

FAQs on “Other Learning Experiences (OLE)” and “Student Learning Profile (SLP)”

Other Learning Experiences (OLE)

Q1 :	According to the new recommendation on OLE time arrangement (10-15% of the total lesson time), are there any suggestions for schools to allocate the proportion of curriculum time in respect of the five areas of OLE?
A1 :	Regarding the proportion of the time arrangement of the five OLE areas, schools can make their school-based arrangement upon their professional judgment with reference to school contexts. When planning for the school-based OLE, school leaders and teachers should make reference to the seven guiding principles and the suggested modes of implementation in Booklet 5A of the Senior Secondary Curriculum Guide (SSCG) (e.g. the principles of student-focused and student opportunities, the provision of structured arts learning session being an important mode of implementation for Aesthetic Development, and time-tabled PE lessons as the major part of Physical Development etc) in order to provide students with a broad and balanced OLE curriculum through the five areas of OLE. In addition, when planning the overall OLE lesson time, schools should take account of the time-tabled lesson time and non-time-tabled learning time (e.g. lunch time, after school time, Saturdays, holidays etc.) for a comprehensive OLE school plan.
Q2 :	In view of the fact that "the quality of OLE that matters, rather than the quantity", could schools, according to their school-based development and students' needs, reduce the curriculum time of OLE to less than 10%?
A2 :	Viewing OLE as an integral part of the curriculum, schools should, when implementing OLE, deploy reasonable resources and lesson time with reference to other parts of the curriculum so as to achieve the curriculum objective of whole-person development. According to the statistics collected, the average structured time-tabled lesson time of OLE (e.g. PE lessons, music lessons, moral / religion lessons) is 12% of the total curriculum time. Therefore, the recommendation of 10 to 15% of the curriculum time for OLE

	<p>is viable in real school context.</p>
Q3 :	<p>The majority of schools have already arranged not less than 15% of the curriculum time for OLE. Would the new recommendation on the time arrangement encourage schools to reduce the opportunities for enhancing students' whole-person development?</p>
A3 :	<p>The objective of OLE is to foster students' whole-person development. According to the principle of "aiming for quality rather than quantity", schools should emphasise the quality of students' learning. We believe that learning will not occur unless students reflect on their own learning experiences; and it is more effective to foster student's whole-person development through the provision of opportunities for quality reflection than arranging activities simply in compliance with the mandate to satisfy the suggested percentage of time allocation. The new recommendation gives schools more flexibility to adjust the proportion of the curriculum time according to the needs of students' development so as to provide students with more space to gain experiences and achievements from competitions/ activities outside schools in order to develop their abilities and unleash their potentials.</p>
Q4 :	<p>Would the new recommendation discourage the schools with a vision to further develop whole- person development under the pressure of public examination and stakeholders' diverse expectations?</p>
A4 :	<p>The flexibility given by the suggested time allocation enables schools to modify the OLE plan according to the school contexts and its needs for further development. Schools, therefore, would be more able to implement quality OLE through various activities and courses; and hence attain the goal of 'whole-person development'. Whole-person development is the core of the entire curriculum and it should also be one of the expected educational outcomes of society and parents. We therefore believe schools have gained the support from different stakeholders regarding its implementation. Students would definitely benefit the most of it when schools are able to communicate well with stakeholders and balance their expectations and needs.</p>
Q5 :	<p>When planning the proportion of lesson time for the five areas of OLE upon their professional judgment and flexibility, could schools remove some PE lessons?</p> <p>When schools review and fine-tune their OLE plan, they should take their</p>

<p>A5 :</p>	<p>existing strengths into consideration and continue to further develop the five areas of OLE. According to the "Basic Education Curriculum Guide" (2002), under the educational purpose of promoting students' five Chinese virtues "Ethics, Intellect, Physical Development, Social Skills and Aesthetics" in whole-person development and life-long learning, Physical Education is one of the eight Key Learning Areas and the five Essential Learning Experiences. In addition, according to the "PE KLA Curriculum Guide (Primary 1-Secondary 3)" (2002)* and "PE Key Learning Area, Secondary Curriculum and Assessment Guide (Secondary 4 - 6)" (2007)^, it is clearly stated that schools should have allocated at least 5% of the total lesson time in the curriculum to PE lessons. Therefore, schools should provide adequate PE lessons so as to nurture students' physical development.</p> <p>* Please refer to the "PE KLA Curriculum Guide (Primary 1- Secondary 3)" (2002) p.1,1.2 'Position of Physical Education(PE) KLA in the School Curriculum'</p> <p>^ Please refer to the "PE Key Learning Area, Secondary Curriculum and Assessment Guide (Secondary 4 - 6)" (2007) p.1,1.1 'Background'</p>
<p>Q6 :</p>	<p>With the implementation mode of allocating a minimum of 10% curriculum time to OLE and PE lessons have already constituted 5% of the time, how could schools promote the other four areas of OLE effectively within the remaining 5% time-tabled lesson time?</p>
<p>A6 :</p>	<p>Every school may have different contexts. Arranging 10% of the curriculum time for OLE is only the baseline requirement. Building on their existing strengths and experiences, schools should further enhance the development of the five areas of OLE so as to facilitate whole-person development among students. Schools should have an overall and flexible planning of OLE curriculum time for students throughout the 3 years of senior secondary education. Apart from the time-tabled lesson time, schools should also make good use of the non-time-tabled learning time (e.g. lunch time, after school time, Saturdays, holidays etc.) to provide students with diverse OLE activities. Regarding the implementation of OLE, according to one of the core principles "aiming for quality rather than quantity", schools should, first of all, provide quality learning experiences to students. Therefore, schools have to design and offer structured and meaningful learning experiences for students; guide students to reflect on their own learning experiences; and facilitate them to turn experiences into learning so that they are able to deepen and consolidate what they have learnt. Schools should continue to further enhance the sustainable development of quality OLE.</p>

Q7 :	How could we ensure students to have a balanced development in the five areas of OLE when schools are given the flexibility to make their own lesson time arrangement for OLE?
A7 :	When planning for the school-based OLE, the school leaders and teachers should make reference to the seven guiding principles in Booklet 5A of the Senior Secondary Curriculum Guide (SSCG), in particular the principles of student-focused and student opportunities, and build on their existing strengths as well as cater for the needs of their schools and students. Schools should bear in mind to provide students with a broad and balanced curriculum in order not to neglect any one of the five OLE areas.
Q8 :	What are the possible modes of implementation of OLE?
A8 :	When planning for OLE, schools should aim to strike a balance among different OLE components and adopt diverse modes of providing OLE opportunities. For example, time-tabled Physical Development/ Aesthetic Development/ Moral and Civic Education lessons could be supplemented by time-tabled after-school/Saturday learning time, activities beyond classroom, life education/ environment/ aesthetic/ creativity education projects, integrated learning days and after-school activities etc. Some schools may also arrange an integrated programme to allow their students to gain OLE through several components at the same time instead of confining certain activities for a particular area of experience.
Q9 :	Building on existing practices / strengths, how could we implement
A9 :	Aesthetic Development? There are different modes for implementing Aesthetic Development. To extend the arts learning experiences at the junior secondary level and to further develop students' creativity, aesthetic sensitivity and critical responses to the arts, schools should, building on their existing practices and strengths, flexibly adopt various modes of implementation to provide students with quality arts learning experiences. It is worth noting that the "suggested minimum time allocation" is to provide schools with guidance in planning and implementing OLE. Schools could implement Aesthetic Development (AD) in accordance with their own school contexts. The best way to deliver AD is to provide students with structured learning complemented with authentic arts activities beyond classroom. Structured learning includes music and/ or visual art lessons, regular and structured programmes for arts learning (e.g. drama, dance, media arts) etc. On top of structured learning, schools should also

	<p>organise authentic arts activities in the form of extra-curricular activities and interest groups. However, the ratio between structured learning and the related activities need not be rigid. What is more important is that schools should provide adequate arts learning opportunities for their students.</p>
Q10 :	Are service opportunities at school recognised as community service?
A10 :	<p>The purposes of community service are to enable students to acquire some experiences of serving others and to nurture their sense of responsibility. The school itself is a community. To achieve the same objectives, schools may provide students with in-school service opportunities or offer them the chances to serve primary schools and kindergartens in their own district. However, ideal community service in senior secondary levels should not be confined to school environment. It can be expanded beyond school contexts, if appropriate, for building up sustainable life-long capacities among students to serve in their community after schooling.</p>
Q11 :	Could KLA's activities be counted as Other Learning Experiences?
A11 :	<p>Some KLA's extended activities could be counted as OLE depending on the content and purpose of those activities. Another consideration is whether those activities are able to meet the expected outcomes of the five components of OLE. The expected outcomes of OLE are to build up students' life-long learning capacities so they are able to: - become active, informed and responsible citizens; - develop respect for plural values (including art appreciation); - adopt a healthy living lifestyle; and - enhance career aspirations and positive work ethics.</p> <p>However, activities involving School-based Assessment (SBA) should not be counted as OLE. Upon their professional judgment, teachers should organise suitable and meaningful OLE programmes or activities for their students in order to nurture a balanced development in the five essential Chinese virtues "Ethics, Intellect, Physique, Social Skills and Aesthetics". After all, it is the quality of these experiences that really matters when enhancing whole-person development among students.</p>
Q12 :	Could the study of ApL, elective PE and AE, and Ethics and Religious Studies be regarded as some of the components of OLE?
A12 :	<p>Yes. When students take Ethics and Religious Studies, Physical Education, subjects of Arts education as elective subjects and /or ApL, the learning experiences could be counted as the respective OLE components provided that</p>

	<p>the knowledge & skills, (cognitive), values & attitudes (the affective) are taken care of. For example, if a student takes Ethics and Religious Studies as an elective subject, the student has already satisfied one of the required components, the Moral & Civic Education, of OLE. The student may wish to spend more time on other components of OLE.</p>
Q13 :	If a student participates in an activity that is not organised by school (e.g. private piano tuition), could it be recognised as OLE?
A13 :	No, strictly speaking, OLE refers to the programmes organised and/ or recognised by schools under the NSS framework, in which OLE occupies 10% or more curriculum time, with an aim to ensure students' whole-person development. However, schools may allow their students to record their participation or achievements gained outside school in their own SLPs (preferably under a separate column) to recognise those learning experiences.
Q14 :	Will there be any Socio-economic Status (SES) discrimination among those learning opportunities provided by different schools?
A14 :	Programmes or activities organised by schools for OLE should cater for students with different SES while in some schools, financial subsidies should be sought for students from low SES to ensure equal access among all students. No students should, therefore, be deprived from participating in an activity for financial reason. Future employers or tertiary institutes would use their own discretion to judge students' performance in OLE. SES discrimination would be minimised if quality experience (or what students learned) is the focus of OLE. Schools should not think that more expensive programmes are necessarily more effective than those that cost less. Furthermore, schools are encouraged to use the existing 'Hong Kong Jockey Club Life-wide Learning Fund' and EDB's 'School-based After-school Learning and Support Programmes' to subsidise financially-needy students to participate in related activities.
Q15 :	Would OLE incur any additional resource implication?
A15 :	No, schools are encouraged to build OLE on their existing strengths and practices and to make good use of existing resources (e.g. OEBG) flexibly for further development of OLE. Most OLE components do not require extra resources (e.g. MCE, PE, music lessons, visual arts lessons) whereas teachers would take up responsibility to run OLE.
	<i>(For the details of other frequently asked questions, please browse the OLE</i>

Student Learning Profile (SLP)

Q1:	EDB has announced to streamline SLP in future. Are there any specific measures?
A1:	First of all, we have streamlined SLP through WebSAMs, including the cancellation of word limit of self-accounts and allowing students to choose appropriate OLE records for their SLPs. Therefore, schools can customise a school-based SLP with reference to their school contexts as well as the OEA form for JUPAS application and E-APP online application. (e.g. schools can align SLP with the admission requirement by setting the word limit of self-accounts to be 500 words and take the principle of “aiming for quality rather than quantity” into account to reduce the number of OLE records in SLP to 10.) In the medium and long term, we would communicate with different tertiary institutions to align SLP with their admission requirements. Also, with the aim of minimising the workload of schools and students, further streamlining on the procedures of submitting SLP may be conducted.
Q2:	Some media reported that the lesson time of the NSS curriculum was inadequate for subject needs. Besides, most of the tertiary institutions did not put emphasis on OLE or SLP when selecting candidates. Does it imply that SLP is useless? Will SLP be cancelled in order to reduce the workload of schools?
A2:	SLP is not only a learning tool to facilitate the development of student reflection on their personal development but also a summary which demonstrates students’ personal qualities and provides supplementary information on students’ whole-person development. Students can tell their own learning stories and plan for their personal development by establishing their own SLP and hence, such learning process is much more important as far as their long-term benefits are concerned. Apart from applying for universities, students can use SLP as a reference for the application for programmes in other post-secondary institutions or they can use SLP to provide supplementary information for employers when applying for a post. Students can, in accordance with the requirements set out by different institutions and employers, summarise

	<p>their SLP information in a concise report to demonstrate their participation as well as achievements of their whole-person development in secondary school. Moreover, SLP could help those early school leavers to provide useful information for their future employers and other education institutions.</p> <p>According to the preliminary data of the curriculum review, SLP is particularly useful in enhancing students' self-understanding, sense of future and career aspiration. Through establishing their own SLP, students can cultivate their habit of reflection, enhance their sense of direction and raise their awareness on early preparation for their future pathway.</p> <p>SLP is also a reference for most post-secondary institutions to examine applicants' whole-person development. Up to August 2014, apart from JUPAS, 30 non-JUPAS post-secondary institutions, 75 Mainland higher education institutions and over 100 overseas education organisations have accepted or considered SLP as a reference document of students' whole-person development.</p>
Q3:	<p>Is it possible to make use of electronic tools other than WebSAMS, such as self-developed tools or tools purchased from the market, to handle OLE information and import the data into WebSAMS when generating SLP reports?</p>
A3:	<p>Yes. Since September 2010, with the updated function of WebSAMS, schools are able to import OLE information (in the session of "Other Learning Experiences") kept in other electronic tools into WebSAMS. Therefore, for generating SLP reports in WebSAMS, schools can input OLE information (in the form of Excel table), performance / awards gained outside school (in the form of Excel table) and student's "self-accounts" (in the form of text file) into WebSAMS.</p>
Q4:	<p>For schools using WebSAMS, how could they display the scores/grades shown in the Academic Performance section?</p>
A4:	<p>Schools have to consolidate the data of the annual assessment before they can be shown in the SLP reports.</p>
Q5:	<p>Import/Export function is available in WebSAMS for maintaining records of performance / awards gained outside school, self-accounts and key projects. Is there any import/export function for maintaining</p>

A5:	<p>OLE and in-school award records?</p> <p>Import/Export function is available for maintaining OLE records. Schools could also make use of the import/export function for maintaining the 'Print Sequence' of OLE and award records. This helps students select their OLE. Through school-based arrangement in implementing OLE, students could have in-depth reflection on what they have learnt and select their impressive learning experiences. However, there is no import/ export function for in-school award records.</p>
Q6:	<p>When schools use WebSAMS to print SLP reports for students, the performance of the system is very slow. How could schools cope with the problem?</p>
A6:	<p>It takes time for the system to process 3 years of students' data when schools print SLP reports. It is suggested that schools may make use of the "To File" feature in WebSAMS to generate SLP reports in soft copies and meanwhile schools may perform other tasks. Schools then could print SLP reports extracted from the Report Management module.</p>
Q7:	<p>Could schools implement SLP in whatever school-based formats or tools?</p>
A7:	<p>Under the NSS Curriculum framework, schools could implement SLP in any school-based formats or tools in line with the broad content framework stated in SSCG Booklet 5B. This framework includes:</p> <ul style="list-style-type: none"> - academic performance in school (other than results in the HKDSE Examination); - Other Learning Experiences (OLE); - performance / awards gained outside school; and - student's self-accounts (highlighting any impressive learning experiences or career goal setting). <p>Schools should assist their students to build their SLPs during their senior secondary education. They could implement their school-based SLP that is in line with the above broad content framework. Besides, schools can use any school-based SLP systems that can generate concise reports in line with the requirements of tertiary institutions and some employers for individuals. During the process of building SLPs, students could also learn to summarise the information for different stakeholders. The school examples provided in this page are not exhaustive. We will upload more examples for schools' reference.</p>

<p>Q8: A8:</p>	<p>If a student repeats during the senior secondary school years, will all relevant records be included in the SLP report?</p> <p>Many schools help record students' learning experiences during their senior secondary education. For schools using WebSAMS, it will display up to 6 years of academic records. For other sections, such as OLE and performance/awards gained outside school, there is no such limit.</p>
<p>Q9: A9:</p>	<p>Could schools input more than one key project for individual subject?</p> <p>Schools could input more than one key project for individual subject. For schools using WebSAMS, they could consider using the same field for key project to input more than one project name. However, the total size should be within 500 Chinese words or 500 characters.</p>
<p>Q10: A10:</p>	<p>Is it necessary for schools to implement SLP at junior secondary forms?</p> <p>No, SLP is for Senior Secondary levels only. However, some schools may use the chance to raise their junior secondary students' concerns about whole-person development.</p>
<p>Q11: A11:</p>	<p>How is SLP linked with the University and Post-secondary Institution Admission?</p> <p>When selecting candidates, universities and post-secondary institutions would take account of a broader range of information of student achievements in different aspects, which could demonstrate that they possess the required competencies and personal qualities to be selected and therefore would benefit most from the post-secondary education. In view of this, SLP would provide good reference for institutions. The Heads of Universities Committee (HUCOM) announced in October 2008 that regarding the admission process, universities would accept SLP as a reference document that provides supplementary information on students' whole-person development. Besides, the JUPAS Board of Management announced on 16 October 2009 that students could make reference to their own SLPs when completing the forms and submit their summarised information to JUPAS online application system. Meanwhile, under the Joint University Programmes Admissions System (JUPAS) and the Electronic Advance Application System for Post-secondary Programmes (E-APP), students also have the flexibility to submit their full SLPs or have the option to show their learning portfolios to faculties when attending interviews. Furthermore, up to August 2014, 30</p>

	<p>non-JUPAS post-secondary institutions, 75 Mainland higher education institutions and over 100 overseas education organizations have accepted SLP as a reference document of students' whole-person development. Therefore, students could summarise their SLP information according to the requirements of different stakeholders.</p>
Q12:	What is the consequence if I do not submit my SLP?
A12:	<p>Since 2012, SLP has been accepted by UGC-funded institutions as a reference document when selecting candidates. For JUPUS application, applicants have the option to upload their full SLPs or show their learning portfolios to faculties when attending interviews. When considering individual application, applicants' priority of admission or during interviews, some institutions may make reference to the relevant information on the learning portfolio for further information. As tertiary institutions select candidates in accordance with their own assessment criteria, enquiries on the reference value of SLP should be directed towards the institutions concerned. It should be noted that determination of applicants' suitability for admission is entirely the independent decision of the institutions concerned.</p>
Q13:	Participating in OLE and developing SLP are not solely for university admission or future employment. What are the more important benefits to students?
A13:	<p>Apart from applying for universities, some students will also apply for other tertiary institutions. OLE itself is an important learning to develop students' life-long learning capabilities and personal qualities. All these are the expected qualities advocated by tertiary institutions and employers. In the process of developing SLPs, students summarise and reflect on their learning experiences, evaluate their experiences and project future. They select and include important experiences in SLPs as evidence of their whole-person development. They reflect and plan for their personal development, briefly introduce their competencies and tell their stories of learning. Such learning process is more important as far as their long-term benefits are concerned.</p>
Q14:	Should schools generate different SLPs to cater for different needs of students such as university admission and job application?
A14:	<p>SLP is designed for students to tell their "stories of learning" and to</p>

	<p>celebrate their success in terms of whole-person development. SLP can be used as a reference document for university admission as it could provide a fuller picture of students' competencies and specialties. However, the purpose of SLP is not solely for university admission or job application. Schools should help students develop their SLP in view of their whole-person development.</p>
Q15:	What is the difference between SLP and the OEA form?
A15:	SLP is a summary presentation of a student's whole-person development including all the information of the student's academic performance in the secondary school education, Other Learning Experiences, performance/awards gained outside school and student's "self-accounts". SLP could be used as a reference document to demonstrate their personal qualities and competence to most tertiary institutions. Applicants of JUPAS are required to submit the OEA form, which should include not more than 10 items of non-academic achievements. Information on the OEA form is actually the key summary of SLP. Hence, students should make reference to their own SLPs when completing the OEA form.
Q16:	Are there any recommendations on how to write the JUPAS "Additional Information" based on students' SLP "self-accounts"?
Q16:	In respect of SLP "self-accounts", students may provide information to highlight any aspects of their learning life and personal development during or before senior secondary education to 'tell their own stories of learning'. This could be served as a basis for drafting the JUPAS "Additional Information" to provide information on their interests and achievements. It should be noted that "Additional Information" aims at allowing students to provide information of good reference value to demonstrate a fuller picture of their personal development during their secondary schooling. It should NOT be seen as a test on applicants' language competencies.
Q17:	Is there any word limit for the "self-accounts" of SLP? Can it be the same as OEA?
A17:	There is no word limit for the "self-accounts" of SLP. Schools can set word limit for the "self-accounts" at their own discretion to promote whole-person development or career planning among students.

Q18:	In what language should Student Learning Profile (SLP) be written?
A18:	SLP is a summary record of students' whole-person development. Building on existing practices, schools would assist students in creating this profile so that students could record and reflect on their learning experiences and achievements. Schools should, based on students' preference, choose appropriate language(s) such as Chinese, English or both languages so that students are able to effectively describe their whole-person development. Schools should also take note of the requirements of various stakeholders such as the requirements of institutions (e.g. some Mainland institutions may expect SLPs written in Chinese) when choosing the language(s). If needed, individual students may consider translating their SLPs for different stakeholders' reference.
Q19:	Would WebSAMS provide any support to help students extract relevant information from SLP to prepare for JUPAS application?
A19:	A sub-module "JUPAS Application" under the SLP module of WebSAMS was added. Students could extract relevant information from their SLPs to complete the OEA form.
Q20:	My school is using tools purchased in the market / self-developed tools to handle activity information. Could we also use the sub-module "JUPAS Application" of WebSAMS?
A20:	You may import the data of students' activities and self-accounts into the SLP module of WebSAMS and make use of the sub-module "JUPAS Application" to process the data relevant to JUPAS.
Q21:	Is the sub-module "JUPAS Application" under the SLP module of WebSAMS able to generate the percentile from only one assessment? What other ways could be used to generate the percentile from more than one assessment?
A21:	Schools could export any number of assessments from WebSAMS. This could be used as reference to generate the percentile that could best reflect students' academic performance. <i>(For the details of other frequently asked questions, please browse the OLE website: http://cd1.edb.hkedcity.net/cd/lwl/ole/06_faq_01.asp#SLP)</i>

Latest update: Sept 2014