

Project No. 2009/0088 (Revised)

**Part C: Project Details****I. Background and Capability of the Applicant and Collaborative Partner****A. The Applicant – Hong Kong Christian Service Kwun Tong Vocational Training Centre**

Hong Kong Christian Service Kwun Tong Vocational Training Centre (KTVTC)  
KTVTC, a non-profit-making organization, was established by the Hong Kong Christian Service in 1965 to provide a full range of pre-employment and in-service programmes with internationally recognised qualifications. KTVTC is one of the major vocational education, training and professional development groups in Hong Kong and has maintained an excellent working relationship with Secondary Schools throughout Hong Kong for the past 45 years. This project proposal has already obtained support from a number of secondary schools and a letter of support from the Holy Carpenter Secondary School has also been enclosed to confirm the school's intention.

KTVTC provides a wide range of career development programmes including Advanced Diploma in Hospitality Management and Diploma in Culinary Management. Both of the programmes are instructed by experienced instructors in food handling. In order to strengthen the practical skills while consolidating theoretical knowledge and concepts of students, two hotel-standard demonstration kitchens which are specifically designed to provide hygienic and safe learning environment for students are available.

With solid training experience and state-of-the-art kitchen facilities, KTVTC can provide students with a hands-on opportunity in food products development. With support from the food industries, many of whom are close working partners with KTVTC, including The Hong Kong Food Council Limited, Wing Wah, Tai Hing Roast Restaurant and Tai Hing New Century, Maxim's Group and Maria's etc, insights and career-related learning experience will be available to students with proper professional guidance.

**B. Collaborating Partner – Hong Kong Food Hygiene Administrators Association (HKFHAA)**

Hong Kong Food Hygiene Administrators Association (HKFHAA) was established in 2001 and is a not-for-profit Association of food safety practitioners in Hong Kong. The Association provides a wide range of professional food safety and food management trainings to the food industries and catering sectors to strengthen their food safety operation and practices.

With the SCOPE, the School of Continuing and Professional Education, City University of Hong Kong, a full range of food safety training programmes, including Food Hygiene Manager, HACCP Implementation, Nutrition Supervisor and Fast Food Management, etc have been offered to students. The curriculum of the proposed training programmes and visits are specially designed by experienced and qualified

food processing experts in food industry.

The Executive Committee members of the HKFHAA involved in the project include:

- (1) Mr. Ng Chi Ming, Chairman of HKFHAA, holder of Bachelor of Engineering, MBA, Fellow of the Institute of Leadership & Management, U.K., Fellow of the Royal Society of Public Health, U.K. He is also an experienced tutor in Food Safety and related areas.
- (2) Mr. Lau Yiu Fai, Ronald, B.Sc. (London), Cert. Ed., Adv. Dip Ed., M.Ed., Vice-Chairman of Hong Kong Food Hygiene Administrators Association and Vice-President of Hong Kong Food Council. He is experienced in curriculum development and in food product research having served as project leader in ITF projects research Basic Food Hygiene and Prevention Food Poisoning for Food Processing (AF/56/97), Development of and Integrated Programme of Quality Management (ISO-9000) and Food Safety (HACCP) system for Local Food Industry (AF/50/97), Development and Compilation of a Manual of Food Safety and Handling Practice for the Food Trading and Retailing (SSF/018/96) and Development of Model of Cook-Freeze Production for the Food Processors in Hong Kong (AF/177/98); Mr. Lau is also the Chairman of Applied Science Discipline Board of IVE (Chai Wan) at present.
- (3) Ms. Wong Wing Man, Mary, B.Sc., M.Sc., (University of Hong Kong), Executive Committee Member of HKFHAA. She has abundant work experiences in food product research in Kee Wah Bakery Limited, McDonald's Quality Centre, Maxim's Caterers Limited, Centre for Food Safety (HKSAR) and is the senior tutor for HKFHAA.

With the support from local food industries, HKFHAA is also able to provide students with an opportunity to explore their interests and creativity in food product development and to establish possible pathways for career development in food industries with professional qualifications.

### **C. Goals and Objectives**

#### **(1) Goal**

With encouragement from their teachers and parents, students are able to develop their career aspirations and opportunities in food industry through the learning experiences and participation in the research and product development processes in Chinese Cultural foods introduced and supported by food industries in Hong Kong.

#### **(2) Programme Objectives**

- (i) To raise S4 students' interest and knowledge of Chinese Cultural foods specifically in bakery and Cantonese roast meats with practices in research and development processes.
- (ii) To provide career related information, further study pathway and experiences of the trade.
- (iii) To appreciate the developmental prospects of the Chinese Cultural foods industry and the possible career links.

**D. Target Group and Beneficiaries**

Expected number of beneficiaries:-

- (i) A maximum of 40 teachers will be invited to attend a 9-hour workshop for better understanding of the programme and the career-related experience in Chinese Cultural Food.
- (ii) A maximum of 160 S4 students from different secondary schools will participate in the programme.
- (iii) A half-day visit to food industries in Hong Kong will be focused on the Chinese Cultural foods introduced. Teachers of the schools will also be invited to attend.
- (iv) A product marketing survey will be undertaken by the students in their schools or at Hong Kong Christian Service Kwun Tong Vocational Training Centre with a critical review of the findings of their participation in the research and development processes.

**E. Implementation Plan**

(1) Duration: 11 months within the period from 1 May 2010 to 31 March 2011

(2) Schedule and Process

Schedule	Process	Description
(1) May - June 2010	Conduct of 9-hour Workshop in 3 sessions	<u>A maximum of 40 teachers</u> To be conducted in three sessions. <ul style="list-style-type: none"> <li>● Session 1: 3-hour class lecture with illustration in Chinese Cultural Food and related food hygiene issues.</li> <li>● Session 2-3: 6-hour theory, cooking demonstration and practice in Chinese Cultural Food</li> </ul>
	Selection and recommendation of a maximum of 40 students per class by schools for the programme	A maximum of 160 students in 4 classes will be recruited from schools.
(2) June - August 2010	Conduct of 18-hour programme in 6 sessions to 2 classes	<u>1st Group: 2 classes of 80 students</u> To be conducted in six sessions. <ul style="list-style-type: none"> <li>● Session 1: 3-hour class lecture with illustration in Chinese Cultural Food and related food hygiene issues.</li> <li>● Session 2 – 5: 12-hour theory, cooking demonstration and practice (3-hour/session) in Chinese Cultural Food</li> <li>● Session 6: 3-hour session in product development and marketing survey.</li> </ul>
(3) August - Sept 2010	Visit in Hong Kong and conduct of marketing survey with analyses for the 2 classes	<ul style="list-style-type: none"> <li>● Half-day visit to food industry.</li> <li>● Conducting a marketing survey with analyses to evaluate the products.</li> </ul>
(4) Sept - Oct 2010	Critical review of the survey and analysis	<ul style="list-style-type: none"> <li>● Analyzing the data collected from the marketing survey.</li> </ul>
(5) Oct - Dec 2010	Conduct of the 18-hour programme in 6 sessions to	<u>2nd Group: 2 classes of 80 students</u> To be conducted in six sessions.

	another 2 classes	<ul style="list-style-type: none"> <li>● Session 1: 3-hour class lecture with illustration in Chinese Cultural Food and related food hygiene issues.</li> <li>● Session 2 – 5: 12-hour theory, cooking demonstration and practice (3-hour/session) in Chinese Cultural Food</li> <li>● Session 6: 3-hour session in product development and marketing survey.</li> </ul>
(6) Dec 2010 - Jan 2011	Visit in Hong Kong and conduct of marketing survey with analyses for the other 2 classes	<ul style="list-style-type: none"> <li>● Half-day visit to food industry.</li> <li>● Conducting a marketing survey with analyses to evaluate the products.</li> </ul>
(7) Jan - Feb 2011	Critical review of the survey and analyses and Evaluation of the Programme	<ul style="list-style-type: none"> <li>● Analyzing the data collected from the marketing survey.</li> <li>● Structured evaluation of students' feedback about the programme will be obtained by questionnaire survey upon completion of the course.</li> <li>● Evaluation will be conducted by members from KTVTC, HKFHAA and programme tutors to review if the learning outcomes have been achieved.</li> </ul>
(8) Feb - March 2011	Preparation of Newsletter and dissemination to schools	<ul style="list-style-type: none"> <li>● Survey report and course review to be compiled.</li> <li>● Newsletter for dissemination to schools to share the achievements of the programme and posting on web.</li> <li>● To promote the importance and future learning pathways to schools.</li> </ul>

#### F. Products and Learning Outcomes

##### (i) Products

- A nine-hour workshop for teachers for better understanding of the programme and the career-related experience in Chinese Cultural Food.
- An 18-hour learning programme with theory, demonstration and activities mainly in the kitchen facilities of Hong Kong Christian Service Kwun Tong Vocational Training Centre in Kwun Tong, Kowloon plus a half-day visit to relevant food industry in Hong Kong will be provided to students.
- A product marketing survey with analysis will be performed by students in their schools or at Hong Kong Christian Service Kwun Tong Vocational Training Centre for food products introduced.
- A newsletter reporting on the programme and activities will be prepared for distribution to schools and posting on web.

##### (ii) Learning Outcomes

- Teachers from different schools have better understanding of the

learning experience and the career related experiences and prospects in food industry as contained in the programme.

- (b) Students are more aware of the career prospects and opportunities of the Hong Kong Food Industries.
- (c) Students' interest and understanding of Chinese Cultural foods will be enhanced by the participation in the research and development processes of their choice.
- (d) A programme completion certificate will be issued jointly by Hong Kong Christian Service Kwun Tong Vocational Training Centre and the Hong Kong Food Hygiene Administrators Association to students and those who have passed the multiple choice test on food hygiene and safety will also be awarded the Level 2 Award in Food Safety in Catering of the Chartered Institute of Environmental Health, U.K. (CIEH), a renowned British Institute with over 130 years of standing.

**G. Budget**

Package: 9-hour workshop for teachers + 18-hour programme + half-day visit to food industry and dissemination.

	Expenses to Claim	HK\$	For 4 Classes HK\$	Budget Total HK\$	Remarks
<b>(I) Staff Cost</b>					
(i)	Wages for 1 Project Manager (Half-time) for 10 months	$\$13400/2 \times 10 \times 1.05 = \$70,350$	—	\$70,350	Responsible for programme planning, co-ordination, liaison, execution, monitoring of work progress, quality of delivery, review and dissemination of programme outcome
(ii)	Wages for 1 Clerical (Full-time) for 10 months	$\$8000 \times 10 \times 1.05 = \$84,000$	\$84,000	\$84,000	Responsible for clerical administration and accounting duties.
	<b>Grouped total (Staff Cost)</b>			<b>\$154,350</b>	<b>(A)</b>
<b>(II) A Nine-hour Workshop for Teachers</b>					
(i)	Wages for Trainer @\$500/hour for 9 hours	$\$500 \times 9 = \$4,500$	—	\$4,500	
(ii)	Wages for 1 Teaching Assistant in practical work of 9 hours @\$60/hours for 9 hours	$\$60 \times 9 = \$540$	—	\$540	
(iii)	Wages for 1 Cleaner for practical work of 9 hours @\$40/hour for 9 hours	$\$40 \times 9 = \$360$	—	\$360	
(iv)	Venue rental @\$400/hour for 9 hours	$\$400 \times 9 = \$3,600$	—	\$3,600	
(v)	Learning and reference materials @\$50 for 40 teachers	$\$50 \times 40 = \$2,000$	—	\$2,000	
(vi)	Ingredients & materials' Fee @\$75 for 40 teachers	$\$75 \times 40 = \$3,000$	—	\$3,000	
	<b>Sub-total (I) (Workshop)</b>			<b>\$14,000</b>	
<b>(III) Training Programme for Students</b>					
(i)	Wages for Trainer @\$500/hour for 18 hours	$\$500 \times 18 \times 50\%^{**} = \$4,500$	\$18,000	\$18,000	
(ii)	Wages for 1 Teaching Assistant in practical work of 12 hours @\$60/hours for 12 hours	$\$60 \times 12 \times 50\%^{**} = \$360$	\$1,440	\$1,440	

(iii)	Wages for 1 Cleaner for practical work of 12 hours @\$40/hour for 12 hours	$\$40 \times 12 \times 50\%^{**}$ = \$240	\$960	\$960	
(IV) (i)	Learning and reference materials @\$100 for 40 students	$\$100 \times 40 \times 50\%^{**}$ = \$2,000	\$8,000	\$8,000	
	Ingredients & materials' Fee @\$150 for 40 students	$\$150 \times 40 \times 50\%^{**}$ = \$3,000	\$12,000	\$12,000	
(V)	Venue rental @\$400/hour for 18 hours	$\$400 \times 18 = \$7,200$	\$28,800	\$28,800	
(VI)	Course development @\$500/hour for 50 hours	$\$500 \times 50 =$ \$25,000	\$25,000	\$25,000	
	<b>Sub-total (2) (Training Programme)</b>			\$94,200	
(VII)	Half-day Visit to food industry				
(i)	Transport	$\$1,000 \times 50\%^{**} =$ \$500	\$2,000	\$2,000	
	<b>Sub-total (3) (Half-day Visit)</b>			\$2,000	
(VIII)	Food Safety Test and Certification				
	Cost of Food Safety Tests and Certification @\$200 for 160 students x 50%	$\$200 \times 160 \times$ $50\%^{**} = \$16,000$	\$16,000	\$16,000	
(IX)	Cost for Critical Review of Product Development and Survey	$4 \text{ hours} \times \$500 =$ \$2,000	\$8,000	\$8,000	
	<b>Sub-total (4) Test and Certification and Critical Review</b>			\$24,000	
	<b>Grouped total (Costs of Programme including Visit)</b>			\$134,200	(B) = sub-total (1) + (2) + (3) + (4)
(X)	Newsletter Preparation and Circulation	$\$10,000 \times 50\%^{**} =$ \$5,000		\$5,000	
	<b>Grouped-total (General Expenses)</b>			\$5,000	(C)
	<b>Budget Total</b>			\$293,550 \$293,600 (Rounded up to the nearest hundred dollars)	(A)+(B)+(C)

\*\* 50% subvented by Quality Education Fund

Budget under grouped items

A. Staff Cost:	\$154,350
B. Programme Expenses including visits:	\$134,200
C. General Expenses:	<u>\$5,000</u>
Budget Total	<u>\$293,600</u> (Round up to the nearest 100 dollars)

Asset Usage Plan

Category (in alphabetical order)	Item / Description	No. of Units	Total Cost	Proposed Plan for Deployment (Note)
Not applicable for the time being				

Report Submission Schedule

My organization commit(s) to submit proper reports in strict accordance with the following schedule :

<u>Project Management</u>		<u>Financial Management</u>	
<u>Type of Report and covering period</u>	<u>Report due date</u>	<u>Type of Report and covering period</u>	<u>Report due date</u>
<u>Progress Report</u> <u>1/5/2010 - 31/10/2010</u>	<u>30/11/2010</u>	<u>Interim Financial Report</u> <u>1/5/2010 - 31/10/2010</u>	<u>30/11/2010</u>
<u>Final Report</u> <u>1/5/2010 - 31/3/2011</u>	<u>30/6/2011</u>	<u>Final Financial Report</u> <u>1/11/2011 - 31/3/2011</u>	<u>30/6/2011</u>

## II. Project Details

### A. Programme Conceptual Framework

- Project Title: Career Related Learning Experience in Food Industry – Research and Development Processes in Chinese Cultural Foods

#### Goal

- Students are able to develop their career aspirations and opportunities in food industry through the learning experiences and participation in the research and product development processes in Chinese Cultural foods introduced and supported by food industries in Hong Kong.
- Teachers are given an overview of the programme/ related practices with Chinese Cultural Foods and are encouraged to conduct the programme in their schools.

#### Understanding Values

- Understanding the role and importance of international food hygiene standard in food processing.
- Applying food hygiene procedures in preparing Chinese cultural food.
- Arising students' interest in Chinese cultural heritage and developing a sense of national identity.

#### Learning Elements

- Understanding the importance of food safety in food processing.
- Understanding the production of Chinese cultural food in bakery and roasted meat.
- Exposure to an actual practice of food preparation through visits to food industry.

#### Learning & Teaching Activities

- A nine-hour workshop for teachers
- 18-hour programme in 6 sessions for students.
- Half-day visit to food industry

#### Assessment

- Questionnaire survey to obtain feedback and comments from participating students and teachers for outcome measurements.
- Food product marketing survey and report.
- Chartered Institution of Environmental Health, U.K. (CIEH) multiple-choice test to evaluate the students' understanding the importance of food hygiene in food processing.

#### Learning Outcomes

- Teachers have better understanding of the learning experience and the career related experience in food industry and encouraged to conduct the programme in their schools.
- Students are more aware of the career prospects and opportunities of the Hong Kong Food Industries.
- Students' interest and understanding of Chinese Cultural foods will be enhanced by the participation in the research and development processes of their choice.

## B. Structure of Programme

Session	Duration/Activity	Learning Objectives	Contents
(I) A nine-hour Workshop for teachers	9-hour workshop in 3 sessions	Overview of the Programme and its relationship with Chinese Cultural Food to teachers and parents	<ul style="list-style-type: none"> <li>● Key points and issues of the programme</li> <li>● Chinese cultural foods and the food industry</li> </ul>
(II) For Students Session 1	3-hour class session with demonstration	Introduction of Chinese Cultural Food	<ul style="list-style-type: none"> <li>● Understand Chinese cultural heritage through traditional cultural food</li> <li>● Basic skills and knowledge of Chinese bakeries</li> <li>● Food safety in food preparation</li> </ul>
		<ul style="list-style-type: none"> <li>● History of Chinese bakery</li> <li>● Common ingredients in traditional cultural food</li> <li>● Appreciating a Chinese bakery product</li> <li>● Importance of food hygiene in local food industry</li> </ul>	
Session 2	3-hour cooking demonstration and practice	Chinese Cultural Food: Bakery products (I)	<ul style="list-style-type: none"> <li>● Practical: Festive products</li> </ul>
Session 3	3-hour cooking demonstration and practice	Chinese Cultural Food: Bakery products (II)	<ul style="list-style-type: none"> <li>● Practical: Festive products</li> </ul>
Session 4	3-hour cooking demonstration and practice	Chinese Culture Food : Roasted Meat (I)	<ul style="list-style-type: none"> <li>● Practical: Traditional Cantonese Roasted Meats</li> <li>● Variations and modifications in roasted meats</li> </ul>
Session 5	3-hour cooking demonstration and practice	Chinese Culture Food : Roasted Meat (II)	
Session 6	3-hour cooking illustration in product development.	<ul style="list-style-type: none"> <li>● Product Modification and development</li> <li>● Marketing survey design</li> </ul>	<ul style="list-style-type: none"> <li>● Understand Principles of product development, Marketing Survey and try-out</li> </ul>
(III) Visiting a local food industry	half-day visit for students and teachers	<ul style="list-style-type: none"> <li>● Chinese Cultural food manufacturing plant and quality management in action</li> <li>● Marketing strategy in promoting traditional cultural food in Hong Kong.</li> </ul>	<ul style="list-style-type: none"> <li>● Understand Chinese cultural food industry and the possible career development in Hong Kong for students</li> </ul>

**C. Assessment of the Programme**

(i) Programme indicators:

- Chartered Institute of Environmental Health, U.K. (CIEH) multiple choice test to evaluate the students' understanding of the importance of food safety in food preparation.
- Food product marketing survey and report.

(ii) Outcome measurements:

- Questionnaire survey to obtain feedback and comments from participating students and teachers.