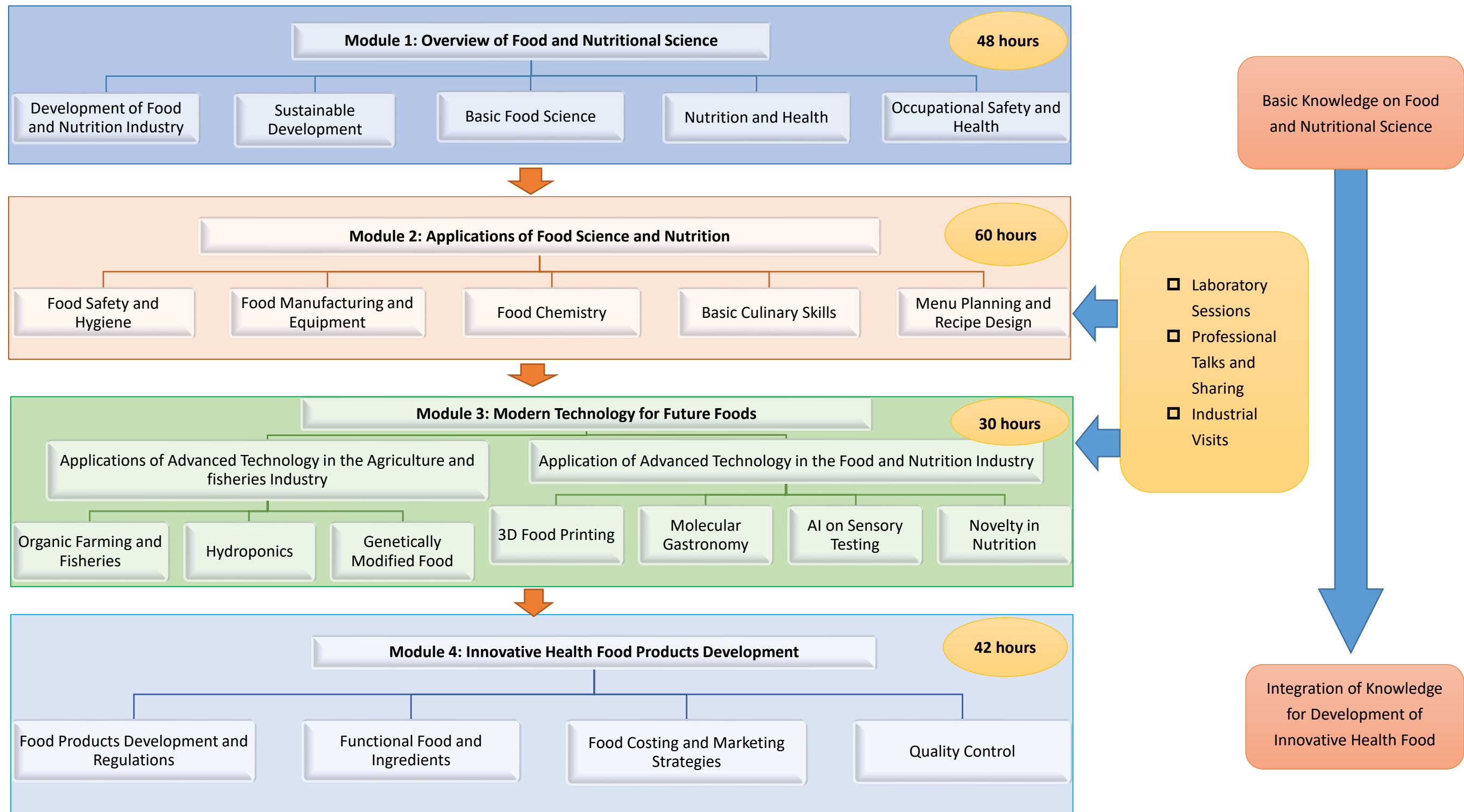


Applied Learning
2025-27 Cohort; 2027 HKDSE

Item	Description
1. Course Title	Food Technology and Nutrition
2. Course Provider	Vocational Training Council
3. Area of Studies/ Course Cluster	Applied Science/ Food Science
4. Medium of Instruction	Chinese or English
5. Learning Outcomes	<p>Upon completion of the course, students should be able to:</p> <ul style="list-style-type: none">(i) demonstrate a basic understanding of the knowledge and skills of food and nutritional science;(ii) maintain food safety and occupational safety standards during food production;(iii) apply nutrition knowledge and culinary skills in menu planning;(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;(v) demonstrate proper values and attitudes in food and nutrition industry; and(vi) enhance self-understanding and explore directions on further studies and career pursuits.

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

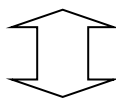
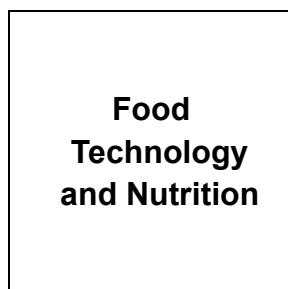
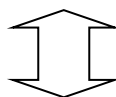
Complementarity with core subjects and other elective subjects

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 skills

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 given opportunities to consolidate their learning and demonstrate entrepreneurship and innovation (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**

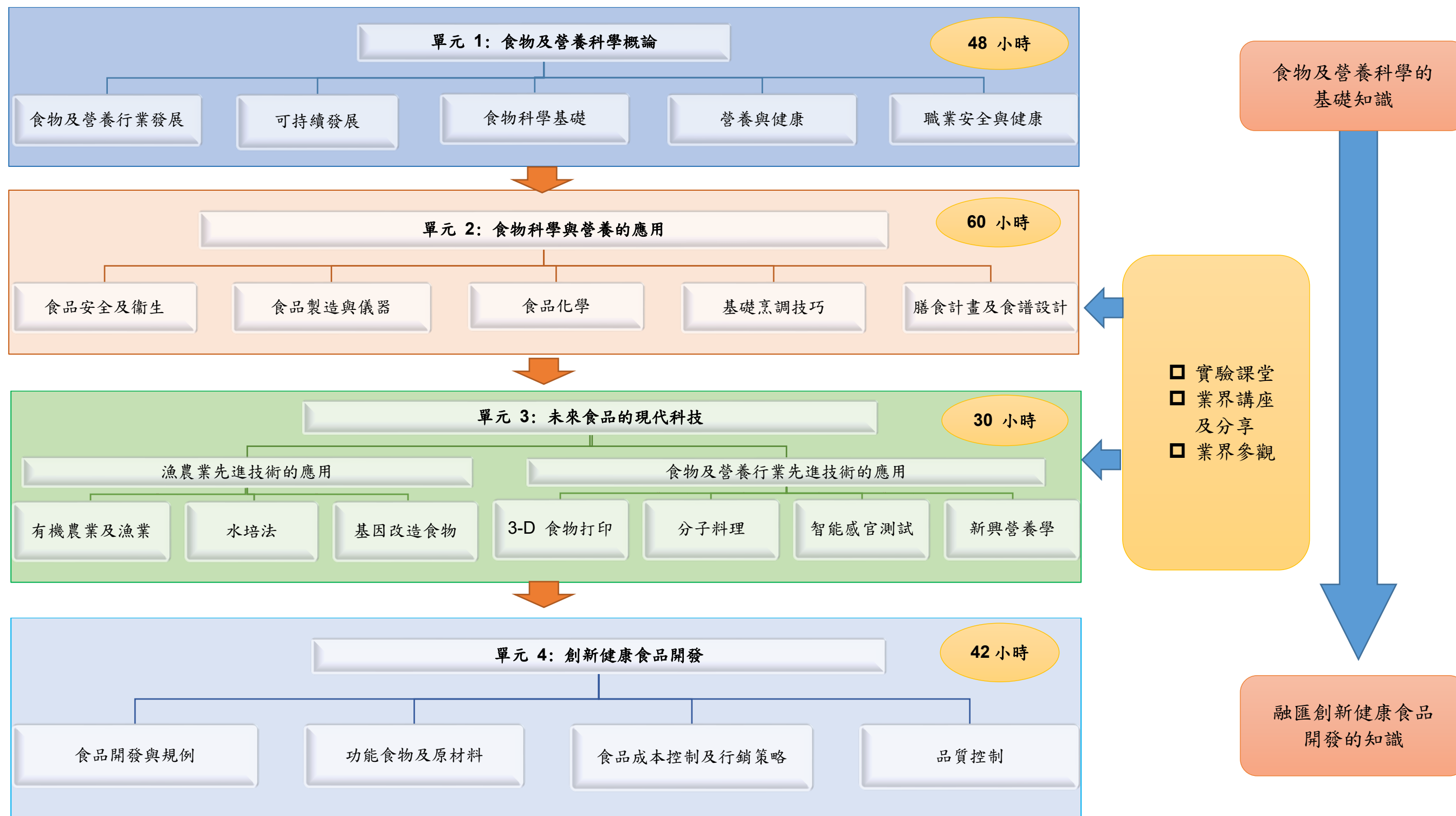
- demonstrate respect and proper attitudes towards service targets through taking service targets' preferences into consideration in menu planning design;
- develop self-confidence through the development of innovative health food products which supports better health of the general public; and
- understand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

應用學習

2025-27 年度；2027 年香港中學文憑考試

項目	內容
1. 課程名稱	食品科技及營養
2. 課程提供機構	職業訓練局
3. 學習範疇／課程組別	應用科學／ 食物科學
4. 教學語言	中文或英文
5. 學習成果	<p>完成本課程後，學生應能：</p> <ul style="list-style-type: none">(i) 展現對食物及營養科學的知識和技巧有基本的認識；(ii) 於製作食物過程中維持食物安全及職業安全標準；(iii) 應用營養知識及烹調技巧設計膳食餐單；(iv) 融匯知識和技巧，包括行業最新發展、可持續發展，以及團隊的溝通及解難能力，開發創新健康食品；(v) 展示對食品及營養行業正確的價值觀和態度；及(vi) 加深自我認識，探索升學及職業發展方向。

6. 課程圖 - 組織與結構



7. 情境

- 升學及職業發展路向資訊有助提升學生了解應用學習課程相關行業及發展機會。
- 應用學習課程在升學及就業的資歷認可，由個別院校及機構自行決定。成功完成應用學習課程的學生仍須符合有關機構的入學或入職要求。

升學及職業發展路向

升學

- 例如：升讀與食物科學及科技、營養科學、食物安全、檢測和認證、食品產品開發、研發、健康護理相關的課程

職業發展

- 例如：廠房助理、生產控制員、實驗室助理、助理項目主任、品質保證助理、營養學家助理、品質控制主任、研發主任、食物科學家、營養學家、食品檢查員

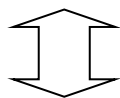
與核心科目及其他選修科目互相配合

提升及增益，例如：

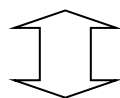
- 透過食物科學知識的應用，加強**化學科**和**生物科學**學習的深度和廣度
- 透過營養知識在健康生活的應用，加強**科技與生活科**的學習

開拓空間，例如：

- 修讀**資訊及通訊科技科**的學生可擴闊有關現代科技的視野及加強對設計及生產未來食品的認識，如分子料理、3-D 食物打印



食品科技及營養



與應用學習其他學習範疇／課程的關係

例如：

服務

- 透過了解食品及營養相關行業的服務，有助深化**服務**範疇所學到的知識

商業、管理及法律

- 透過了解食物規例，如食物及營養標籤，有助深化**商業、管理及法律**範疇所學到的知識

在初中教育發展的基礎知識

本課程建基於學生在下列學習領域所獲得的基礎知識，例如：

- **科技教育** — 食物科技及其應用
- **科學教育** — 食物科學及營養學
- **數學教育** — 數據處理、數字和代數的運用
- **中國語文教育及英國語文教育** — 口頭及書面溝通能力

8. 學與教

本課程學與教活動的設計以學生為本，讓學生認識基礎理論和概念，從而培養他們的共通能力，並建立他們對食品及營養行業的就業期望。

學生在不同形式的活動有系統地認識不同的情境（例如：以授課或影片介紹基礎概念及理論；實務工作坊讓同學深入理解內容）及體驗情境的複雜性以拓闊視野（例如：參觀食品廠、有機農莊和實驗室）。

學生從實踐中學習，在真實或模擬的工作環境中認識相關的要求，掌握基礎知識和技能，以便日後在相關的範疇內繼續升學（例如：實務工作坊和烹飪工作坊，讓同學掌握基礎烹飪技巧及操作食品製造儀器）。

學生有機會鞏固他們的學習，並表現出企業家精神與創新精神（例如：小組專題研習讓學生融匯所學的知識，以創作獨特創新的健康食品）。

9. 應用學習課程支柱

透過相關的情境，學生有不同的學習機會（舉例如下）：

(i) 與職業相關的能力

- 了解食品及營養行業的最新發展；
- 了解基礎食品及營養科學知識，如成分特性和營養素的功能；
- 掌握食品及營養相關行業所需的技能，如基礎烹飪技巧和操作食品製造儀器；
- 應用新的現代科技技術於開發創新健康食品，如 3-D 食物打印；及
- 認識開發健康食品相關政策及規例的重要性。

(ii) 基礎技能

- 透過應用食品科學的知識，強化科學知識；
- 透過小組專題研習及實務課堂，建立溝通能力和匯報技巧；及
- 透過計算營養素及數據處理，強化數學知識。

(iii) 思考能力

- 在食品開發中，透過運用恰當食品加工方式，培養決策技巧及解難能力；
- 透過行業參觀及嘉賓演講，了解食品及營養行業最新發展；及
- 將食品及營養知識融匯食品及餐單設計中，展示創意思維能力及分析能力。

(iv) 人際關係

- 透過小組專題研習及課業，建立人際技巧及協作精神；及
- 透過個人習作及實務課堂，建立自我管理能力。

(v) 價值觀和態度

- 透過膳食計畫設計，考慮服務對象的喜好，展示對服務對象的尊重及正確態度；
- 透過開發改善公眾健康的創新健康食品，建立自信心；及
- 了解食品開發的專業操守，例如遵守食品相關政策及規例。