



## Information about the subject

**Degree:** Bachelor of Science Degree in Veterinary Medicine

**Faculty:** Faculty of Veterinary Medicine and Experimental Sciences

**Code:** 1260505 **Name:** Food Technology II

**Credits:** 6,00 **ECTS Year:** 4 **Semester:** 2

**Module:** Module of Hygiene, Technology and Food Safety

**Subject Matter:** Food Technology **Type:** Compulsory

**Department:** Animal Production and Public Health

**Type of learning:** Classroom-based learning

**Languages in which it is taught:** Spanish

### Lecturer/-s:

1264A Alba Rodriguez Mengod (**Responsible Lecturer**)

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## Module organization

### Module of Hygiene, Technology and Food Safety

Subject Matter	ECTS	Subject	ECTS	Year/semester
Food Technology	12,00	Food Technology I	6,00	4/1
		Food Technology II	6,00	4/2
Food Security and Public Health	12,00	Food hygiene and safety I	6,00	4/2
		Food hygiene and safety II	6,00	5/1

## Recommended knowledge

Es recomendable haber cursado previamente Tecnología de los alimentos I



## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 The student understands the main food preservation techniques.
- R2 The student has a general idea of food processing techniques and technological treatments to be implemented.
- R3 The student has basic knowledge regarding the different products that can be obtained.
- R4 The student is able to identify and establish quality criteria for a product both prior to its use and as an end product.
- R5 The student relates the handling of animals and their health status with the quality of the product that is going to enter a technological process.
- R6 The student identifies the main physical, chemical and microbiological hazards that can occur throughout the manufacturing process of the different products.
- R7 The student is capable of establishing criteria and having a critical attitude towards anomalous situations that may arise.
- R8 The student knows the main characteristics of the raw materials used in the dairy, egg and honey industry.
- R9 The student has basic knowledge of the different products that can be obtained from raw materials.
- R10 The student is able to identify and establish quality criteria for raw materials and products made from them.
- R11 The student knows the food transformation techniques and the technological treatments to be applied.
- R12 The student relates the handling of animals and their health status with the quality of the food product.
- R13 The student identifies the main physical, chemical and microbiological hazards that can occur throughout the manufacturing process of the different products.
- R14 The student is capable of establishing criteria and having a critical attitude towards anomalous situations that may arise.



## Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

BASIC		Weighting			
		1	2	3	4
CB2	Capacity to apply knowledge to work or occupation in a professional way and have the competences that are proved by preparing and arguing topics and problem-solving in their specific field of study.				X
CB3	Capacity to gather and interpret relevant data usually within their specific field of study and capacity to make judgments that include reflection on relevant social, scientific or ethical issues.		X		
CB4	Capacity to communicate information, ideas, problems and solutions at specialist and non-specialist levels.			X	
CB5	Capacity to develop those learning skills needed to undertake further studies with a high degree of autonomy.				X
GENERAL		Weighting			
		1	2	3	4
CG0	Capacity to speak well in public.				X
CG1	Knowing and applying hygiene control, inspection, technology for the production and processing of food for human use from primary production to consumer.				X
CG5	Understanding and applying laws, regulations and administrative provisions in all areas of the veterinary profession and public health, understanding the ethical implications of health in a changing global context.				X
CG6	Developing professional practice, acquiring skills related to teamwork, with an efficient use of resources and quality management.				X
CG7	Identifying emerging risks in all areas of the veterinary profession.			X	



SPECIFIC		Weighting			
		1	2	3	4
E55	Knowing and applying food components and characteristics.				X
E56	Knowing and applying food collection, storage and processing.				X
E57	Knowing and applying food changes, alterations and adulterations.				X

TRANSVERSAL		Weighting			
		1	2	3	4
T1	Capacity of analysis, synthesis, implementation of knowledge for problem-solving and decision-making.			X	
T2	Understanding and applying the scientific method to professional practice including evidence-based medicine.		X		
T3	Basic knowledge of the veterinary profession: legal, economic, administrative, planning and time management issues and the veterinarians' society together with the importance of monitoring quality, standardization and protocols of veterinary practice.		X		
T4	Mastering fluency in oral and written mother tongue communication, listening and responding effectively using a language appropriate to audience and context.			X	
T6	Using information technology to communicate, share, search for, collect, analyze and manage information, especially related to the veterinarian practice.		X		
T7	Ability to adapt to new situations, self-critical ability, being aware of personal limitations and understanding when and where seeking and obtaining advice and professional help.			X	
T8	Efficient and effective work, both independently and as a member of a multidisciplinary team or unit, showing respect, appreciation and sensitivity to the work of others.				X
T9	Keeping an ethical behaviour in the exercise of given responsibilities toward the profession and society.				X
T10	Ability to learn, to research, and to be aware of the need to keep knowledge updated, and attending training programs.				X



T11 Ability to work in an international context, appreciating diversity and multiculturalism, through the knowledge of foreign cultures and customs.

X



## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
	50,00%	Written assessment of acquired knowledge and skills. The test may consist of a series of open-ended questions or multiple-choice questions about the theoretical contents of the module and/or practical exercises (problem-solving).
	10,00%	Evaluation of the use of the practical lessons in the classroom, of problems or computer science, seminars and tutorials, by means of participation, computer-supported problem solving and the elaboration of the corresponding reports.
	15,00%	Evaluation of the practical laboratory work, which must demonstrate the competences acquired by the student and his or her ability to use them to solve the different situations and problems that arise in a laboratory; this assessment may consist of one of the following methods, or a combination of several of them: an individual written test, the individual or group performance of a laboratory experience, the delivery of an individual or group report on the work carried out in the laboratory.
	15,00%	Evaluation of group work through a system of continuous assessment throughout the course based on the delivery of assignments the objectives and content of which will be proposed by the teacher.
	10,00%	Evaluation of activities in which the student must do some research individually and structure information related to each of the topics through a system of continuous assessment throughout the course based on the delivery of papers, the objectives and contents of which will be proposed by the teacher.



## Observations

### MENTION OF DISTINCTION:

According to Article 22 of the Regulations governing the Evaluation and Qualification of UCV Courses, the mention of "Distinction of Honor" may be awarded by the professor responsible for the course to students who have obtained, at least, the qualification of 9 over 10 ("Sobresaliente"). The number of "Distinction of Honor" mentions that may be awarded may not exceed five percent of the number of students included in the same official record, unless this number is lower than 20, in which case only one "Distinction of Honor" may be awarded.

## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 On-site training activity aimed primarily at acquiring knowledge acquisition skills. It is characterised by the fact that students are spoken to. Also called master class or exposition, it refers to the oral presentation made by the teacher, (with the support of blackboard, a computer and a projector for the display of texts, graphs, etc.), in front of a group of students. They are expository, explanatory or demonstrative sessions of contents. The size of the group is determined by the limit or physical capacity of the classroom; therefore, it is a single group.
- M2 On-site training activity aimed primarily at obtaining knowledge application and research skills. Knowledge is built through interaction and activities. The activity consists of supervised monographic sessions with shared participation (teachers, students, experts). The size of the group is variable, from one large group to various small groups, with a minimum of 6 students to ensure interaction. The evaluation will be based on follow-up records kept by the teacher. Participation and the development of the capacity to problematize should be taken into account.
- M4 On-site training activity in groups that takes place in the classroom. It includes working with documents and formulating ideas without handling animals, organs, objects, products, or corpses (e.g., work with articles or documents, clinical case studies, diagnostic analyses, etc.). It would correspond to "Animal-free supervised practical work", type e1, from the European evaluation of EAEVE. The size of the group is variable, in a range of 10 to 20 students.





- M5 On-site training activity in groups that takes place in the Computer Lab where the computer is used as support for learning. It includes work with computer models, specific software, Web queries, etc. It would correspond to "Animal-free supervised practical work", type e1, from the European evaluation of EAEVE. The size of the group is variable, in a range of 10 to 20 students.
- M6 On-site training activity in groups carried out in the laboratory. It includes the sessions where the students develop laboratory experiments, make dissections or use the microscopes for the study of histological or histopathological samples actively and autonomously, under the supervision of the professor. It also includes work with healthy animals, objects, products, corpses (e.g., animal handling, bacteriological practices, physiology or biochemistry, meat inspection, etc.). It would correspond to the "Supervised practical non-clinical animal work" type e2 of the European evaluation of EAEVE. The size of the group is variable, in a range of 10 to 20 students.
- M8 A set of on-site training activities carried out by the teacher to provide personalised attention to the student or in small groups with the aim of reviewing and discussing the materials and topics presented in classes, seminars, readings, carrying out projects, etc. The aim is to ensure a truly comprehensive education of the student rather than a mere transfer of information. It is, therefore, a personalized assistance relationship in which the tutor assists, facilitates and guides one or more students in the learning process.
- M9 Set of processes that attempt to evaluate the learning outcomes of students expressed in terms of acquired knowledge, capacities, skills or abilities developed and manifested attitudes. It covers a wide range of activities that can be developed for students to demonstrate their training (e.g. written, oral and practical tests, projects or assignments). It also includes the Official Calls.
- M10 Autonomous training activity, including activities and coursework, bibliographic searches. The results obtained from unsupervised group and teamwork will be evaluated, with particular attention paid at the time of evaluation to the acquisition of specific knowledge development skills through group work.
- M11 Autonomous training activities related to personal study, or the preparation of individual course assignments. The individual preparation of readings, essays, problem solving, papers, reports, etc. will be evaluated through presentations or submissions during theoretical classes, practical classes, seminars and/or tutorials. The evaluation of the submitted papers will consider the structure of the paper, the quality of the documentation, originality, spelling and presentation.



## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical lessons (TL) M1	R8, R9, R10, R11, R12, R13, R14	27,50	1,10
Seminars (S) M1	R11, R12	2,50	0,10
In-Classroom Practice (ICP) M4	R10, R13, R14	12,50	0,50
Laboratory Practice (LP) M6	R10, R11, R13, R14	12,50	0,50
Tutorial M8	R9, R13, R14	2,50	0,10
Evaluation (Ev) M9	R8, R9, R10, R11, R12, R13, R14	2,50	0,10
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>

## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M10	R8, R9, R10, R11, R12, R13, R14	27,50	1,10
Individual work M11	R8, R9, R10, R11, R12, R13, R14	62,50	2,50
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
MILK TECHNOLOGY AND DAIRY PRODUCTS	<ul style="list-style-type: none"><li>1.1 Overview of the milk and dairy products sector</li><li>1.2 Composition and structure. Sensory, nutritional and functional properties</li><li>1.3 Chemical, enzymatic and microbiological aspects.</li><li>1.4 Technology of milk and dairy products.</li><li>1.5 Alterations of milk and derivatives and methods of conservation.</li></ul>
EGG TECHNOLOGY AND DERIVATIVES	<ul style="list-style-type: none"><li>2.1. Overview of egg and egg products industry</li><li>2.2. Composition and sensory, nutritional and functional characteristics.</li><li>2.3. Chemical, enzymatic and microbiological aspects</li><li>2.4. Technology egg and egg products</li></ul>
METHODS OF FOOD PRESERVATION	<ul style="list-style-type: none"><li>Lesson 3.1 Alteration and shelf life food</li><li>3.2 Preservation by heat</li><li>3.3 Preservation by cold</li><li>3.4 Fermentation in food</li><li>3.5 Conservation by reduction of water activity.</li><li>3.6 Chemical food preservation.</li><li>3.7 Emerging methods</li></ul>
HONEY TECHNOLOGY	<ul style="list-style-type: none"><li>4.1. Overview of the honey industry</li><li>4.2 Composition and sensory, nutritional and functional characteristics.</li><li>4.3. Chemical, enzymatic and microbiological aspects</li><li>4.4. Technology honey and fraud detection</li></ul>



## Organization of the practical activities:

	Content	Place	Hours
PR1.	Influence of the factors of production in the preparation of yogurt	Laboratory	2,00
PR2.	Elaboration of fresh cheese in the pilot plant	Laboratory	3,00
PR3.	Evaluation of egg quality	Laboratory	2,00
PR4.	Production of preserves in the pilot plant	Laboratory	4,00
PR5.	Evaluation of honey quality	Laboratory	2,00

## Temporary organization of learning:

Block of content	Number of sessions	Hours
MILK TECHNOLOGY AND DAIRY PRODUCTS	9,00	18,00
EGG TECHNOLOGY AND DERIVATIVES	6,00	12,00
METHODS OF FOOD PRESERVATION	9,00	18,00
HONEY TECHNOLOGY	6,00	12,00



## References

- ALEIXANDRE BENAVENT, J.L.(1997) Food preservation  
CENZANO DEL CASTILLO, I. (1993) Nuevo manual de industrias alimentarias  
GÖSTA BYLUND (2002) Manual of dairy industries  
MAHAUT, M., (2003) Introduction to dairy technology  
MEAD, G. C (2009) Microbiological analysis of red meat, poultry and eggs  
NIELSEN, S.S.,(2008) Food analysis  
OWEN R.FENNEMA,(2010) ) Food Chemistry, 3rd edition  
ROLAND P. CARPENTER, DAVID H. LVON,TERRV A. HASDELL (2002), Sensory analysis in the development and control of food quality  
ROMERO DEL CASTILLO, R., MESTRES LAGARRIGA, J.(2004) Dairy products: technology  
SAÍNZ LAÍN,C.; GÓMEZ FERRERAS C. (2000). Spanish honey.  
SALVACHUA GALLEGO J.C.; ROBLES PORTELA E.Mª. (1998). Fixed processing plants for bee products.  
Organization of the Unit Nations for Food and Agriculturewww.fao.orgMinistry of Agriculture and Fisheries, Food and Environmentwww.mapama.gob.esSpanish Agency of Consumption, Food Safety and Nutritionwww.aecosan.msssi.gob.es



## Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

**Situation 1: Teaching without limited capacity** (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

**Situation 2: Teaching with limited capacity** (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

### 1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☐ Kaltura



## **Situation 3: Confinement due to a new State of Alarm.**

In this case, the following changes are made:

### **1. Educational Activities of Onsite Work:**

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒ Microsoft Teams

☐ Kaltura

Explanation about the practical sessions:



## 2. System for Assessing the Acquisition of the competences and Assessment System

### ONSITE WORK

#### Regarding the Assessment Tools:

☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

#### Comments to the Assessment System: