

ASIGNATURA DE PANADERÍA 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	36
4. Practical hours	84
5. Total hours	120
6. Total hours per week	8
7. Learning objective	The student will develop basic bakery products, through the selection of supplies, methods and techniques for making doughs, storage and baking, considering the applicable regulations, in order to complement food service and contribute to the profitability of the organization.

Learning units	Hours		
	Theory	Practice	Total
I. Introduction to the bakery	13	19	32
II. Process of baking	6	25	31
III. Baking techniques	17	40	57
Total	36	84	120

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LEARNING UNITS

1. Learning unit	I. Introduction to the bakery
2. Theoretical hours	13
3. Practical hours	19
4. Total hours	32
5. Learning unit objective	The student will distinguish the importance of the bakery and its organizational structure, equipment and raw material, in order to determine selection, use and application.

Topics	Knowledge	Skills	Values
Evolution of the bakery	<p>To identify the historical background and characteristics of the national and international bakery.</p> <p>To describe the concept of bakery, bread and baker.</p>		Creative Proactive Available Humble Friendly Loyal Committed Neat Formal Dynamic Responsible Patient Tolerant Self-control Positive attitude
Introduction to baking	<p>To describe the equipment and utensils for baking.</p> <p>To identify the denomination and significance of baking terminology.</p>		Creative Proactive Available Humble Friendly Loyal Committed Neat Formal Dynamic Responsible Patient Tolerant Self-control Positive attitude

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<p>Basic and optional ingredients</p>	<p>To describe the basic ingredients and their characteristics in bread making: flour, salt, water and yeast.</p> <p>To describe the optional ingredients and their characteristics in bread making: eggs, dairy products, sugar, additives, fats, grains, seeds, spices and condiments.</p>	<p>To make technical data sheets of the basic and optional ingredients for baking.</p>	<p>Creative Proactive Available Humble Friendly Loyal Committed Neat Formal Dynamic Responsible Patient Tolerant Self-control Positive attitude</p>
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PANADERÍA BIS

ASSESSMENT PROCESS

Learning outcome	Learning sequence	Assessment instruments
<p>The student will make a portfolio of evidence that contains the following:</p> <ul style="list-style-type: none"> - historical background of national and international bakeries - importance of bread as a food - technical data sheets of basic and optional ingredients, utensils, major and minor equipment, using bakery terminology - sensory characteristics - uses (description of handling) - applications (proposals) 	<ol style="list-style-type: none"> 1. To understand the historical background of bakeries and the basic concepts. 2. To understand baking terminology. 3. To select equipment and utensils for baking. 4. To identify the characteristics of the basic and optional ingredients of baking. 	<p>Portfolio of evidence Check list</p>

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LEARNING-TEACHING PROCESS

Teaching methods and techniques	Teaching aids and materials
Research Collaborative teams Laboratory practice	Multimedia equipment Internet Computer Kitchen laboratory Major and minor equipment and utensils Printed materials Catalog of ingredients

TRAINING FACILITIES

Classroom	Laboratory/workshop	Company
X		

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LEARNING UNITS

1. Learning unit	II. Process of baking
2. Theoretical hours	6
3. Practical hours	25
4. Total hours	31
5. Learning unit objective	The student will develop the process of baking, to obtain bakery products.

Topics	Knowledge	Skills	Values
Types of leavening agents	To explain the characteristics, properties and applications of the leavening agents in doughs, such as: sponge, mother yeast, direct and poolish	To prepare doughs that include leavening agents.	Creative Proactive Available Humble Friendly Loyal Committed Neat Formal Dynamic Responsible Patient Tolerant Self-control Positive attitude
Baking process	To recognize the units of measure, their conversions and equivalencies. To describe the characteristics and techniques of the baking process: - weighing - mixing - kneading - first fermentation - forming the product - second fermentation - final forming/decorating of the product	To make bread.	Creative Proactive Available Humble Friendly Loyal Committed Neat Formal Dynamic Responsible Patient Tolerant Self-control Positive attitude

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	- baking and frying		
Storage methods and techniques	To identify the storage methods and techniques of baking supplies, baking products in process and finished baking products.	To store baking, supplies, baked products in process and finished baked products.	Creative Proactive Available Humble Friendly Loyal Committed Neat Formal Dynamic Responsible Patient Tolerant Self-control Positive attitude

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ASSESSMENT PROCESS

Learning outcome	Learning sequence	Assessment instruments
<p>From a practical bread making case, the student will demonstrate and prepare a report that includes:</p> <ul style="list-style-type: none"> - description of the application of leavening agents - description of the process and ingredients used in baking - best practices for food safety in baking - storage methods and techniques applied - conclusions - photographs 	<ol style="list-style-type: none"> 1. To understand the leavening agents, their types and applications. 2. To understand the procedure of baking. 3. To understand storage methods. 4. To make leavened doughs. 	<p>Practical exercises Observation guides</p>

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LEARNING TEACHING PROCESS

Teaching methods and techniques	Teaching aids and materials
Laboratory practice Collaborative teams Research	Specialized major and minor equipment for baking Computer Multimedia equipment Kitchen laboratory Printed cases

TRAINING FACILITIES

Classroom	Laboratory/workshop	Company
	X	

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LEARNING UNITS

1. Learning unit	III. Baking techniques
2. Theoretical hours	17
3. Practical hours	40
4. Total hours	57
5. Learning unit objective	The student will make doughs in order to make products of national and international bakeries.

Topics	Knowledge	Skills	Values
Types of doughs	To describe the characteristics and techniques of making doughs: - leavened dough - unleavened dough - laminated leavened dough - laminated unleavened dough - broken dough (pie pastry) - liquid - semi-liquid		Creative Proactive Available Humble Friendly Loyal Committed Neat Formal Dynamic Responsible Patient Tolerant Self-control Positive attitude
National breads	To describe the characteristics and preparation techniques of national breads: - leavened breads: telera, bolillo, pambazo, conchas, pan de yema, pan de nata, pan de muerto, rosca de reyes - unleavened breads: buñuelos - leavened laminated bread: danishes and their classic Mexican presentation - unleavened laminated	To prepare national breads.	Creative Proactive Available Humble Friendly Loyal Committed Neat Formal Dynamic Responsible Patient Tolerant Self-control Positive attitude

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	bread: hojaldre and its classic Mexican presentation.		Creative Proactive Available Humble Friendly Loyal Committed Neat Formal Dynamic Responsible Patient Tolerant Self-control Positive attitude
International breads	To describe the characteristics and preparation techniques of international breads: - leavened breads: grissini, Stromboli, schiacciata, focaccia, brioche, ciabatta, baguette, vienés, bollos, español, panetone, Victorian, doughnuts - unleavened breads: pita, piadina - leavened laminated breads: Danish and its international presentation - unleavened laminated bread: hojaldre and its international presentation - semi-liquid: muffins, pumpernickel, madalenas To explain the making and finishing of the types of international breads.	To make international breads	Creative Proactive Available Humble Friendly Loyal Committed Neat Formal Dynamic Responsible Patient Tolerant Self-control Positive attitude

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ASSESSMENT PROCESS

Learning outcome	Learning sequence	Assessment instruments
<p>From a practical case of making national and international breads, the student will prepare a report that includes:</p> <ul style="list-style-type: none"> - description of the techniques of making doughs utilizing: <ul style="list-style-type: none"> - ingredients - best practices for safe handling of bread - description of the process of making bread utilizing: <ul style="list-style-type: none"> - cooking methods - cooking temperatures - portions and yields - storage techniques to use - nutritional information - photographs of the final presentation 	<ol style="list-style-type: none"> 1. To understand the procedure of making dough. 2. To understand the procedure of making and finishing national breads. 3. To understand the procedure of making international breads. 4. To understand the procedure of making and finishing bread. 	<p>Practical exercises Observation guide</p>

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CAPABILITIES DERIVED FROM THE PROFESSIONAL COMPETENCES WHICH CONTRIBUTE TO THE SUBJECT

Capability	Performance criteria
To develop bakery products from standard recipes, the selection of supplies, basic baking methods and applicable regulations, in order to complement food service.	<p>The student demonstrates and presents the preparation of a selection of breads, with the following specifications:</p> <p>Preparation:</p> <ul style="list-style-type: none"> - safe handling of the supplies - basic bakery methods and techniques - organization of the work in the bakery: time of preparation of mise en place and of conservation <p>- Display and presentation:</p> <ul style="list-style-type: none"> - cleanliness - sensory characteristics according to the standard recipe: smell, color, taste, texture and temperature - portion size according to the standard recipe - esthetics according to the standard recipe <p>- Standard recipe:</p> <ul style="list-style-type: none"> - ingredients - procedures in accordance to the regulations - cooking methods - temperatures of cooking - photograph of final presentation - costs, portions and yields - shelf-life - nutritional values
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>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
To verify safe handling of food and beverages considering the applicable regulations, audit procedures and the type	<p>The student performs a verification and writes a safe handling of food and beverages report that contains:</p>

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<p>of establishment, in order to guarantee the safety and security of food and beverages.</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
Kayser, Éric	(2015)	<i>The Larousse Book of Bread</i>	New York	USA	Phaidon Press
The Culinary Institute of America	(2016)	<i>Baking and pastry: mastering the art and craft</i>	New York	USA	Wiley John & Sons
Gayler Paul, Jung Richard, Rodríguez Fischer Maite	(2007)	<i>El pequeño libro del buen gusto. Panes del mundo. 1era edición.</i>	Barcelona	España	Blume
Girone Gabriel. ((2009)	<i>La panadería. Manual práctico de la fabricación de toda clase de pan. 1era edición.</i>	Valladolid.	España	Facsimil
Tejero Francisco	(2006)	<i>El libro de los maestros panaderos. 1era edición.</i>	Barcelona.	España	Montagud
Quiroz, Irving	(2014)	<i>Panes Mexicanos</i>	DF.	México	Larousse

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