

## 63004 - Sensory analysis of foods

### Información del Plan Docente

<b>Academic Year</b>	2016/17
<b>Academic center</b>	105 - Facultad de Veterinaria
<b>Degree</b>	566 - Master's in Food Quality, Safety and Technology
<b>ECTS</b>	3.0
<b>Course</b>	1
<b>Period</b>	First semester
<b>Subject Type</b>	Optional
<b>Module</b>	---

### **1.Basic info**

#### **1.1.Recommendations to take this course**

#### **1.2.Activities and key dates for the course**

### **2.Initiation**

#### **2.1.Learning outcomes that define the subject**

#### **2.2.Introduction**

### **3.Context and competences**

#### **3.1.Goals**

#### **3.2.Context and meaning of the subject in the degree**

#### **3.3.Competences**

#### **3.4.Importance of learning outcomes**

### **4.Evaluation**

### **5.Activities and resources**

#### **5.1.General methodological presentation**

The learning process that is designed for this subject is based on the following: First presentation of theoretical content, supported by case studies for each of the phases and techniques of sensory analysis. Immediately after each lecture, there are programmed 2 or 3 hours of practice session. It takes a real drill in computer room, tasting room, kitchen and / or laboratory application of previously acquired knowledge. In practice sessions, and to a lesser extent in theory, students are actively involved, not only in performing, but above all in the critical analysis that is done, its foundations and its applications. In carrying out the monograph of a case study, students are tutored by teachers of the subject, to guide, correct or complement what they are doing to reach the final presentation. All students will present and defend their works in seminars with the participation of students and teachers. Thus, a much more enriching learning process is encouraged.

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### 5.2.Learning activities

The program that is offered to the students they achieve the expected results includes the following activities:

A) Theoretical sessions. 10 hours (1 hour sessions).

B) Practical sessions: 16 contact hours. These practices are organized into sessions of 2 or 3 hours. In all cases, it is complete a work experience in tasting room over the contents have been previewed in a theoretical session.

C) Preparation by each student work (case study) monograph on a real or fictitious item on the design, planning, implementation and interpretation of sensory analysis of food to a food industry requirement or a research project. 45 hours of individual work. Presentation of the work in a seminar and discussion with the teachers and students. The presentation time would be 15 min plus 5 min of defense and discussion. Consequently, the time spent on seminars will vary depending on the number of students, between 4 and 6 hours.

D) The final grade will be based on the evaluation of the monograph presented (70%) and the degree of involvement and progress throughout the course sessions, both theoretical and practical and seminars (30%).

### 5.3.Program

The program that is offered to the students they achieve the expected results includes the following sessions:

A) Theoretical sessions. 10 hours (1 hour sessions). The topics would be:

1. Introduction. The use of Sensory analysis. General basis.
2. Conditions for the implementation of sensory analysis.
3. Technical testing and sensory analysis: discriminatory, descriptive and quantitative order, hedonic and quality.
4. The screening and selection candidates for a panel of trained tasters.
5. Experimental and statistical design.
6. General training.
7. Specific training.

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8. Development of specific profiles. "Focus group".

9. Hedonic sensory analysis.

10. Analysis of consumers. Beliefs and attitudes.

B) Practical sessions: 16 contact hours. These practices are organized into sessions of 2 or 3 hours. In all cases, it is complete a work experience in tasting room over the contents have been previewed in a theoretical session.

1. Pre-selection and selection candidates.

2. Experimental and statistical design.

3. General Training .

4. Specific training.

5. Development of specific profiles. Focus group.

6. Work with specific profiles; practical cases.

### 5.4.Planning and scheduling

### 5.5.Bibliography and recommended resources