

SYLLABUS

Bachelor Degree in Culinary and Gastronomic Sciences

Code- Course	054507 - Practical training for Perfection in Fine Cooking and Gastronomic Innovation		
Thematic Area	Training for Specialization	Year	Fourth
Course Type	Optional	Credits	6 cr. CREDITS
In-class Hours	5 hours	Hours of individual work	145 hours

BRIEF COURSE DESCRIPTION

The subject of Practical training for Perfection in Fine Cooking and Gastronomic Innovation should serve the student to reflect on professional actions, and acquire and develop skills, attitudes and competencies, as well as perfecting in the professional field of commercial catering, restaurant chains, hotel restoration and fine cuisine restaurants.

BASIC SKILLS

CB2 - Students can apply their knowledge to their work or vocation in a professional manner and have skills typically demonstrated through the production and defense of arguments, and the solving of problems within their area of study.

CB5 - Students should have developed the learning skills necessary to undertake further studies with a high degree of autonomy.

GENERIC SKILLS

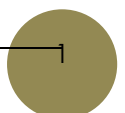
CG1- Being able to cope with complex situations or requiring the development of new solutions

CG2- Making an extra effort to reach a goal or target, undertaking new challenges, projects...

CG3 - Solving situations with initiative and autonomy, incorporating a creative and innovative spirit

CG6 - Answering customer needs and expectations

CG7- Managing moments of pressure in the work environment



CG9- Using the potential of information and communication technologies for efficient management of the work environment

SPECIFIC SKILLS

CE05- Applying avant-garde culinary techniques adding value and new concepts to the design of the gastronomic offer

CE09- Recognizing the organoleptic properties of food, for their interaction and combination in the gastronomic application

CE11- Interpreting and applying food safety regulations in culinary areas

CE22- Distinguishing and applying the documentation related to the kitchen production units, to carry out budgetary controls, reports, etc.

THEMATIC CONTENTS

The subject of Practical training for Perfection in Fine Cooking and Gastronomic Innovation is the improvement of the mention and it is displayed around the following nuclear contents:

- Management of operations and processes in culinary and gastronomic companies
- Gastronomic services.
- Planning and logistics in the culinary sector.
- Technological innovation.
- Organization of work teams
- Production management in the kitchen.
- Quality and safety management and food hygiene

These contents are specified according to the reality of the company where the student is assigned. Together with the educational collaboration agreement, there is attached the individualized program of training where the tasks and functions to be developed are specified.

LEARNING METHODOLOGY

The learning strategy of this subject focuses on the location of the student in a real environment and the assignment of a series of activities and responsibility related to the functions of the workplace and the culinary organization in which the trainings are developed.

In this real context, the student has the possibility to develop the transversal and specific competences and to activate them in non-simulated situations.

The tutor of the training, in permanent contact with the student, guides, corrects and directs the student on how to improve his/her capacity. In regular meetings between tutor and student we analyze the progress and evaluate the results. The student's relationship with the rest of the organization's professionals allows them to develop teamwork skills, stimulate their initiative and implement the distinctive competences of the professional profile.

Each training subject has an associated internship program with the functions, competencies and learning outcomes to be assimilated, focused mainly on professional socialization and observation. At mid-term, the student participates in a follow-up meeting of mandatory character at University, where the evolution of the training (learning, difficulties, objectives and challenges) is evaluated and contrasted with the partial assessment made by the tutor of the company. At the end of the internship, the student makes an assessment of his/her experience in the company and the company evaluates the student's internship. The University, through the *Career Services* tutor, is responsible for ensuring the follow-up and final evaluation of the student's internship.

ASSESSMENT SYSTEM

The assessment is the process of evaluation of the degree of assimilation of the learning by the student in relation to the competences of this subject. Due to the nature of this subject, the student will only be able to choose a continuous assessment.

This consists of the evaluation of the teaching-learning process from the continuous monitoring during the course of work carried out by the student and the learning that incorporates divided into:

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

Course unit re-assessment

In case the student does not manage to assimilate the learning objectives of the subject, he/she has the option of following a re-assessment process, offering him the possibility of demonstrating again his/her capacity for the assimilation of the associated competences in this subject.

SOURCES OF BASIC INFORMATION

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.