Education Reform and Development, 2026, Volume 8, Issue 3
https://ojs.bbwpublisher.com/index.php/ERD
Online ISSN: 2652-5372
Print ISSN: 2652-5364

Construction and Implementation of the Course "Development and Innovation of Hakka Specialty Foods" in Higher Vocational Food Science Programs

Ganhong Chen, Jingxian Yang, Yong Liu, Ming Zhong, Weirun Liang*

Guangdong Meizhou Vocational and Technical College, Meizhou 514000, Guangdong, China

**Author to whom correspondence should be addressed.*

Abstract: Hakka specialty foods carry profound Hakka cultural heritage and are an important part of Chinese food culture. Their unique production techniques and flavor characteristics have high development and innovation value. Higher vocational food science programs take cultivating applied and skilled talents for the food industry as their core goal. Constructing the course "Development and Innovation of Hakka Specialty Foods" is not only an important measure to meet the development needs of the Hakka food industry and promote the inheritance of Hakka culture, but also a key path to optimize the curriculum system of higher vocational food science programs and enhance students' post-competitiveness. Combined with the talent training orientation of higher vocational food science programs, this paper analyzes the feasibility of offering the course "Development and Innovation of Hakka Specialty Foods", explores the curriculum construction ideas and implementation strategies, and provides practical reference and theoretical support for the characteristic development of higher vocational food science programs and assisting local industrial upgrading.

Keywords: Hakka specialty foods; Higher vocational food science programs; Curriculum construction; Curriculum implementation; Food development and innovation

Online publication: April 10, 2026

1. Introduction

Hakka culture has a long history. As the material carrier of Hakka culture, Hakka specialty foods cover multiple categories such as preserved products, cured products, soybean products, and rice products, which are nutritious, flavorful, and cultural, and have distinct, differentiated advantages in the market. Currently, the Hakka specialty food industry faces problems such as insufficient standardization, a lack of innovation, and a shortage of professional talent, which restrict the high-quality development of the industry. As the main position for cultivating frontline technical and skilled talents in the food industry, higher vocational food science programs

need to base themselves on local industrial needs, optimize the curriculum system, and integrate Hakka specialty food elements into professional teaching. Offering the course "Development and Innovation of Hakka Specialty Foods" [1] can not only make up for the shortage of local food industry talents, promote the inheritance and innovation of Hakka specialty foods but also enhance the characteristic competitiveness of higher vocational food science programs, realize the talent training goal of integration of production and education and school-enterprise collaborative talent cultivation, which has important practical significance and practical value.

2. Feasibility of the course "Development and Innovation of Hakka Specialty Foods"

2.1. Policy support provides a solid guarantee

The state attaches great importance to vocational education reform and the inheritance of local characteristic culture. In recent years, it has issued a number of policies to support higher vocational education in connecting with local industries and developing characteristic majors. The "National Vocational Education Reform Implementation Plan" clearly proposes that vocational colleges should base themselves on the needs of regional industrial development, build a distinctive curriculum system that fits posts, and cultivate technical and skilled talents with local industrial adaptability. At the same time, local governments have also increased support for the inheritance of Hakka culture and the development of Hakka characteristic industries, and issued relevant policies to encourage cooperation between universities, scientific research institutions and enterprises in the research and development, standardized production and talent training of Hakka specialty foods [2]. The guidance and support at the policy level provide a solid policy guarantee for the offering of the course "Development and Innovation of Hakka Specialty Foods" in higher vocational food science programs, clarify the direction of curriculum construction and implementation, and create a good external environment for the smooth advancement of the course.

2.2. Industrial demand lays a practical foundation

With the upgrading of consumption and the enhancement of cultural confidence, consumers' demand for local specialty foods is growing day by day. Hakka specialty foods have sustained market potential due to their unique flavor and cultural connotation. However, the current Hakka specialty food industry generally has problems such as traditional production techniques, single product forms, insufficient innovation capacity, and weak brand influence. In particular, there is a lack of compound technical and skilled talents who not only master food professional technology but also understand Hakka specialty food culture and production techniques. The shortage of talent has become a key bottleneck restricting industrial transformation and upgrading [3]. Students trained by higher vocational food science programs are mainly oriented to frontline posts such as food production, research and development, testing, and marketing, which are highly consistent with the talent needs of the Hakka specialty food industry. Offering the course "Development and Innovation of Hakka Specialty Foods" can accurately meet industrial needs, cultivate professional talents with the ability of Hakka specialty food development, process optimization, and quality control, solve the industrial talent problem, and provide students with broad employment space, realizing the resonance between majors and industries.

2.3. Learning situation adaptation meets training goals

Students in higher vocational food science programs have strong practical ability and practical willingness, and

pay attention to the practicality and pertinence of skills, which is highly consistent with the practice-oriented nature of the course. Hakka specialty foods are close to life. Many students have a certain understanding and interest in characteristic foods such as Hakka stuffed tofu, salt-baked chicken, and preserved vegetable braised pork. This interest can be transformed into internal motivation for learning, improving the teaching effect of the course. At the same time, higher vocational food science programs have offered core courses such as Food Technology, Food Microbiology, Food Additives, and Food R&D Technology. Students have a solid foundation of professional basic knowledge and basic skills, and can quickly connect with the study of the course "Development and Innovation of Hakka Specialty Foods", mastering the production techniques, development ideas and innovation methods of Hakka specialty foods [4]. In addition, higher vocational education emphasizes the integration of "posts, courses, competitions, and certificates". The course can be combined with vocational skills certificates and skills competitions related to Hakka specialty foods to further enhance students' professional quality and post-competitiveness, which is in line with the talent training goals of higher vocational food science programs.

2.4. Resource support ensures course advancement

The construction and implementation of the course are inseparable from the support of teachers, practice, culture, and other resources. In terms of teachers, higher vocational food science programs already have a team of teachers with solid professional knowledge and rich teaching experience. At the same time, part-time teachers can be hired, such as intangible cultural heritage inheritors of Hakka specialty foods and enterprise technical backbones, to form a compound teaching team of "on-campus teachers + off-campus experts", making up for the lack of practical experience of on-campus teachers in Hakka specialty foods. In terms of practical resources, higher vocational food science programs are usually equipped with on-campus training bases such as food technology laboratories, food R&D centers, and quality testing laboratories, which can meet the basic practical teaching needs of the course; at the same time, cooperation can be carried out with local Hakka specialty food production enterprises to establish off-campus training bases, providing students with real production practice scenarios and realizing the in-depth integration of theory and practice [5]. In terms of cultural resources, Hakka areas are rich in Hakka cultural resources, intangible cultural heritage skills resources, and characteristic food resources, which can be used as teaching materials for the course to enrich the course content, enhance the cultural connotation of the course, and provide strong resource support for the smooth advancement of the course.

3. Construction and implementation of "Development and innovation of Hakka specialty foods" in higher vocational food science programs

3.1. Clarify curriculum goals as the core orientation

The construction of curriculum goals should be based on the talent training orientation of higher vocational food science programs, combined with the post needs of the Hakka specialty food industry, adhere to the "knowledge, skills, and literacy" trinity training orientation, and clarify specific goals at three levels. In terms of knowledge goals, students are required to master the historical culture, category characteristics, and traditional production techniques of Hakka specialty foods, understand the nutritional components and quality control points of Hakka specialty foods, and be familiar with the basic theories, methods, and processes of food development and innovation. In terms of skill goals, cultivate students' ability to proficiently operate the traditional production techniques of Hakka specialty foods, have the ability of formula optimization, process improvement, and new

product development of Hakka specialty foods, be able to use professional technology to solve common problems in the production process, and have basic skills in food quality testing and control [6]. In terms of literacy goals, cultivate students' sense of identity and inheritance of Hakka culture, establish innovative thinking, craftsmanship spirit, and quality awareness, and cultivate students' team cooperation ability, communication ability, and professional quality, enabling them to adapt to the needs of talents for the transformation and upgrading of the Hakka specialty food industry. The construction of curriculum goals should highlight practicality and pertinence, accurately connect with industrial post needs, and lay the foundation for curriculum content design, teaching model innovation, and evaluation system improvement.

3.2. Optimize curriculum content to fit post needs

The design of curriculum content follows the principles of "fitting the industry, focusing on practice, and highlighting innovation". Combined with the post needs of the Hakka specialty food industry and students' cognitive laws, a curriculum content system of "cultural foundation + core skills + innovative practice" is constructed, abandoning redundant theoretical knowledge and highlighting practicality and practicality. The cultural foundation module mainly includes an overview of Hakka culture, the historical origin and regional distribution of Hakka specialty foods, and the cultural connotation of Hakka specialty foods, allowing students to understand the cultural stories behind Hakka specialty foods and enhance their sense of cultural identity and inheritance [7]. The core skills module is the focus of the course, covering the main categories of Hakka specialty foods, including Hakka preserved products, cured products, soybean products, rice products, etc. It details the traditional production techniques, formula characteristics, and quality control points of various foods, and integrates modern food processing technologies, such as standardized production, preservation technology, and deep processing technology, to realize the combination of traditional techniques and modern technologies. The innovative practice module mainly includes the basic methods of food development and innovation, formula optimization and process improvement of Hakka specialty foods, case analysis of new product R&D, brand planning, etc., to cultivate students' innovative thinking and practical ability. The curriculum content can be updated in a timely manner according to the development trends and post needs of the Hakka specialty food industry, integrating new industry technologies, methods, and norms to ensure the timeliness and practicality of the curriculum content.

3.3. Innovate teaching models to strengthen practical education

Combined with the teaching characteristics and curriculum needs of higher vocational food science programs, innovatively adopt the teaching model of "integration of posts, courses, competitions, and certificates, and school-enterprise collaborative talent cultivation", strengthen practical teaching, and improve students' post-adaptability. In terms of teaching methods, comprehensively use various teaching methods such as project-based teaching, case-based teaching, situational teaching, and integration of theory and practice to break the boundary between theory and practice. Taking project-based teaching as the core, decompose the curriculum content into multiple practical projects, such as process optimization of Hakka stuffed tofu, new product development of Hakka salt-baked chicken, and deep processing of Hakka preserved vegetables, allowing students to complete project design, implementation, testing, and summary in groups, and master professional knowledge and skills in the practice process. Case-based teaching mainly selects successful innovation cases and failure cases of Hakka specialty food enterprises, guides students to analyze the development ideas, process points, and existing problems in the cases, and cultivates students' ability to analyze and solve problems. Situational teaching creates real scenes, such as Hakka specialty food production workshops and R&D centers, to let students experience the post atmosphere,

immersive and improve their post adaptability [8]. In the practical teaching link, construct a three-level practical teaching system of "on-campus training + off-campus internship + innovation and entrepreneurship practice". On-campus training mainly relies on on-campus laboratories and training bases to carry out basic skill training and project practice; off-campus internship relies on school-enterprise cooperation bases to arrange students to take on-the-job internships in Hakka specialty food enterprises, participate in enterprise production, R&D, quality control and other work, and accumulate practical work experience; innovation and entrepreneurship practice encourages students to participate in skills competitions and innovation and entrepreneurship competitions related to Hakka specialty foods, supports students to carry out small-scale innovation and entrepreneurship projects, and cultivates students' innovation and entrepreneurship ability. At the same time, integrate the assessment content of vocational skills certificates into curriculum teaching, guide students to obtain relevant vocational skills certificates such as Food Inspector, Food Nutritionist, and Chinese Cuisine Chef, and enhance students' employment competitiveness [9].

3.4. Improve the evaluation system to ensure teaching quality

Establish a scientific and comprehensive curriculum evaluation system, break the traditional evaluation model of "one exam determines everything", adhere to the principles of "combination of process evaluation and summative evaluation, combination of theoretical evaluation and practical evaluation, and combination of on-campus evaluation and enterprise evaluation", and comprehensively evaluate students' knowledge mastery, skill level, and professional quality. Process evaluation mainly covers students' classroom performance, group cooperation, project completion, homework submission, training reports, etc., accounting for 60% of the total course score. It focuses on evaluating students' learning process and practical ability, and timely identifies and provides targeted guidance for problems existing in the students' learning process. Summative evaluation mainly consists of final exams and practical skill assessments, accounting for 40% of the total course score. The final exam focuses on examining students' mastery of core theoretical knowledge of the course, and the question types focus on comprehensiveness and applicability; the practical skill assessment focuses on examining students' core skills, such as Hakka specialty food production, product development, and quality control. An assessment team composed of on-campus teachers and enterprise technical backbones conducts the assessment in accordance with enterprise post standards to ensure the objectivity and practicality of the assessment results. On-campus evaluation is mainly the responsibility of on-campus teachers, focusing on evaluating students' theoretical learning and on-campus practice performance; enterprise evaluation is mainly the responsibility of technical backbones of school-enterprise cooperation enterprises, focusing on evaluating students' post-performance, practical skills, and professional quality during on-the-job internships, and incorporating the enterprise evaluation results into the total course score [10]. In addition, the evaluation system should also focus on evaluating students' innovative thinking and innovation and entrepreneurship ability, encourage students to be bold in innovation, commend and reward outstanding students, and stimulate students' learning enthusiasm and initiative. Through a sound evaluation system, timely feedback on teaching effects, optimize teaching content and methods, and ensure the steady improvement of course teaching quality.

4. Conclusion

The construction and implementation of the course "Development and Innovation of Hakka Specialty Foods" in higher vocational food science programs is an important path for the characteristic development of higher

vocational food science programs, and also an important measure to meet local industrial needs, promote the inheritance of Hakka culture and industrial transformation and upgrading. The offering of this course has a solid foundation of policies, industries, learning situations, and resources. By clarifying curriculum goals, optimizing curriculum content, innovating teaching models, and improving the evaluation system, it can effectively enhance students' professional skills, innovation ability, and professional quality, and cultivate compound technical and skilled talents suitable for the needs of the Hakka specialty food industry. In the process of course implementation, it is necessary to continuously strengthen school-enterprise cooperation, optimize the curriculum system, update curriculum content, innovate teaching methods, strengthen practical education, and ensure that the quality of course teaching resonates with the needs of industrial development.

Disclosure statement

The authors declare no conflict of interest.

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