

ASIGNATURA DE MÉTODOS Y TÉCNICAS CULINARIAS BIS

1. Competences	To coordinate the food and beverages area through planning, execution and evaluation of the preparation of gastronomic products, considering the procedures, standards and regulations, in order to contribute to the profitability of the organization and to strengthen the gastronomic industry and culture.
2. Four month term	Second
3. Theoretical hours	32
4. Practical hours	88
5. Total hours	120
6. Total hours per week	8
7. Learning objective	The student will integrate dishes of fish and seafood through cutting and cooking methods and techniques, as well as the preparation of garnishes and salads, in order to contribute to the quality of food and beverage establishments' menus.

Learning units	Hours		
	Theory	Practice	Total
I. Garnishes with a starch base and salads	8	20	28
II. Cream and specialty soups	8	28	36
III. Processing fish and seafood	16	40	56
Total	32	88	120

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LEARNING UNITS

1. Learning unit	I. Garnishes with a starch base and salads
2. Theoretical hours	8
3. Practical hours	20
4. Total hours	28
5. Learning unit objective	The student will use cooking methods and processing techniques for garnishes and salads to strengthen their culinary abilities.

Topics	Knowledge	Skills	Values
Preparation methods and cooking types applicable to pastas, grains and tubers.	<p>To recognize the classification of cereals, tubers and pastas.</p> <p>To recognize the characteristics and types of classic garnishes.</p> <p>To describe the preparation techniques of tubers and grains.</p> <p>To identify the cooking methods and types for pasta, grains and tubers: sautéed, blanched, boiled, simmered, poached, pan-fried, deep-fried, grilled, broiled, roasted, baked and steamed.</p> <p>To identify the classification of cooking methods: fatty, moist, dry and mixed.</p>	<p>To cook pastas, rice and tubers.</p> <p>To prepare classic garnishes based on tubers, pastas and grains through processing techniques and cooking methods.</p> <p>To prepare classic dishes of fresh and dry pasta based on egg and rice.</p>	<p>Punctual</p> <p>Work in team</p> <p>Responsible</p> <p>Neat</p> <p>Honest</p> <p>Proactive</p> <p>Creative</p> <p>Work under pressure</p> <p>Self-control</p> <p>Committed</p> <p>Respectful</p> <p>Service attitude</p>
Salads	To recognize the elements that make up a salad: poultry, vegetables, leafy herbs, dairy products, fruit, dried fruit, seeds and grains, bread, tortillas, pastas, seafood, fish, meat,	<p>To make salads, emulsion sauces, vinaigrettes and dressings.</p> <p>To prepare classic salads and salads that comply with the basic required structure.</p>	<p>Punctual</p> <p>Work in team</p> <p>Responsible</p> <p>Neat</p> <p>Honest</p> <p>Proactive</p> <p>Creative</p>

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	<p>sausages, legumes.</p> <p>To describe the classification and structure of salads:</p> <ul style="list-style-type: none"> - simple - mixed - compound <p>To recognize basic cutting types and techniques that apply to vegetables and fruits used in the preparation of salads.</p> <p>To recognize the concepts and measurement of shrinkage, yield, waste and leftovers for vegetables and fruits.</p> <p>To recognize the preparation methods for the types of sauces:</p> <ul style="list-style-type: none"> - emulsions - vinaigrettes and dressings <p>To explain the preparation methods of emulsion sauces, vinaigrettes and dressings.</p>	<p>To measure shrinkage and yield in the preparation of salads.</p>	<p>Work under pressure Self-control Committed Respectful Service attitude</p>
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ASSESSMENT PROCESS

Learning outcome	Learning sequence	Assessment instruments
<p>From a practical exercise, the student will prepare salads, garnishes made from pastas, grains and tubers and include them in a descriptive report that includes:</p> <ul style="list-style-type: none"> - mise en place: equipment, food safety equipment, organization of supplies according to the activities completed - best practices for hygiene and safe handling of the food - recipes of the dishes prepared with: garnishes of pasta, grains, tubers and salads - presentation of the final dish - photographs 	<ol style="list-style-type: none"> 1. To understand the processing techniques of tubers, grains and pastas. 2. To analyze the preparation techniques of salads. 3. To understand the integration of dishes that include: salads and garnishes made from pastas, grains and tubers. 	<p>Practice exercises Observation guides</p>

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LEARNING-TEACHING PROCESS

Teaching methods and techniques	Teaching aids and materials
Research Collaborative teams Laboratory practice	Computer Multimedia equipment Printed cases and standard recipes Major and minor equipment and kitchen utensils

TRAINING FACILITIES

Classroom	Laboratory/workshop	Company
	X	

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LEARNING UNITS

1. Learning unit	II. Cream and specialty soups
2. Theoretical hours	8
3. Practical hours	28
4. Total hours	36
5. Learning unit objective	The student will make cream and specialty soups for integration in the menus and to make use of the resources of food and beverage organizations.

Topics	Knowledge	Skills	Values
Creamy and velvet soups, pureed soups and stews.	<p>To recognize the formulas and ingredients of aromatic preparations.</p> <p>To recognize the preparation methods of sauces:</p> <ul style="list-style-type: none"> - bechamel - velvet - tomato <p>To recognize the types of legumes.</p> <p>To recognize cooking methods and types: sautéed, blanched, boiled, simmered, poached, pan-fried, roasted and baked.</p> <p>To recognize thickening techniques.</p> <p>To explain classic preparations, cooking methods and types for creamy and velvet soups, pureed soups and stews.</p>	To prepare cream and velvet soups, pureed soups and stews.	Punctual Work in team Responsible Neat Honest Proactive Creative Work under pressure Self-control Committed Respectful Service attitude

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Cold soups, specialty soups and chowders or bisques	<p>To explain the preparation methods for cold soups, specialty soups and chowders or bisques.</p> <p>To recognize the method of emulsion in preparation of cold soups.</p> <p>To recognize basic thickening techniques.</p>	To prepare cold soups, specialty soups and chowders or bisques.	<p>Punctual</p> <p>Work in team</p> <p>Responsible</p> <p>Neat</p> <p>Honest</p> <p>Proactive</p> <p>Creative</p> <p>Work under pressure</p> <p>Self-control</p> <p>Committed</p> <p>Respectful</p> <p>Service attitude</p>
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ASSESSMENT PROCESS

Learning outcome	Learning sequence	Assessment instruments
<p>From a practical exercise, the student will demonstrate the preparation of creamy and specialty soups and write a report that includes:</p> <ul style="list-style-type: none"> - mise en place: equipment, food safety equipment, organization of supplies according to the activities completed - best practices of hygiene and safe food handling - recipes and sensory tests of cream and velvet soups, pureed soups, stews, cold soups, specialty soups, chowders and bisques - presentation of the final dish - photographs - conclusions 	<ol style="list-style-type: none"> 1. To understand the general classification of soups. 2. To understand the preparation methods for creamy and velvet soups, pureed soups, chowders, bisques, cold soups, stews and specialty soups. 3. To understand the use of different types of thickeners. 4. To understand the distinct presentation and portions of the plating of soups. 5. To employ the adequate temperature in the service of each type of soup. 	<p>Practice exercises Observation guide</p>

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LEARNING UNITS

1. Learning unit	III. Processing of fish and seafood
2. Theoretical hours	16
3. Practical hours	40
4. Total hours	56
5. Learning unit objective	The student will prepare dishes based on fish and seafood in order to diversify the gastronomic offer.

Topics	Knowledge	Skills	Values
Techniques for working with fish	<p>To recognize the sensory characteristics desired in fish and the storage processes.</p> <p>To explain the techniques of processing the types of fish such as skinned, gutted, whole, filleted and scaled, steaks or sliced, medallions, bones removed, boneless.</p> <p>To recognize the methods and cooking types: sautéed, blanched, steamed, boiled, poached, pate, baked, pan-fried, in coals, grilled and broiled and the application for fish.</p>	Process fish products.	Punctual Work in team Responsible Neat Honest Proactive Creative Work under pressure Self-control Committed Respectful Service attitude
Techniques of preparation for seafood	<p>To recognize the classification of seafood: - mollusks - crustaceans</p> <p>To recognize the sensory characteristics desired in seafood and the storage processes.</p> <p>To explain the procedures</p>	To process seafood products.	Punctual Work in team Responsible Neat Honest Proactive Creative Work under pressure Self-control Committed

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	<p>of cleaning seafood.</p> <p>To recognize the methods and cooking types: sautéed, blanched, steamed, boiled, poached, pate, baked, pan-fried, in coals, grilled and broiled and the application for seafood.</p> <p>Describe the cold culinary techniques for seafood preparation.</p>		Respectful Service attitude
Sauces for the preparation of fish and seafood	<p>To recognize the characteristics, ingredients and classification of sauces used in the preparation of fish and seafood.</p> <p>To identify the preparation methods of the types of auxiliary sauces: coulis, relish, chutneys and specialty sauces.</p> <p>To identify the classic sauces used in the preparation of fish and seafood.</p>	To make classic sauces to accompany fish and seafood dishes.	Punctual Work in team Responsible Neat Honest Proactive Creative Work under pressure Self-control Committed Respectful Service attitude
Integration of fish and seafood dishes	<p>To identify the integration of garnishes, sauces, fish or seafood, according to the recipes of the dishes.</p> <p>To identify the portion of the components of a dish.</p> <p>To describe the classic garnishes that accompany the presentation of dishes based on fish and seafood.</p>	To prepare and present dishes that incorporate fish, seafood, sauces and garnishes.	Punctual Work in team Responsible Neat Honest Proactive Creative Work under pressure Self-control Committed Respectful Service attitude

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ASSESSMENT PROCESS

Learning outcome	Learning sequence	Assessment instruments
<p>From a practical exercise of fish and seafood preparation, the student will write a descriptive report with visual support of the activities completed that contains:</p> <ul style="list-style-type: none"> - - mise en place: equipment, food safety equipment, organization of supplies according to the activities completed - best practices of hygiene and safe food handling - recipes of the finished dishes that include: fish, seafood, sauces and garnishes, as well as the sensory tests - presentation of the final dish - conclusions 	<ol style="list-style-type: none"> 1. To understand the sensory characteristics desired in the types of fish and seafood and their particular storage processes. 2. To understand the preparation methods of basic and specialty sauces, as well as the sensory test. 3. To understand the preparation methods of garnishes for fish and seafood. 4. To analyze the processing techniques of fish and seafood and their sensory test. 5. To integrate dishes that include: garnishes, sauces, seafood and fish. 	<p>Practice exercises Observation guide</p>

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CAPABILITIES DERIVED FROM THE PROFESSIONAL COMPETENCES WHICH CONTRIBUTE TO THE SUBJECT

Capability	Performance criteria
<p>To develop dishes from standard recipes, selection of supplies, culinary basics, presentation techniques and applicable regulations, in order to contribute to customer satisfaction and to optimize resources.</p>	<p>The student demonstrates and presents the preparation and presentation of a three course menu with the following specifications:</p> <ul style="list-style-type: none"> - Preparation: <ul style="list-style-type: none"> - safe handling of the supplies - basic culinary methods and techniques - organization of the work in the kitchen: time of preparation of mise en place and time to deliver - Display and presentation: <ul style="list-style-type: none"> - cleanliness - sensory characteristics according to the standard recipe: smell, color, taste, texture and temperature <ul style="list-style-type: none"> - portion size according to the standard recipe - esthetics: balance, unity, flow of the dish and focus of attention (BUFF) - Standard recipe: <ul style="list-style-type: none"> - ingredients - procedures in accordance to the regulations - types of cuts - cooking methods - temperatures of cooking and service - photograph of final presentation - costs, portions and yields - shelf-life - nutritional values - pairing suggestions and justification
<p>To supervise the operation of a food and beverage preparation area through supervision tools and quality standards, in order to comply with established planning and to contribute to the profitability of the organization.</p>	<p>The student prepares a supervision report of the operation of the food and beverages area that includes:</p> <ul style="list-style-type: none"> - supervision instruments: observation guide, log books, supervision form - verification of the operational planning - results of the supervision - proposals for correction and improvement

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<p>To verify safe handling of food and beverages considering the applicable regulations, audit procedures and the type of establishment, in order to guarantee the safety and security of food and beverages.</p>	<p>The student performs a verification and writes a safe handling of food and beverages report that contains:</p> <ul style="list-style-type: none"> - areas verified - personnel involved - regulations referenced - verification lists - processes of the verified areas - evidence: log books, records of temperature control, entries and exits - hazards - results - recommendations
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REFERENCES

Author	Year	Title	City	Country	Publisher
Wright y Treuill	(2006)	<i>Guía completa de técnicas culinaria Cordon Bleu</i>	París	Francia	Blume
Carmen de Burgos Seguí	(2010)	<i>La cocina Moderna</i>	Valladolid	España	Valencia
Jesus Camarero Tabera	(2006)	<i>Manual Didáctico de Cocina Tomo 2</i>	Barcelona	España	Innovación y Cualificación
Matthew y Myrvold	(2015)	<i>Modernist Cuisine Capítulo 2 Tecnicas y equipamiento</i>	Köln	Alemania	Taschen
Matthew y Myrvold	(2015)	<i>Modernist Cuisine Capítulo 3 Animales y plantas</i>	Köln	Alemania	Taschen
Alfredo Gil Martínez	(2010)	<i>Técnicas Culinarias</i>	Madrid	España	Akal
Michel Mentcent	(2013)	<i>La cocina de referencia: Técnicas y preparaciones de base</i>	París	Francia	BPI
Equipo editorial Larousse	(2014)	<i>Larousse Gastronomique</i>	París	Francia	Larousse

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