



Course Information					
Code:	GES66027	Course:	GESTIÓN CULINARIA		
Coordination Area / Program:	FAC. HTG ARTE CULINARIO			Mode: A distancia	
Credits: 04	Tipo de hora	Presencial	Virtual	H. Totales	Autonomous Learning Hours: 128
	H.Teoría	0	36	36	
	H.Práctica	0	56	56	
	H.Laboratorio	0	0	0	
Period: 2024-01	Start date and end of period: del 20/03/2024 al 09/07/2024				
Career: ARTE CULINARIO					

Course Pre-requisites		
Code	Course - Credits	Career
FC- P-FIN FUNCOMPDIG	FUNDAMENTOS EN COMPETENCIAS DIGITALES	ARTE CULINARIO
FC-AD-FIN FUNCOMPDIG	FUNDAMENTOS EN COMPETENCIAS DIGITALES	ARTE CULINARIO
FC- P-IDI ENG04	ENGLISH IV	ARTE CULINARIO
FC-AD-IDI ENG04	ENGLISH IV	ARTE CULINARIO

Course Coordinators			
Surname and First Name	Email	Contact Hour	Contact Site
RAMIREZ DEL AGUILA, NATALY	nramirezd@usil.edu.pe	10:00 am a 1:00 pm – 3:00 pm a 5:00 pm	Facultad HTG

Instructors
You can check the timetables for each teacher in their INFOSIL in the Classes Development Teachers option Teachers .

Course Overview
Culinary management is a subject that belongs to the training area of specialized studies, of theoretical-practical character and contributes to the development of optimization competencies in the production of culinary and digital business. It comprises the development of the following topics: basic concepts to address the management of the organization and production of a kitchen, based mainly on two fundamental areas, the design and equipment of a kitchen and menu engineering, according to the different areas of production, such as hotels, restaurants, catering services and institutions. The creditable product of this course consists of a proposal for a thematic, profitable and sustainable restaurant, aimed at a well-defined target audience. This proposal will be supported in a final presentation.

Professional and/or General Competencies			
Career/Program	Acronym/ Name of the Competence	Level of competence	Expected learning
CULINARY ART	CG6: Digital	N3 Applies computational thinking and information and communication technologies in the achievement of objectives and the solution of academic and work-related problems, assuming a favorable attitude towards cultural	- Uses digital tools and media in the management of information for continuous learning and the creation of new knowledge. - Identifies problems in their area, professional career or work environment through

		diversity and generational changes.	computational thinking to solve them and provide improvements and innovations.
	CP4: Optimization in the production of culinary businesses	N2 Program with relevance the food production area with the purpose of keeping an adequate and optimal order according to the requirements of the gastronomic business.	- Diagnose the current situation of a company related to the food and beverage industry. - Evaluates and offers improvement alternatives to the management of companies in the food and beverage industry, taking into account the ethical bases established for a correct personal, professional and social performance.

General Course Result	Unit Result
<p>At the end of the course, the student designs a successful gastronomic proposal according to the requirements of a defined target audience, clearly identifying all its components and respective costs, and tests it with the support of Artificial Intelligence technology, with a professional ethical sense and in a sustainable manner.</p>	1. At the end of the unit, the student understands the criteria of GMP and the principles of design, applying them to general situations, with responsibility and ethical sense.
	2. At the end of the unit, the student elaborates the concept of the restaurant for his final project, taking into account the target audience to be addressed and makes a thematic proposal that fits the defined and is sustainable.
	3. At the end of the unit, the student makes cost calculations assigning a sales value to his/her culinary proposals and decides on equipment, materials and personnel selection, making a realistic and feasible project proposal, with coherence and precision.
	4. At the end of the session, the student applies the tools of menu engineering to his/her food business project and assesses his/her project proposal using AI technology to make adjustments in light of the information gathered analytically.
	5. At the end of the session, the student prepares and presents his/her final project, answering objections and substantiating his/her proposals in a clear and coherent manner.

Development of activities		
Unit Result 1: <i>At the end of the unit, the student understands the criteria of GMP and the principles of design, applying them to general situations, with responsibility and ethical sense.</i>		
Session 1: <i>At the end of the session, the student identifies the types of gastronomic business in an organized manner.</i>		Semana 1 a 1
Learning Activities	Contents	Evidence
- Identifies the different types of businesses focused on food and beverages through the writing of an orderly listing. - Analyze and classify the types of food service, through a small group discussion. - Mention the elements you consider necessary to create a restaurant, through a group discussion.	- Types of businesses involving gastronomy. - Information is provided on what the final project will consist of.	Class presentation of a complete list of business types involving food.

Session 2: <i>At the end of the session, the student proposes and exposes a new intuitive signage, effectively communicating GMP in an assertive and friendly way.</i>		Semana 2 a 2
Learning Activities	Contents	Evidence
- List the aspects you consider relevant in menu management, through a small group discussion. - Identify the importance of hygienic kitchen design through a concept organizer. - In groups he makes a critical analysis of the GMP signals in a kitchen through a presentation of kitchen-friendly signals.	- Introduction to menu management. - Hygiene in kitchen services. - GMP signage in the kitchen.	Presentation of a proposal for a BPM friendly signal.
Session 3: <i>At the end of the session, the student identifies the principles of kitchen design presented in the class and applies them in their final project in a coherent manner.</i>		Semana 3 a 4
Learning Activities	Contents	Evidence
- Identify the 6 principles of kitchen design through a conceptual organizer presented in class. - Identifies the flow of food and defines food routes and zones, by means of an analysis of audiovisual material. - Define the type of food you will offer in your final paper, through small group discussion. - Develop in a group and analytical way the practice 1.	The 6 principles of kitchen design. - Food flow and definition of routes and zones. - Final project: Type of food. - Practice 1 on unit 1	- Presentation of the type of food that the final project of the course will offer. - Resolution of Practice 1.
Unit Result 2: <i>At the end of the unit, the student elaborates the concept of the restaurant for his final project, taking into account the target audience to be addressed and makes a thematic proposal that fits the defined and is sustainable.</i>		
Session 4: <i>At the end of the session, the student describes the target audience using the category of age and generation to which they belong, as well as by NSE and lifestyle in an objective and consistent manner.</i>		Semana 5 a 6
Learning Activities	Contents	Evidence
- Describe the target audience and segment by age and generation, SES and lifestyle through small group discussion and subsequent presentation.	Target audience segmentation: - by age and generation. - by SES and lifestyle.	Presentation of the target audience defined by age, SES and lifestyle that will apply to the final project of the course.
Session 5: <i>At the end of the session, the student identifies the characteristics of a thematic and sustainable restaurant, making an original proposal for their final project in a creative way.</i>		Semana 7 a 9
Learning Activities	Contents	Evidence
- Identify the characteristics of a theme restaurant and define the location, theme and name for their final project through a small group discussion and a subsequent exhibition - Associates environmental sustainability with the competitive advantages of your final project, through the analysis of an audiovisual material. - Define the thematic menu of their final project, through a small group discussion. - Present the progress of the final project, by means of a supported report.	- Final Project: location. - Definition of what a theme restaurant is, commercial name, competitive advantages and sustainability advantages. Creation of a thematic menu - Advancement of the final project with the topics seen in the previous sessions.	Qualified presentation of the conceptual part of the final project.
Unit Result 3: <i>At the end of the unit, the student makes cost calculations assigning a sales value to his/her culinary proposals and decides on equipment, materials and personnel selection, making a realistic and feasible project proposal, with coherence and precision.</i>		

Session 6: <i>At the end of the unit, the student makes cost calculations assigning a sales value to his culinary proposals and decides on equipment, materials and personnel selection, making a realistic and achievable project proposal with coherence and precision.</i>		Semana 10 a 12
Learning Activities	Contents	Evidence
- Apply the kitchen dish costing method to calculate the cost of the dishes in your final project through a costing chart for each preparation. - Recognizes the different materials and equipment of a kitchen and selects those that best suit the needs of their final project, through the analysis of audiovisual material. - Evaluate your final project proposal through a focus group.	- Adequate cost of a cooking recipe. - Selling price of a dish. - Equipment requirements, materials and equipment in an ecological kitchen design. - Division of a kitchen into brigades. - Fact sheets: cost of food, equipment and brigades. - Focus group: evaluation of your proposals by your target audience. Corresponds to the evaluation of Practice 2 on unit 3.	Practice 2: Presentation of the evidence of the focus group and the conclusions reached by the students.
Unit Result 4: <i>At the end of the session, the student applies the tools of menu engineering to his/her food business project and assesses his/her project proposal using AI technology to make adjustments in light of the information gathered analytically.</i>		
Session 7: <i>At the end of the session, the student applies the tools of menu engineering to his/her food business project and assesses his/her project proposal using AI technology to make adjustments in light of the information gathered analytically.</i>		Semana 13 a 14
Learning Activities	Contents	Evidence
- Calculate the profitability of your final work proposal and make adjustments using the tools of menu engineering, by means of a substantiated report. - Test your final work proposal by using Artificial Intelligence through a report of your results.	- Calculation of the profitability of foodstuffs. - Application of menu engineering tools. - Development of Practice 3: Use of AI to test the restaurant project and make corrections through menu engineering.	Practice 3: Presentation of the AI research evidence and the conclusions reached by the students.
Unit Result 5: <i>At the end of the session, the student prepares and presents his/her final project, answering objections and substantiating his/her proposals in a clear and coherent manner.</i>		
Session 8: <i>At the end of the session, the student prepares and presents his/her final project, answering objections and substantiating his/her proposals in a clear and coherent manner.</i>		Semana 15 a 16
Learning Activities	Contents	Evidence
- Organize the information for their final work and receive advice from the professor, through in-class consultations. - Present their final work and support their proposals through a Word document and a PPT. - Analytically present the WTO's code of ethics, through a sustained report, relating it to the topics covered in the course.	- Advice on the final work. - Creation of the PPT for the final presentation - Final presentation of the project. - Global Code of Ethics for Tourism.	- Presentation of the final work and substantiation of the proposals in a reasoned manner. - Work presenting the global code of ethics for Tourism.

Methodology

The course will be developed based on the following methodologies: Project Based Learning and inverted classroom for virtual modality. It is a strategy that consists of a set of tasks based on the resolution of challenges through a process of research or creation by students, who work with relative autonomy, but with the continuous supervision of the teacher and with a high level of involvement and cooperation.

Assessment System

Each of the items of the evaluation scheme and the final grade of the course are rounded to whole numbers. The final grade of the course is the weighted average of the corresponding items: permanent evaluation, partial exam and final exam.

The averages calculated components of the item 'Permanent Evaluation' will keep your calculation with 2 decimals.

Type Evaluation	%Weighing	Observation	Week Assessment	Rezag.
Evaluación Permanente	60%			
Avances y Trabajo Final	40%		Semana 8	No
Promedio de Prácticas	60%			
Práctica 1	33,33%		Semana 4	No
Práctica 2	33,33%		Semana 11	No
Práctica 3	33,34%		Semana 14	No
Examen Final	40%	Creditable product.	Semana 16	No

Attendance Policy	
Total Percentage Absences Permitted	30%
Class attendance is mandatory. The student who reaches or exceeds the limit of thirty percent (30%) of absences in the course, defined by the total of effective hours, will be disqualified from taking the final evaluation, corresponding to said evaluation with a grade of zero (0).	
In hybrid classrooms, only synchronous virtual participation (via zoom) is allowed, up to a maximum of 50% of the total course.	

Basic Required Reading
<p>[1] Escoffier, A. (Auguste) (2011). <i>Escoffier : le guide culinaire</i> . (5th ed.). John Wiley & Sons.</p> <p>[2] McGee, Harold. (2014). <i>La cocina y los alimentos : enciclopedia de la ciencia y la cultura de la comida</i> . (8a ed.). Debate.</p> <p>[3] Arribas Jimeno, Alejandro. (2003). <i>El laberinto del comensal : los oscuros símbolos de la comensalidad</i> /. Alianza Editorial.</p> <p>[4] Gracia Noriega, Ignacio (2009). <i>Sobre cocina y gastronomía</i> . Alianza Editorial.</p> <p>[5] Fernández-Armesto, Felipe (2004). <i>Historia de la comida : alimentos, cocina y civilización</i> . (2a ed.). TusQuets editores,.</p>

References Supplementary
<p>[1] Del Pozo Arana, C., Miranda Zúñiga, E., (2022). <i>How to define gastronomic identity from Cultural Studies: The Peruvian case</i>. International Journal of Gastronomy and Food Science, Volume 27: https://doi.org/10.1016/j.ijgfs.2022.100476</p> <p>[2] Fernández-Armesto, Felipe (2004). <i>Historia de la comida : alimentos, cocina y civilización</i> . (2a ed.). TusQuets editores.</p> <p>[3] Organización Mundial del Turismo (2001). <i>Código Ético Mundial para el Turismo</i>. OMT: https://webunwto.s3.eu-west-1.amazonaws.com/imported_images/37826/gcetbrochureglobalcodees.pdf</p>

Prepared by:	Approved by:	Validated by:
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