



優質教育基金  
Quality Education Fund

**M:FR/E**

**Final Report of Project**

Project No. : 2009 /0088

**Part A**

Project Title: Career-Related Learning Experience in Food Industry –

Research and Development Processes in Chinese Cultural Foods

Name of Organization/School: Hong Kong Christian Service Kwun Tong Vocational Training Centre

Project Period: From May 2010 (*month/year*) to May 2011 (*month/year*)



**Part B**

**1. Attainment of objectives**

| Objectives   | Activities related to the objectives   | Extent of attainment of the objectives | Evidence or indicators of having achieved the objectives   | Reasons for not being able to achieve the objectives  |     |
|--|--|--|--|---|-----|
| 1. 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. | 1. A nine-hour introductory workshop in 3 sessions for 40 teachers<br>2. Four 18-hour programmes for totally 139 students from six different secondary schools<br>3. Four local visits to food industries in Hong Kong | Fully achieved                         | 1. Several kinds of traditional cultural food were prepared by students, including Chinese sesame biscuits, traditional steamed pigeons and Cantonese roasted meat.<br>2. Product marketing surveys with analysis are undertaken by participating students for the food products produced.<br>3. All students received the programme completion certificates and 97 % of students awarded the Level 2 Award in Food Safety in Catering of the Chartered Institute of Environmental Health (CIEH), U.K. | N/A   |     |
| 2. To provide career related information and experiences of the trade.   |  |  |  | Career related information in food industry was introduced in class and during the local site visit in local food industry. | N/A |
| 3. To appreciate the developmental prospects of the Chinese Cultural foods industry and the possible career links.   |  |  |  |   | N/A |

## 2. Project Impact on

### Broadening Students' and Teachers' Horizons

- (i) Four local visits were offered to 14 teachers and 126 students from different secondary schools. Around half of the participants visited to Vocational Training Council (Chai Wan), and another half of the participants visited to the Castco Testing Centre Limited. During the visits, students had chance to conduct several kinds of food testing experiments under the guidance of the instructors.

### Increasing Students' Sense of Achievement

- (i) Over 97% of participating students passed the test on food hygiene and safety and were awarded the Level 2 Award in Food Safety in Catering of the Chartered Institute of Environmental Health (CIEH), U.K. The qualification was granted by a renowned British institute with over 130 years of standing.

### Fostering Students' Development in their Potential and Specific Abilities

- (i) Based on the skills of preparing traditional cultural food and the knowledge of product development, students are able to design and produce some modified cultural food by themselves which encourages students' creativity.
- (ii) Students experienced a research and development process through a series of step-by-step learning procedures under the guidance of the tutor. Group final marketing reports on Chinese cultural food were prepared by participating students. The process of conducting the marketing reports guides students integrating learning elements of subject knowledge, research method and critical analysis skills.

### Training Students to Better Meet Social Demands

- (i) Students are able to apply food hygiene procedures in preparing Chinese cultural food during practical sessions. Also, students understand the role and importance of international food hygiene standard in food processing.
- (ii) With exposure to actual practice of food preparation through visits to food institutes, students are more aware of the career prospects and opportunities of the Hong Kong food industries.

### Increasing Training Opportunities for Teachers and Enhancing their Professional Development

- (i) A nine-hour introductory workshop was provided for 40 teachers in introducing the key points in Chinese cultural food and related food hygiene issues.
- (ii) Totally 14 secondary school teachers participated in a half-day visit to food industries in Hong Kong, including Vocational Training Council (Chai Wan) and Castco Testing Centre Limited. Career related information in local food industries was provided during the visit.

### 3. Cost-effectiveness

#### Budget Checklist

| Budget Item        | Approved Budget (a) | Actual Expense (b) | Change [(b) - (a)] / (a) - / + % |
|--------------------|---------------------|--------------------|----------------------------------|
| Staff Cost         | \$154,400.00        | \$151,807.86       | -1.68%                           |
| Programme Expenses | \$134,200.00        | \$115,598.85       | -13.86%                          |
| General Expenses   | \$5,000.00          | \$4,500.00         | -10%                             |
| Grant Released     | \$293,600.00        | \$271,906.71       | -7.39%                           |

#### Sustainability of the learning programme

This project was originally designed as a research and development study programme in the subject of Chinese cultural food. If the project is replicated by other secondary schools, this programme framework can be adopted as a research and development study model that is fit for different subject disciplines related to any kinds of food preparation. The programme structure can be simplified and the total learning hours can be either shortened or extended to comply with the school calendar.

#### Utilization of Available Resources

For achieving optimal utilization of available resources, all cooking utensil and remaining food ingredient can be re-used for future similar study programme.

#### Possibility of In-house Training Programme

In-house training programme is possible to be conducted in secondary school if the participating school could provide a well-equipped kitchen with suitable cooking utensil for practical session. The cost for launching an in-house training programme could be lowered if the number of participating students is big enough to cover the operating cost. It also saves travelling time of students.

#### 4. Dissemination Value of Project Deliverables

| Items   | Evaluation of the quality and dissemination value of the items                                  | Dissemination activities conducted and responses   | Is it worthwhile and feasible for the item to be widely disseminated by the QEF? If yes, please suggest the mode(s) of dissemination. |
|---|---|--|---|
| Newsletter (2,000 copies)   | Reporting on the programme and review the achieved learning outcomes                            | distributed to 457 secondary schools and posted on web in June 2011; The newsletter is shown at <b>Annex I</b> .   | Suggesting posted on the Quality Education Fund Cyber Resource Centre (QCRC) for sharing with all local secondary schools             |
| Marketing Reports on Chinese Cultural Food (prepared by participating students) | Integrated learning elements of subject knowledge, research method and critical analysis skills | Product Marketing Reports with analysis are posted on web in June 2011. The samples of product marketing reports done by the students can be referred to <b>Annex II</b> . | Suggesting posted on the Quality Education Fund Cyber Resource Centre (QCRC) for sharing with all local secondary schools             |
| Critical Review of Product Development and Survey (prepared by course tutor)    | Review students learning outcomes have been achieved.   | N/A  | N/A   |

## 5. Activity List

| Activities                              | Date                    | Venue  | No. of participants |          |          | Feedback from participants   |
|---|-------------------------|--|---------------------|----------|----------|--|
|   |                         |  | Schools             | Teachers | Students |  |
| I. Workshop for teachers                | 9/6/2010 – 19/6/2010    | Hong Kong Christian Service Kwun Tong Vocational Training Centre | 36                  | 40       | N/A      | Over 70% of teachers were satisfied with the programme   |
| II. 1 <sup>st</sup> Class for students  | 25/9/2010 – 9/10/2010   |  | 1                   | N/A      | 38       | Nearly 60% of students were satisfied with the programme; Over 60% of students agreed the teaching method helps arouse their learning interest |
| III. 2 <sup>nd</sup> Class for students | 23/10/2010 – 27/11/2010 |  | 1                   | N/A      | 32       |  |
| IV. 3 <sup>rd</sup> Class for students  | 26/2/2011 – 26/3/2011   |  | 3                   | N/A      | 40       |  |
| V. 4 <sup>th</sup> Class for students   | 25/3/2011 – 15/4/2011   |  | 1                   | N/A      | 29       |  |
| VI. 1 <sup>st</sup> Local Site Visit    | 15/1/2011               | Vocational Training Council (Chai Wan)                           | 1                   | 6        | 38       | Totally 14 teachers and 126 students from six different secondary schools participated in the half-day visit                                   |
| VII. 2 <sup>nd</sup> Local Site Visit   | 19/3/2011               |  | 1                   | 2        | 20       |  |
| VIII. 3 <sup>rd</sup> Local Site Visit  | 16/4/2011               | Castco Testing Centre Limited                                    | 2                   | 3        | 35       |  |
| IX. 4 <sup>th</sup> Local Site Visit    | 7/5/2011                |  | 2                   | 3        | 33       |  |

## 6. Difficulties encountered and solutions adopted

- (i) In order to comply with the school calendar of the secondary schools, the completion date of the project has been extended for two months until 31 May 2011.
- (ii) The programme is originally designed for only S4 students, but S5 students are included in the programme by the participating school requested.
- (iii) The critical review provides a comprehensive evaluation of students' achievement in the programme and gives recommendation for the improvement of the project. The original four separated critical reviews are suggested combining into a single critical review for making comparison of four different classes and evaluate the project in a more comprehensive way. The critical review is attached at **Annex III**.