



Code-Course	053504 – Introductory practical training in Haute Cuisine and Gastronomic Innovation		
Thematic Area	Specialization internship	Year	Third
Course Type	Mandatory	Credits	6 cr. ECTS
In-class Hours	5 hours	Hours of Individual Work	145 hours

BRIEF COURSE DESCRIPTION

The aim of this internship is to make students to reflect on the food **experts'** role and acquire and develop the necessary skills and attitudes to become a professional. Students will be able to start gaining experience in restaurants, restaurant chains, hotels or haute cuisine restaurants.

BASIC SKILLS

BS2 – Students must be able to apply their knowledge to their work in a professional way and possess the skills used to develop and defend arguments and solve problems within their study field.

GENERAL SKILLS

GS1 – Students must be able to deal with difficult situations that require new solutions.

GS3 - Solve situations with initiative and autonomy, incorporating a creative and innovative spirit.

GS6 – Meet the customers needs and expectations.

GS7 – Students must be able to deal with pressure in a work environment.

SPECIFIC SKILLS

SS5 – Apply the vanguard cooking techniques to add value and new concepts to the gastronomic offer.

SS7 – Identify and classify the different families of prepared and unprepared food products for their culinary application.

SS08 – Use the culinary production processes and the basic preparation, transformation and preservation processes of foods of animal and plant origin.

SS9 – Recognize and apply the main basic operations of the industrial processes in order to guarantee the control of the processes and products intended for human consumption.

SS11 – Interpret and apply the food safety regulations in the culinary field.

SS13 – Interpret and apply the composition, the nutrition value and the functional properties of the various group foods to the culinary techniques, as well as the attention to groups with special needs.



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COURSE CONTENT

Academic year 2020/2021

SS22 – Distinguish and apply the documentation related to cooking production to carry out budget controls, **reports ...**

LEARNING OBJECTIVES

- Know the functions of the different areas associated with the mention.
- Favor the reflection between the theory and the practice oriented to the innovation.
- Develop the necessary skills for the optimal development of the profession.
- Encourage observation and critical analysis.
- Develop behaviors that pose an ethical load in accordance with the principles recommended for the degree.
- Awareness of one's strengths and weaknesses, recognize one's own abilities, attitudes and personal competences. Boost self-evaluation in a work context.
- Develop criteria for decision-making and act with initiative.
- Practice collaborative and team work activities, within multicultural environments.

THEMATIC CONTENTS

The aim of this internship is to make students to reflect on the food **experts'** role and acquire and develop the necessary skills and attitudes to become a professional. Students will be able to start gaining experience in the food industry and in the mass or welfare catering sector.

This internship is the introduction to the specialization in haute cuisine and gastronomic innovation and it consists of the following core content:

1. Operations and culinary processes management
2. Food service
3. Planning and logistics in the food sector
4. Technological innovation
5. Teamwork organisation
6. Production management
7. Quality and food hygiene and safety management

LEARNING METHODOLOGY

The learning strategies are focused on placing the students in a real professional environment where they will have the opportunity to carry out activities and important tasks where they do their **internships**. In this **real context**, students can develop the tourism profession's transversal and specific skills and applied them to non simulated situations.



The internship supervisors will guide and direct the students on the development of the internship program. The relationship between the students and their co-workers will allow them to develop teamwork skills and encourage their initiative.

An internship programme establishes all the skills and learning outcomes that need to be achieved by the students. Half-way through the period, the students will be asked to evaluate their internship **(learning, difficulties, objectives and challenges) which will be compared to the supervisor's partial evaluation.** Upon completion of the internship, every student will evaluate his/her experience in the **company and the company will evaluate the student's** performance.

The university, through the E3 supervisor, is responsible monitoring every student and for the final **evaluation of the student's internship.**

ASSESSMENT SYSTEM

The assessment system is based on assessing student's **achievement of learning outcomes** regarding **the subject's own competences.** Due to the subject's nature students can only be evaluated by means of continuous assessment.

The teaching-learning process will be assessed by a continuous monitoring of the work done by the student throughout the course, and by the assessment report submitted at the end of the year by his or her supervisor at the company.

- Assessment of the company's tutor (30%).
- Memory prepared by the student (50%).
- Attendance and participation in the classroom activities (20%)

COURSE REASSESSMENT

Students who didn't achieve the learning objectives can resit assessment to demonstrate the acquisition of skills and knowledge associated with the course.

BIBLIOGRAPHY

- Rodríguez-Moreno, M. L. (Coord.), Álvarez, M., Figuera, P. y Rodríguez, S. (2009). Estudios universitarios, proyecto profesional y mundo del trabajo. Cómo tender puentes entre la universidad y la vida activa. En *Manual para la transición*. 1-163. Servicio de Publicaciones de la Universidad de Barcelona. ISBN: 9788447533749.
- Rodríguez, M.L., Serreri, P. y Del Cimmuto, A. (2010). *Desarrollo de competencias. Teoría y práctica. Balance proyecto profesional y aprendizaje basado en el trabajo*. Barcelona: Laertes.
- Rodríguez, S. y Prades, A. (2010). Sobre la empleabilidad de los graduados universitarios: del diagnóstico a la acción. *Revista de Educación*, 351, 107-137.