Research Article

Segmentations and Distributaries Cultivation Reform of Food Service Specialties Based on “Platforms + Developments” Model

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Abstract: Based on the analysis of the quantities and qualities of the food industrial talents demands in China, the “platform curriculum” and “development curriculum” of food Service Specialties were explored after the category entrance and specialty Segmentations and Distributaries, respectively. And then, the segmentations and distributaries cultivation reform of food service specialties based on “platforms + developments” model was constructed.

**Keywords:** Cultivation reform, distributaries, food service specialties, segmentations

**INTRODUCTION**

Food industry chains are so long that employees can find a job not only in the design and manufacture factories, food and accessories sale and safe shops, but also in food decoration shops and food enterprises. In recent years, China's food production and sales volume increased. And it makes new automotive-related industry employment stations nearly 8, 5 million of whom are technical services talents of aftermarket (Han, 2015).

Contradicts with the current development of the food industry are the lower quality and less quantity of the practitioners. Especially, the professional and technical workers in modern food management, safe, sales and after-sales service companies are particularly fewer. Statistics show that, although the amount of employees in food related companies are large, the general cultural level is too low to meet the companies’ need. 38.5% of the 5 million workers, most of them lack advanced theoretical knowledge, graduated from junior middle school or lower schools, 51.5% of them graduated from senior middle school, only 10% of them graduated from colleges or universities, so the literacy degree ratio is 4:5:1 (Pu, 2014). But the ratio in western developed countries as high as 2:4:4 (Jiahua and Min, 2011). That the lack of higher level talents in food service, food electric technology or new technology food industries cannot meet the fast-growing industries’ demands in China (Fig. 1).

At present, China is facing an important historical period of adjusting industry structure, transferring manufacture mode and stabilizing growth speed. If there is no talent cultivation reform of "segmentations and distributaries" on food specialties, the students are difficult to choose curriculum, draw up the study learning plans and career development plans, according to their characteristics and interests. Therefore, it's hard to provide enough qualified talents for China's economy development.

**MATERIALS AND METHODS**

Food specialties reform requirements: To further implement National Medium and Long-term Plan for Education Reform and Development (2010-2020) and Several Opinions of Ministry of Education on Comprehensively Improving the Quality of Higher Education. Dexue (2010) accelerate the implementation of the Innovation Plan for Classroom Teaching in Colleges and Universities in Zhejiang Province (2014-2016) (Baoguo, 2014), our school is currently carrying out teaching innovation actions, namely “Yuanpei Plan”, to provide students the "three-stage" segmentation options, which aims to create more growth opportunities for different students so that they will obtain the competences as shown in Table 1.

**RESULTS AND DISCUSSION**

Developing the "platform" curriculum after enrolling: We develop "platform" curriculum of food service specialties, according to teaching situation and enterprises’ demands. Currently, students enrolled in our college are the senior high school students who passed the National University Entrance Examination and they also had potential interests in food service specialties. Making full use of educational resources, we have constructed the talents cultivating program framework, as shown in Fig. 2, to train high quality talents with senior skills in food service specialties.
Fig. 1: China's food sales volume and its growth rate (2000-2013)

VSV- food sales volume, VSVGR- food sales volume growth rate

Fig. 2: Talents cultivating program framework of food service specialties

Fig. 3: "Platform + development" cultivation system of food service specialties

Table 1: General required competences of food service specialties' students

<table>
<thead>
<tr>
<th>Professional competence</th>
<th>Methods competence</th>
<th>Social competence</th>
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<tr>
<td>• Food testing and troubleshooting</td>
<td>• Able to judge and solve food failure</td>
<td>• Communication skills</td>
</tr>
<tr>
<td>• Can metal painting</td>
<td>• Can metal painted solutions according to the damage</td>
<td>• Teamwork skills</td>
</tr>
<tr>
<td>• New technology food troubleshooting</td>
<td>• Food electronics innovation</td>
<td>• Basic entrepreneurial skills</td>
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<td>• Innovation on food electronics</td>
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Developing the "development" curriculum after distributing: After learning the "platform" courses, students better understand the basis of the specialties. Then, developing the "development" curriculum used for distributing.

According to the station skill requirements analysis on food technology and service jobs, tasks and capabilities, some specific modules, "food mechanical and electrical safe", "food container metal painting", "food electronics innovation" or "new technology food technologies", will be "embed" into a specific specialty (Table 2). In these modules, some considerations, such as "progressive segmentation" and "gradient ability", have been added to promote the teaching reform of "integrating theory and practice, combining knowing and doing".

Hierarchical and classified optional courses were provided to self selection: Relying on deeply cooperation with some famous food companies, some courses were divided into a and b two different types and levels, which provided the option for students to self selection the courses depend on their own competence.

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