to their interest, aptitude and abilities. Students with special educational needs (non-intellectual disabilities) could also take ApL courses according to their interest, aptitudes and aspirations. Special arrangement for learning, teaching and assessment would be made. Information on students from special schools taking ApL courses is at Appendix 2. For students with intellectual disabilities, they can opt to take adapted ApL courses. Details of the adapted ApL courses are at Appendix 3.

Recognition

Hong Kong Diploma of Secondary Education

5.   Currently, students attaining the results of "Attained" and "Attained with Distinction" in ApL are accepted as having attained the competencies required at the HKDSE Level 2 and Level 3 or above respectively for further studies and/or work. For instance, design-related ApL subjects are considered as elective subjects for admission by the design programme at the Hong Kong Polytechnic University; some programmes of the Chinese University of Hong Kong accept "Attained with Distinction" in some or all ApL subjects as extra electives (that is, the 6th and/or 7th subjects) for the award of bonus points; "Attained with Distinction" in an ApL subject will be regarded as having met the requirement of an elective subject whereas "Attained" level would be regarded as a value-added factor to be considered in totality with the Student Learning Profile for the purpose of admission to programmes offered by the Hong Kong Institute of Education. For admission to sub-degree programmes, each student is allowed to use up to two ApL subjects in the application to meet the minimum entrance requirements of Level 2 in five HKDSE subjects (including Chinese Language and English Language). For employment, ApL results in the HKDSE (including the results of "Attained" and "Attained with Distinction" in ApL, subject to a maximum of two ApL subjects) are accepted for civil service appointment purposes.

Qualifications Framework

6.   The Qualifications Framework (QF) is set up to enable Hong Kong people to set out clear goals and directions for life-long learning. ApL courses are designed with reference to the competencies of relevant trades already included in the QF. To enable ApL students to obtain QF-assured qualification in addition to the HKDSE upon successful completion of the courses, a pilot exercise on accreditation of ApL courses has been conducted. It would be an

added advantage for students in seeking employment as employers of many industries start to recognise QF qualifications. In the 2014-16 cohort, five ApL courses have been registered in the Qualifications Register as certificate programmes at QF Level 3. As at February 2015, four more ApL courses have been registered. The pilot exercise will continue to explore linking some more ApL courses to the QF in due course.

Implementation in Schools

7. The ApL courses to be offered for each cohort have been regularly reviewed and refined to provide a balanced portfolio of courses matching stakeholders' expectations and the social, economic and technological needs of the local society and the global trend. In the first cohort (2010-12 cohort), 30 ApL courses are offered. Courses are reviewed and updated with reference to the popularity of the courses, their relevance and feasibility. A table indicating the changes in course provision from the 2010-12 to 2015-17 cohort is at Appendix 4. In the sixth cohort (2015-17 cohort), a spectrum of 40 ApL courses are developed. For instance, new courses such as "Entrepreneurship for SME", "Electrical and Energy Engineering" and "Computer Forensic Technology" are introduced to meet the changing needs of the society and student interest.

8. Under the NAS, the first cohort of ApL courses at Secondary 5 was smoothly launched in September 2010. The number of schools offering ApL has increased from 303 in the 2010-12 cohort to 316 in the 2014-16 cohort. These schools have intakes of students with wide-ranging abilities. The percentage of students taking ApL courses in relation to the student population has remained stable, which accounted for around 7-8%. The trend of participation in ApL is at Appendix 5. Among schools not offering ApL, it is noted that their considerations are mainly related to schools' own curriculum planning, societal recognition, student interest and resources deployment.

9. Based on data collected from interviews with students, it was found that through flexible combination with core and other elective subjects, ApL complementarily helped students enhance their subject knowledge of the related fields. For instance, students could understand more about the practical application of the basic principles of electricity and magnetism in Physics through choosing related ApL courses such as "Aviation Studies" under the area of studies of Engineering and Production. Students' skills of handling media,

materials and art language developed in Visual Arts could be further enhanced through studying related ApL courses such as "Interior Design" under the area of studies of Creative Studies.

10.   To support schools to offer ApL, a Diversity Learning Grant is provided upon application. To improve the support to schools, funding arrangements for the Diversity Learning Grant have been regularly reviewed. The level of the grant for the 2015-17 cohort has been enhanced (i.e. 100% subsidies for the first ten student enrolments and a subsidy ceiling of $9,779 or 75% of the average course fee for the remaining 110 student enrolments) to further encourage schools to embrace more ApL choices for their students.

Achievement of students in Applied Learning

11.   Across the 2010-12, 2011-13 and 2012-14 cohorts, students' overall performance in ApL results in the HKDSE are encouraging, with consistently around 90% of the students getting "Attained" or above; and over 20% of them being awarded "Attained with Distinction"(see Appendix 6).

12.   The diverse pathways of ApL graduates have shown that the intention to cater for academic, professional and vocational pathways and the work place has been initially met. Statistics show that among the ApL graduates, around eight in ten of them continued studies and around 15% of them pursued full-time or part-time employment. For students who furthered their studies, the programmes they pursued include undergraduate, higher diploma, and associate degree programmes. For example, a student in ApL "Image Design" would take a higher diploma course in fashion and image design, another student in ApL "Aviation Studies" would take an undergraduate programme in engineering. Some ApL graduates would pursue career development and go direct to the work place. For example, a student taking ApL "Hotel Operations" would work in a hotel after completing Secondary 6.

13.   Some ApL graduates considered that their learning experience in ApL, together with other senior secondary subjects, benefited their post-secondary studies. For example, a student commented that some practical-oriented topics learnt in ApL (e.g. isolation of deoxyribonucleic acid (DNA)) are covered in Biology subject and the knowledge acquired from both is useful for future studies that suit her career choice. Another student agreed that the basic aviation knowledge acquired in ApL is applicable to his undergraduate studies. There are also graduates of sub-degree programmes sharing that the choice of

their career was inspired by ApL courses taken at secondary level. For example, one ApL graduate of the course "Image Design" pursued further studies in the field of design.

14. ApL received highly satisfactory feedback from different stakeholders, including schools, students, parents and course providers. The overall satisfaction with the ApL curriculum was very positive. Schools observed improvement in students' analytical skills, power of observation, time management, communication skills, self-management, self-reflection and positive attitude towards life. Students shared the view that they were able to apply what they had learnt in ApL in their daily life; they had gained useful basic knowledge on a wide range of areas, and ApL studies benefited their learning in the core subjects as well as other related elective subjects. Parents observed that their children had better self-initiative and became more mature because of greater exposure through ApL. They also noticed improvements in students' thinking and interpersonal skills.

15. Course providers also mentioned successful cases where graduates continued their studies in diploma programmes followed by undergraduate programmes, furthered their studies in the Mainland and Taiwan, or secured employment in course-related industries after completing their diploma or associate degree programmes.

16. For employers, they appreciated the learning experience acquired by ApL students. For instance, ApL provides an authentic context for students to develop their self-confidence, team building and communication skills, which are essential for their future career. Also, the beginners' skill sets acquired by students could enhance their understanding of the industry, contributing to the human resource demand of the fields.

Introduction of Applied Learning Chinese (for non-Chinese speaking students) in 2015

17. Building on the successful experiences of ApL such as recognition by post-secondary studies, motivating effect on student learning, and pegging to the QF, ApL Chinese (for non-Chinese speaking students) [ApL(C)] is introduced by phases starting from the 2014/15 school year, to provide an additional channel exclusively for non-Chinese speaking students to obtain an alternative Chinese language qualification to enhance their further studies and employability,

alongside the mainstream Chinese Language curriculum of the HKDSE and other overseas qualifications such as the General Certificate of Secondary Education (GCSE). ApL(C) is designed from the perspective of second language learners and provides a simulated applied learning context for students to learn Chinese. ApL(C) comprises three strands, namely, oral communication (Cantonese), reading and writing. The duration of an ApL(C) course is 270 contact hours, extending over three school years at the senior secondary level. In addition to the HKDSE qualification, ApL(C) is also pegged at the QF Levels 1-3. ApL(C) classes will run from the second term in Secondary 4 up to Secondary 6. The first batch of ApL(C) graduates will complete their studies in 2017.

18. To support non-Chinese speaking students' learning of the Chinese language, we will provide a new student grant for ApL(C) to fully subsidise schools to pay the course fee. Applications from schools and arrangement of classes are being processed. As at February 2015, about 150 students from 15 schools have enrolled for the 2015-17 cohort of ApL(C), which is close to our estimation.

19. For the recognition of ApL(C), University Grants Committee-funded institutions and most post-secondary institutions accept ApL(C) as an alternative qualification in Chinese Language for the admission of non-Chinese speaking students with "Attained" as the minimum grade required. As for work, the Civil Service Bureau accepts "Attained" and "Attained with Distinction" in ApL(C) as meeting the Chinese language proficiency requirements of relevant civil service ranks.

Way Forward

20. To cater for learners' diversity, prepare students for life-long learning as well as to help Hong Kong provide the necessary human resources, ApL will continue to contribute to enriching the senior secondary curriculum through diversifying the context of learning. Course provision will be regularly reviewed and refined to meet the economic, scientific and technological changes and developments of the society to ensure that our students will remain globally competitive in the 21st century. Regarding schools not currently offering ApL, publicity and communication with schools will be further enhanced to address their concerns on implementation and to reiterate ApL's

focus in providing diversified learning experiences for students. Also, flexible mode of implementation (e.g. early course commencement at Secondary 4) would be further explored to cater for students' learning needs. Currently, ApL results are reported in two levels, namely, "Attained" and "Attained with Distinction". The possibility of reporting ApL results at one more attainment level in the HKDSE will also be explored to reflect students' better performance in ApL.

21. On-going communication with stakeholders will be maintained to obtain feedback, to promote better understanding of ApL and to sustain its development to cater for students' diverse learning needs.

Advice Sought

22. Members are requested to note the progress of ApL as reported in this paper.

Education Bureau
March 2015

高中應用學習課程（2015-17 學年）一覽表
List of Senior Secondary Applied Learning Courses (2015-17 Cohort)

學習範疇 Area of Studies	課程組別 Course Cluster	課程 註一及註二 Course NOTE 1 & NOTE 2	課程提供機構 註三 Course Provider NOTE 3	教學語言 Medium of Instruction
創意學習 Creative Studies	1. 設計學 Design Studies	時裝及形象設計 Fashion and Image Design	VTC	中文或英文 Chinese or English
		室內設計 Interior Design	VTC	中文或英文 Chinese or English
		珠寶藝術與設計△ Jewellery Arts and Design△	HKBU (SCE)	中文 Chinese
	2. 媒體藝術 Media Arts	商業漫畫設計△ Commercial Comic Art△	OUHK (LiPACE)	中文 Chinese
		電腦遊戲及動畫設計 Computer Game and Animation Design	VTC	中文或英文 Chinese or English
	3. 表演藝術 Performing Arts	由踐入藝：粵劇入門 Introduction to Cantonese Opera	HKAPA	中文 Chinese
		舞出新機－舞蹈藝術 Taking a Chance on Dance	HKAPA	中文 Chinese
		由戲開始‧劇藝縱橫 The Essentials of Dramatic Arts	HKAPA	中文 Chinese
媒體及傳意 Media and Communication	4. 電影、電視與廣播學 Films, TV and Broadcasting Studies	電影及錄像 Film and Video Studies	VTC	中文或英文 Chinese or English
		電台主持與節目製作 Radio Host and Programme Production	OUHK (LiPACE)	中文 Chinese
	5. 媒體製作與公共關係 Media Production and Public Relations	雜誌編輯與製作 Magazine Editing and Production	CUSCS	中文 Chinese
		新媒體傳播策略 New Media Communication Strategies	HKU (SPACE)	中文或英文 Chinese or English
商業、管理及法律 Business, Management and Law	6. 會計及金融 Accounting and Finance	金融市場及運作 Financial Markets and Operations	OUHK (LiPACE)	中文或英文 Chinese or English
		實用電腦會計 Practical Computerised Accounting	HKCT	中文或英文 Chinese or English
	7. 商業學 Business Studies	應用商業研究 Applied Business Research	HKIT	中文或英文 Chinese or English
		中小企創業實務 Entrepreneurship for SME	CUSCS	中文 Chinese
		市場營銷及網上推廣△ Marketing and Online Promotion△	CityU (SCOPE)	中文 Chinese
	8. 法律學 Legal Studies	香港執法實務 Law Enforcement in Hong Kong	HKBU (SCE)	中文或英文 Chinese or English
服務 Services	9. 食品服務及管理 Food Services and Management	餐飲業運作# Food and Beverage Operations#	CICE	中文 Chinese
		西式食品製作#△ Western Cuisine#△	VTC	中文或英文 Chinese or English
	10. 款待服務 Hospitality Services	酒店服務營運#△ Hospitality Services in Practice#△	CityU (SCOPE)	中文或英文 Chinese or English
		酒店營運# Hotel Operations#	VTC	中文或英文 Chinese or English
	11. 個人及社區服務 Personal and Community Services	幼兒教育 Child Care and Education	VTC	中文或英文 Chinese or English
		美容學基礎△ Fundamental Cosmetology△	CICE	中文 Chinese

學習範疇 Area of Studies	課程組別 Course Cluster	課程 註一及註二 Course NOTE 1 & NOTE 2	課程提供機構 註三 Course Provider NOTE 3	教學語言 Medium of Instruction
應用科學 Applied Science	12. 醫療科學及健康護理 Medical Science and Health Care	中醫藥學基礎 Foundation in Chinese Medicine	HKU (SPACE)	中文 Chinese
		基礎健康護理#△ Fundamental Health Care#△	OUHK (LiPACE)	中文或英文 Chinese or English
		健康護理實務# Health Care Practice#	CICE	中文或英文 Chinese or English
		醫務化驗科學 Medical Laboratory Science	HKU (SPACE)	中文或英文 Chinese or English
	13. 心理學 Psychology	應用心理學# Applied Psychology#	LIFE	中文或英文 Chinese or English
		探索心理學# Exploring Psychology#	HKBU (SCE)	中文或英文 Chinese or English
	14. 運動 Sports	運動科學及體適能# Exercise Science and Health Fitness#	HKBU (SCE)	中文 Chinese
		運動及體適能教練# Sports and Fitness Coaching#	HKCT	中文或英文 Chinese or English
工程及生產 Engineering and Production	15. 土木、電機及機械工程 Civil, Electrical and Mechanical Engineering	汽車科技 Automotive Technology	CICE	中文或英文 Chinese or English
		電機及能源工程 Electrical and Energy Engineering	VTC	中文或英文 Chinese or English
	16. 資訊工程 Information Engineering	電腦鑑證科技 Computer Forensic Technology	HKU (SPACE)	中文或英文 Chinese or English
		流動及網上程式開發 Mobile and Online Apps Development	HKU (SPACE)	中文或英文 Chinese or English
	17. 服務工程 Services Engineering	航空學 Aviation Studies	HKU (SPACE)	中文或英文 Chinese or English
		屋宇科技 Building Technology	VTC	中文或英文 Chinese or English
應用學習中文（非華語學生適用） Applied Learning Chinese (for non-Chinese speaking students)		服務業中文#△ Chinese for the Service Industry#△	HKBU (SCE)	中文 Chinese
		款待實務中文#△ Practical Chinese in Hospitality#△	HKCT	中文 Chinese

註一 NOTE 1

學生在同一個課程組別內只可修讀一科有「#」的課程。For courses marked with "#", only **ONE** course in the course cluster could be taken by students.

註二 NOTE 2

有「△」的課程已載錄於資歷名冊，屬於資歷架構第三級的證書課程。學生成功完成有「△」的應用學習課程，除了會得到香港中學文憑資歷之外，亦會獲課程提供機構頒發資歷架構第三級證書。詳情可瀏覽資歷名冊網頁（http://www.hkqr.gov.hk）。The courses marked with "△" are registered in the Qualifications Register as certificate programmes at Qualifications Framework (QF) Level 3. Students will also obtain a QF Level 3 certificate issued by Course Providers in addition to HKDSE qualification upon successful completion of these Applied Learning courses. Details are available at the Qualifications Register website （http://www.hkqr.gov.hk）.

註三 NOTE 3

課程提供機構 Course Provider	
CICE	明愛社區書院　Caritas Institute of Community Education
CityU(SCOPE)	香港城市大學專業進修學院　School of Continuing and Professional Education, City University of Hong Kong
CUSCS	香港中文大學專業進修學院 School of Continuing and Professional Studies, The Chinese University of Hong Kong
HKAPA	香港演藝學院　The Hong Kong Academy for Performing Arts
HKBU(SCE)	香港浸會大學持續教育學院　School of Continuing Education, Hong Kong Baptist University
HKCT	香港專業進修學校　Hong Kong College of Technology
HKIT	香港科技專上書院 Hong Kong Institute of Technology
HKU(SPACE)	香港大學專業進修學院　School of Professional and Continuing Education, The University of Hong Kong
LIFE	嶺南大學持續進修學院 Lingnan Institute of Further Education
OUHK(LiPACE)	香港公開大學李嘉誠專業進修學院 Li Ka Shing Institute of Professional and Continuing Education, The Open University of Hong Kong
VTC	職業訓練局　Vocational Training Council

Students from Special Schools taking Applied Learning Courses

Cohort	No. of Special Schools	No. of Students
2010-12	10	52
2011-13	7	50
2012-14	8	43
2013-15	9	51
2014-16	7	30

**Senior Secondary Adapted Applied Learning Courses
for Students with Intellectual Disabilities**

- Adapted Applied Learning (ApL) courses are elective subjects for students with mild or moderate intellectual disabilities (ID) in the senior secondary curriculum which complement their other senior secondary subjects by offering studies with stronger elements of practical learning linked to broad professional and vocational fields, exposing them to broad and balanced learning experience in their senior secondary education. Under the current senior secondary academic structure, students with ID can opt to take a maximum of two adapted ApL courses as elective subjects in Secondary 5 and 6. Please find below a table summarizing the key figures.

Cohort	No. of Schools	No. of Students
2010-12	48	253
2011-13	37	173
2012-14	40	234
2013-15	38	205
2014-16	37	199

- In the 2015-17 cohort, a total of 14 adapted ApL courses will be provided by five course providers approved by the Education Bureau under the two areas of studies: (1) Creative Studies, and (2) Services.

- The results attained by students with ID in ordinary schools who have successfully completed senior secondary adapted ApL courses will not be recorded on the Hong Kong Diploma of Secondary Education.

Provision of Applied Learning Courses
2010-12 to 2015-17 Cohorts

Creative Studies

Course	Course Provider [Note]	Cohort					
		2010-12	2011-13	2012-14	2013-15	2014-16	2015-17
Image Design	VTC	✓	✓	✓	✓	✓	
Fashion and Image Design	VTC						✓
Innovative Product Design	VTC	✓	✓	✓	✓		
Interior Design	VTC					✓	✓
Jewellery Arts and Design	HKBU(SCE)	✓	✓	✓	✓	✓	✓
Commercial Comic Art	OUHK (LiPACE)	✓	✓	✓	✓	✓	✓
Multimedia Entertainment Studies	VTC	✓	✓	✓	✓		
Computer Game and Animation Design	VTC					✓	✓
Introduction to Cantonese Opera	HKAPA					✓	✓
Introduction to Theatre Arts	HKAPA	✓	✓	✓	✓	✓	
The Essentials of Dramatic Arts	HKAPA						✓
Taking a Chance on Dance	HKAPA	✓	✓	✓	✓	✓	✓

Media and Communication

Course	Course Provider [Note]	Cohort					
		2010-12	2011-13	2012-14	2013-15	2014-16	2015-17
Film and Video Studies	VTC	✓	✓	✓	✓	✓	✓
Infotainment Production	HKCT	✓	✓	✓			
TV Infotainment Production	HKCT				✓	✓	
Radio Host and Programme Production	OUHK (LiPACE)	✓	✓	✓	✓	✓	✓
Public Relations and Advertising	CityU (SCOPE)		✓	✓	✓	✓	
Magazine Editing and Production	CUSCS						✓
New Media Communication Strategies	HKU (SPACE)						✓

Business, Management and Law

Course	Course Provider Note	Cohort					
		2010-12	2011-13	2012-14	2013-15	2014-16	2015-17
Applied Business Research	HKIT				✓	✓	✓
Marketing in Global Trade	CityU (SCOPE)	✓	✓	✓	✓	✓	
Marketing and Online Promotion	CityU (SCOPE)						✓
Practical Accounting for SMEs	HKIAAT	✓	✓	✓			
Practical Computerised Accounting	HKCT				✓	✓	✓
Understanding Financial Services	OUHK (LiPACE)	✓	✓	✓	✓		
Financial Markets and Operations	OUHK (LiPACE)					✓	✓
Entrepreneurship for SME	CUSCS						✓
Purchasing and Merchandising	VTC	✓	✓	✓	✓	✓	
Retail Management	HKBU(SCE)	✓	✓	✓	✓		
Understanding Hong Kong Law	HKCT	✓	✓	✓	✓		
Law Enforcement in Hong Kong	HKBU(SCE)					✓	✓

Services

Course	Course Provider Note	Cohort					
		2010-12	2011-13	2012-14	2013-15	2014-16	2015-17
Food and Beverage Operations	CICE					✓	✓
Western Cuisine	VTC	✓	✓	✓	✓	✓	✓
Hospitality Services in Practice	CityU(SCOPE)	✓	✓	✓	✓	✓	✓
Hotel Operations	VTC	✓	✓	✓	✓	✓	✓
Events Planning and Operation	HKCT	✓	✓	✓	✓		
Child Development and Care	HKIEd(SCPE)	✓	✓	✓			
Child Care and Education	VTC				✓	✓	✓
Fundamental Cosmetology	CICE	✓	✓	✓	✓	✓	✓

Applied Science

Course	Course Provider Note	Cohort					
		2010-12	2011-13	2012-14	2013-15	2014-16	2015-17
Fundamental Health Care	OUHK (LiPACE)	✓	✓	✓	✓	✓	✓
Health and Beauty Keeping in TCM	CUTW	✓	✓	✓			
Foundation in Chinese Medicine	HKU(SPACE)				✓	✓	✓
Health Care Practice	CICE	✓	✓	✓	✓	✓	✓
Medical Laboratory Science	HKU(SPACE)		✓	✓	✓	✓	✓
Applied Psychology	LIFE		✓	✓	✓	✓	✓
Exploring Psychology	HKBU(SCE)				✓	✓	✓
Exercise Science and Health Fitness	HKBU(SCE)	✓	✓	✓	✓		✓
Sports Coaching and Management	HKIEd (SCPE)	✓	✓	✓			
Sports and Fitness Coaching	HKCT					✓	✓

Engineering and Production

Course	Course Provider Note	Cohort					
		2010-12	2011-13	2012-14	2013-15	2014-16	2015-17
Automotive Technology	CICE	✓	✓	✓	✓	✓	✓
Environmental Engineering	HKU(SPACE)		✓	✓	✓	✓	
Electrical and Energy Engineering	VTC						✓
Mobile and Online Apps Development	HKU(SPACE)				✓	✓	✓
Computer Forensic Technology	HKU(SPACE)						✓
Aviation Studies	HKU(SPACE)	✓	✓	✓	✓	✓	✓
Building Facilities Engineering	VTC	✓	✓	✓	✓		
Building Technology	VTC					✓	✓
Electronic Product Design in Action	VTC		✓	✓	✓		

Applied Learning Chinese (for non-Chinese speaking students)

Course	Course Provider Note	Cohort					
		2010-12	2011-13	2012-14	2013-15	2014-16	2015-17
Chinese for the Service Industry	HKBU(SCE)						✓
Practical Chinese in Hospitality	HKCT						✓

Note – Course Provider

CICE	Caritas Institute of Community Education (formerly known as Caritas Community & Higher Education Service)
CityU(SCOPE)	School of Continuing and Professional Education, City University of Hong Kong
CUSCS	School of Continuing and Professional Studies, The Chinese University of Hong Kong
CUTW	The Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College (In the 2013/14 school year, CUTW ceased providing the course and the course was provided by Tung Wah College)
HKAPA	The Hong Kong Academy for Performing Arts
HKBU(SCE)	School of Continuing Education, Hong Kong Baptist University
HKCT	Hong Kong College of Technology
HKIAAT	Hong Kong Institute of Accredited Accounting Technicians Limited
HKIEd(SCPE)	School of Continuing and Professional Education, The Hong Kong Institute of Education
HKIT	Hong Kong Institute of Technology
HKU(SPACE)	School of Professional and Continuing Education, The University of Hong Kong
LIFE	Lingnan Institute of Further Education
OUHK(LiPACE)	Li Ka Shing Institute of Professional and Continuing Education, The Open University of Hong Kong
VTC	Vocational Training Council

Participation in Applied Learning

Cohort	No. of secondary schools offering ApL	ApL enrolment
2010-12	303	6 690
2011-13	298	6 193
2012-14	318	5 894
2013-15	315	5 142
2014-16	316	4 883

Hong Kong Diploma of Secondary School Education Examination Results for Applied Learning

Cohort	No. of subjects assessed	Percentage of grades awarded - "Attained"	Percentage of grades awarded - "Attained with Distinction"
2010-12	4 949	66.0%	23.9%
2011-13	4 625	68.5%	21.3%
2012-14	4 337	67.0%	23.1%