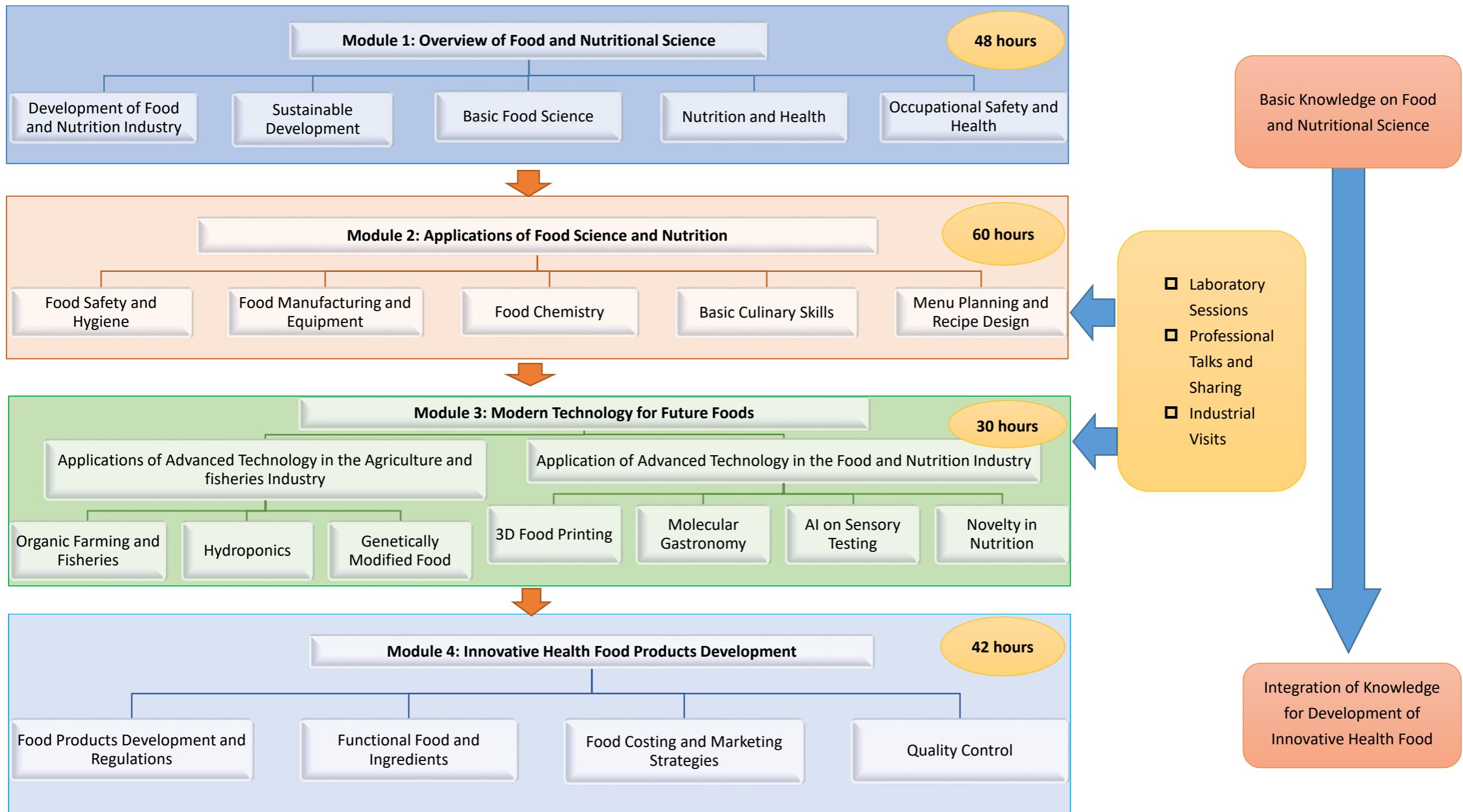


## Applied Learning

### 2024-26 Cohort; 2026 HKDSE

Item	Description
<b>1. Course Title</b>	Food Technology and Nutrition
<b>2. Course Provider</b>	Vocational Training Council
<b>3. Area of Studies/ Course Cluster</b>	Applied Science/ Food Science
<b>4. Medium of Instruction</b>	Chinese or English
<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 knowledge and skills of food and nutritional science;</li> <li>(ii) maintain food safety and occupational safety standards during food production;</li> <li>(iii) apply nutrition knowledge and culinary skills in menu planning;</li> <li>(iv) integrate knowledge and skills in developing innovative health food products, including latest industry development and sustainable development, as well as communication and problem-solving skills in team work;</li> <li>(v) demonstrate proper values and attitudes in food and nutrition industry; 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 food science and technology, nutritional science, food safety, testing and certification, food product development, research, health care

#### **Career development**

- e.g. factory assistants, production operators, laboratory attendants, assistant project officers, quality assurance assistants, nutritionist assistants, quality control officers, research and development officers, food scientists, nutritionists, food inspectors

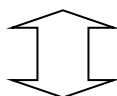
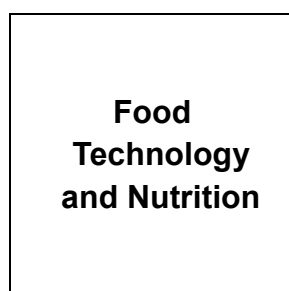
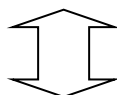
### Complementarity with core subjects and other elective subjects

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

- enhancing the depth and breadth of the learning in **Chemistry and Biology** through applying the knowledge in food science
- enhancing the learning in **Technology and Living** through application of nutrition knowledge for healthy living

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

- students taking **Information and Communication Technology** may broaden their horizons in modern technology and enhance the understanding of designing and producing future foods, such as molecular gastronomy, 3D food printing



### Relations with other areas of studies/ courses of Applied Learning

e.g.

#### **Services**

- the knowledge of **Services** can be enhanced through understanding the related food and nutrition services sector

#### **Business, Management and Law**

- the knowledge of **Business, Management and Law** can be enhanced through understanding of food regulations such as food and nutrition labelling

### Foundation knowledge developed in junior secondary education

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

- **Technology Education** – food technology and its application
- **Science Education** – food science and nutrition
- **Mathematics Education** – data handling, use of numbers and algebra
- **Chinese Language Education** and **English Language Education** – verbal and written communication

## **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 Food and Nutrition related sectors.

Different modes of activities are employed to provide students with a systematic understanding about the context (e.g. lectures and videos will be used for introducing fundamental concepts and theories, and practical workshop to provide a deeper understanding of the content) and eye-opening opportunities to experience the complexity of the context (e.g. visits to food factory, organic farm and laboratory).

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. practical workshops and cooking workshops enable students to acquire basic culinary skills and operate food manufacturing equipment).

Students are also encouraged to develop and apply conceptual, practical and reflective skills to demonstrate entrepreneurship and innovation. Students are given opportunities to integrate the knowledge and skills acquired and consolidate their learning (e.g. group project enables students to integrate knowledge to create their unique innovative health food products).

## 9. Curriculum Pillars of Applied Learning

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

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

- understand latest development of the food and nutrition industry;
- understand basic food and nutritional science knowledge, such as properties of ingredients and functions of nutrients;
- acquire skills essential in the food and nutrition related industry such as basic culinary skills and operating food manufacturing equipment;
- apply new skills in modern technology for innovative health food products development, such as 3D food printing; and
- recognise the importance of relevant policies and regulations in health food products development.

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

- enhance science knowledge through applying the knowledge in food science;
- develop communication and presentation skills through group projects and practical lessons; and
- enhance mathematics knowledge through nutrient calculation and data handling.

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

- develop decision making and problem-solving skills through applying appropriate food processing methods used in the food product development;
- understand the latest development in the food and nutrition industry through industry visits and guest lectures; and
- demonstrate creative thinking and analytical skills while integrating food and nutrition knowledge into food and recipe design.

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

- develop interpersonal and collaborative skills through group projects and assignments; and
- develop self-management skills through individual exercise and practical lessons.

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

- demonstrate respect and proper attitudes towards service targets through taking service targets' preferences into consideration in menu planning design;
- develop self-confidence through the development of innovative health food products which supports better health of the general public; and
- understand the professional ethics in food product development, such as following relevant policies and regulations.