

**COURSE DATA****Data Subject**

<b>Code</b>	36375
<b>Name</b>	Catering
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2021 - 2022

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1212 - Degree in Gastronomic Sciences	Faculty of Pharmacy and Food Sciences	3	Second term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1212 - Degree in Gastronomic Sciences	16 - Catering	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
SORIANO DEL CASTILLO, JOSE MIGUEL	265 - Prev. Medicine, Public Health, Food Sc., Toxic. and For. Med.

**SUMMARY**

The Subject Collective Restoration of the third year of the Degree in Gastronomic Sciences, taught at the Faculty of Pharmacy of the University of Valencia. This subject has a total of 6 ECTS credits that are taught in the second semester.

The Collective Restoration aims to strengthen the knowledge of the services needed to prepare and distribute meals to different sectors of the population, emphasizing the protocols and basic rules for proper functioning both in the kitchen and in the living room.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

No requeridos

## COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

### 1212 - Degree in Gastronomic Sciences

- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
- Have knowledge and understanding in the field of gastronomic sciences.
- Learn the fundamentals for using the scientific equipment directly related to professional activity.
- Be able to engage in new fields of gastronomy in general through independent study.
- Ser capaz de trabajar en equipo y de organizar y planificar actividades, teniendo en cuenta, siempre, una perspectiva de género.
- Be able to distribute time appropriately for carrying out individual or group tasks.
- Elaborar y manejar los escritos, informes y procedimientos de actuación más idóneos para los problemas suscitados y utilizando un lenguaje no sexista.
- Saber aplicar esos conocimientos al mundo profesional, contribuyendo al desarrollo de los Derechos Humanos, de los principios democráticos, de los principios de igualdad entre mujeres y hombres, de solidaridad, de protección del medio ambiente y de fomento de la cultura de la paz con perspectiva de género.
- Saber organizar grandes eventos y actividades gastronómicas.
- Aplicar los conocimientos adquiridos en asignaturas previas en la restauración colectiva.

## LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

In accordance with the provisions of the degree syllabuses, the learning results described for the subject of collective restoration are several:

- Know how to apply to the collective restoration the knowledge acquired in previous subjects



- Prepare dietary charts
- Know specific regulations for collective restoration
- Know the protocol in collective restoration
- Be able to organize large events and gastronomic activities

## DESCRIPTION OF CONTENTS

### 1. INTRODUCTION.

Basic concepts, definition and objectives.  
Types of collective restoration.

### 2. MANAGEMENT OF THE COLLECTIVE RESTORATION

Kitchen management  
Planning of spaces, facilities and equipment.  
Hot chain and cold chain.  
Reception of raw materials.  
Product storage  
Conservation processes  
Defrosting  
Preparation of dishes.  
Temperature abatement  
Reheating  
Storage of finished products.

### 3. FLOWCHARTS

Creation of flow charts in the preparation of dishes

### 4. CRITICAL POINT CONTROL

Control of critical points in the preparation of dishes

### 5. FOOD PROCESSING AND NUTRITIONAL VALUE OF PREPARED DISHES

Planning, design and elaboration of menus for different communities

**6. DIETARY CHARTS**

Preparation of dietary charts

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Other activities	45,00	100
Theory classes	15,00	100
Study and independent work	90,00	0
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY**

The methodology of theoretical teaching will be based on the teaching of:

- Theory classes. Through the delivery of face-to-face classes aimed at the presentation by the faculty of the most important concepts and contents of each subject, with the aim that the students acquire the knowledge related to the subject, promoting participation.
- Tutorials. The students will attend them in small groups. In them, the faculty will value the learning process of the students in a globalized way, will solve the doubts that may have arisen throughout the classes, and will guide them on the most useful work methods to solve the problems that arise. you can present them.
- Study-Preparation of Seminars, Classes and Exams. Through the use of autonomous work hours for the reading and preparation of classes, preparation of exams and the work to be presented in seminars.
- Visits to centers of interest.

**EVALUATION**

Performing a written test to ensure knowledge and understanding of the minimum theoretical contents established for the subject (75%). The written test will include questions from the lectures and visits.

Continuous evaluation with the possible realization, presentation and defense of individual and collective reports about proposed topics, explained and discussed in the classroom during lectures or visits. The level of comprehension of the content as well as the skills for its exposition, defense and discussion will be valued (10%).

Evaluation of the work of the seminars through supervision of the work carried out in it, originality, the ability to solve problems and the ability to make well-detailed and organized reports (15%) will be assessed.



It is necessary to have 5 points out of 10 in the written test that includes theory and practical questions to overcome the subject.

## REFERENCES

### Basic

- - Aranceta J. Nutrición comunitaria. 2ª ed, Masson. Barcelona. 2001
- - Ken Albala, Food: A Cultural Culinary History, 2013, The Teaching Company.
- - Mataix J Quiles JL Rodríguez Huertas J. Aporte de grasa. En Guías alimentarias para la población. Española. Madrid Soc Esp Nut Comunitaria (SENC) 2001, 231-237
- - Serra L, Aranceta J Objetivos nutricionales para la población española. Consenso de la Sociedad Española de Nutrición Comunitaria. En: Guías Alimentarias para la población española. Madrid. Sociedad Española de Nutrición Comunitaria (SENC) 2001,345-351.
- - Serra L, Ribas L, Román B. Recomendaciones sobre la ingesta de hidratos de carbono en la población española. En: Guías alimentarias para la población española Madrid Sociedad Española de Nutrición Comunitaria (SENC) 2001,239-248
- - Serra L, Aranceta J Nutrición y Salud Pública. 2ª ed. Masson. Barcelona. 2006

### Additional

- <https://www.foodtimeline.org/foodfaqindex.html>

## ADDENDUM COVID-19

**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**

### 1. Contents

All the contents initially included in the teaching guide are maintained

### 2. Volume of work and temporal planning of teaching

The workload for the student body is maintained, changing the methodology of the activities with respect to the conventional teaching guide to adopt the hybrid teaching model.

### 3. Teaching methodology





- **Theoretical teaching:** If regular presence is not feasible, it will be carried out through synchronous sessions (videoconferences). If the presence could be only partial, the students will be divided into groups, so that one group will be in the classroom of the Faculty while the other will connect online, alternating their attendance for weeks. In any case, the schedule (date and time) approved by the CAT and published on the web will be followed.
- **Tutorials and consultations:** If the presence is not feasible, they will be attended by videoconference (agreeing the time) or by Email with the commitment of 48h response on working days.
- **Classroom practices and Seminars:** If presence is not feasible, the tasks will be proposed and solved with the tools available in the virtual classroom.
- **Visits and Practices in Centers outside the UV:** If face-to-face teaching is not feasible, face-to-face teaching activities will be replaced by other tasks that will be proposed and resolved with the tools available in the virtual classroom of the subjects with the mediation of the Lluís Alcanyís Foundation.

If a state of total confinement were to occur, all face-to-face teaching would be carried out online.

#### **4. Evaluation**

If the evolution of the current pandemic allows it, it will be face-to-face and in the terms indicated in the teaching guide. Only in case this is not possible, the evaluation will be carried out through the virtual classroom with tasks or online questionnaires with single or multiple choice questions, which can be complemented with short questions and/or on certain occasions through an oral exam through video conferencing.

The relative weight in the evaluation of theory, visits, seminars and continuous evaluation activities is maintained as indicated in the teaching guide.

#### **5. Bibliography**

It is not modified