QUALIFICATION HANDBOOK

Level 1 Award / Certificate in Sugarcraft (7159-01/11)

January 2013
Version 2.0 (May 2013)

City & Guilds

Qualification at a glance

Subject area	**Sugarcraft**
City & Guilds number	7159
Age group approved	All
Assessment	Assignments
Fast track	Available
Support materials	Centre handbook Assessment pack
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Accreditation number
Level 1 Award in Sugarcraft (Royal Icing Techniques)	7159-01	600/7396/2
Level 1 Award in Sugarcraft (Pastillage)	7159-01	600/7404/8
Level 1 Award in Sugarcraft (Gateau)	7159-01	600/7399/8
Level 1 Award in Sugarcraft (Sugar Floral Display)	7159-01	600/7400/0
Level 1 Award in Sugarcraft (Sugarpaste Techniques)	7159-01	600/7397/4
Level 1 Award in Sugarcraft (Wired Floral Corsage)	7159-01	600/7401/2
Level 1 Award in Sugarcraft (Cupcakes and Cake Pops)	7159-01	600/7405/X
Level 1 Award in Sugarcraft (Chocolate Coverings)	7159-01	600/7402/4
Level 1 Award in Sugarcraft (Sampling Sugar Mediums)	7159-01	600/8876/X
Level 1 Certificate in Sugarcraft	7159-11	600/7407/3

Version and date	Change detail	Section
2.0 May 2013	New award added to the structure	Structure

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1 Introduction

This document tells you what you need to do to deliver the qualifications:

Area	Description
Who is are the qualifications for?	For learners who work or want to work in cake decoration whilst developing their creative cake decorating skills
What do the qualifications cover?	They allow learners to learn, and use sugar as a creative medium to develop and practise Sugarcraft and cake decoration skills required for career progression
What opportunities for progression are there?	They allow learners to progress onto the following City & Guilds qualifications: • City & Guilds Level 2 Award in Sugarcraft • City & Guilds Level 2 Certificate in Sugarcraft • City & Guilds Level 2 Diploma Sugarcraft

Structure

To achieve the **Level 1 Award in Sugarcraft (Sampling Sugar Mediums)**, learners must achieve **3** credits from the mandatory unit

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
H/504/5581	102	Sampling ideas and techniques in sugar mediums	3

To achieve the **Level 1 Award in Sugarcraft (Royal Icing Techniques)** learners must achieve **4** credits from the mandatory unit

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
T/504/5584	103	Royal icing techniques	4

To achieve the **Level 1 Award in Sugarcraft (Sugarpaste Techniques)** learners must achieve **4** credits from the mandatory unit

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
F/504/5586	104	Decorate mini cakes with sugarpaste	4

To achieve the **Level 1 Award in Sugarcraft (Gateau)** learners must achieve **4** credits from the mandatory unit

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
D/504/5577	105	Decorate a gateau	4

To achieve the **Level 1 Award in Sugarcraft (Sugar Floral Display)** learners must achieve **4** credits from the mandatory unit

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
J/504/5587	106	Create a sugar floral display	4

To achieve the **Level 1 Award in Sugarcraft (Wired Floral Corsage)** learners must achieve **4** credits from the mandatory unit

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
L/504/5588	107	Create a wired sugar floral corsage	4

To achieve the **Level 1 Award in Sugarcraft (Chocolate Coverings)** learners must achieve **4** credits from the mandatory unit

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
J/504/5590	108	Decorative techniques with chocolate coverings	4

To achieve the **Level 1 Award in Sugarcraft (Pastillage)** learners must achieve **4** credits from the mandatory unit

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
L/504/5591	109	Creating decorated pastillage plaques	4

To achieve the **Level 1 Award in Sugarcraft (Cupcakes and Cake Pops)** learners must achieve **4** credits from the mandatory unit

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
R/504/5592	110	Decorating cupcakes and cake pops	4

To achieve the **Level 1 Certificate in Sugarcraft**, learners must achieve a minimum of **14** credits, **6** credits must come from the mandatory units and a minimum of **8** credits must come from the optional units.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
H/503/7139	101	Exploring design ideas	3
H/504/5581	102	Sampling ideas and techniques in sugar mediums	3
Optional			
T/504/5584	103	Royal icing techniques	4
F/504/5586	104	Decorate mini cakes with sugarpaste	4
D/504/5577	105	Decorate a gateau	4
J/504/5587	106	Create a sugar floral display	4
L/504/5588	107	Create a wired sugar floral corsage	4
J/504/5590	108	Decorative techniques with chocolate coverings	4
L/504/5591	109	Creating decorated pastillage plaques	4
R/504/5592	110	Decorating cupcakes and cake pops	4

2 Centre requirements

Approval

If your Centre is approved to offer the Level 1 Award/Certificate in Creative Techniques - Sugarcraft (7111-07/17) you can apply for the new Level 1 Award in Sugarcraft (7159-01) and Level 1 Certificate in Sugarcraft (7159-11) approval using the **fast track approval form**, available from the City & Guilds website.

Centres should use the fast track form if:

- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

Resource requirements

Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the areas for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but cannot internally verify their own assessments.

Assessors and Internal Quality Assurer

Assessor/Internal Quality Assurer TAQA qualifications are valued as qualifications for centre staff, but they are not currently a requirement for the qualifications

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Learner entry requirements

City & Guilds does not set entry requirements for these qualifications However, centres must ensure that learners have the potential and opportunity to gain the qualifications successfully.

Age restrictions

There is no age restriction for these qualifications unless this is a legal requirement of the process or the environment.

3 Delivering the qualification

Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs,
- support and guidance they may need when working towards their qualifications.
- any units they have already completed, or credit they have accumulated which is relevant to the qualifications.
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualifications, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

Support materials

The following resources are available for these qualifications:

Description	How to access
Assessment Pack for centres	**www.cityandguilds.com**
Fast track approval forms	**www.cityandguilds.com**

Recording documents

Learners and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: **www.cityandguilds.com/eportfolios**.

4 Assessment

Assessment of the qualifications

All units are assessed by assignments.

Please refer to the City & Guilds assessment pack which can be found at **www.cityandguilds.com**

Assessment strategy

Assessments

This qualification is assessed by assignments. These assignments assess in a number of ways to provide a clear indication of learner knowledge and skills. These include:

- practical tasks
- knowledge and understanding tasks.

The assessments are set by City & Guilds and are administered by the centre when the learner is ready. They are graded internally, using the information provided and the outcomes recorded on the documents provided by City & Guilds. Assessments are subject to internal and external verification.

For further details please refer to the Assessment Pack.

Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification.

RPL is not allowed for this qualification.

5 Units

Availability of units

The following units are also on The Register of Regulated Qualifications:
http://register.ofqual.gov.uk/Unit

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria

Summary of units

Unit	Title	UAN	Credits
101	Exploring design ideas	H/503/7139	3
102	Sampling ideas and techniques in sugar mediums	H/504/5581	3
103	Royal icing techniques	T/504/5584	4
104	Decorate mini cakes with sugarpaste	F/504/5586	4
105	Decorate a gateau	D/504/5577	4
106	Create a sugar floral display	J/504/5587	4
107	Create a wired sugar floral corsage	L/504/5588	4
108	Decorative techniques with chocolate coverings	J/504/5590	4
109	Creating decorated pastillage plaques	L/504/5591	4
110	Decorating cupcakes and cake pops	R/504/5592	4

Unit 101 Exploring design ideas

UAN:	**H/503/7139**
Level:	Level 1
Credit value:	3
GLH:	28
Relationship to NOS:	This unit is linked to the following National Occupational Standards for Creative and Cultural Skills : CR 6, 8, 9, 13, 14, 15, 17, 21, 22, 24, 30, 31 DES 5, 8, 10, 11
Endorsement by a sector or regulatory body:	This unit is endorsed by Creative and Cultural Skills, the Sector Skills Council for Craft and Design.
Aim:	This unit provides the learner with the practical skills and knowledge needed to understand how simple design ideas are created using materials for colour, line and texture.

Learning outcome
The learner will: 1. Know how to work safely and effectively when exploring design ideas
Assessment criteria
The learner can: 1.1 Identify health and safety **regulations** relating **to tools and equipment** used in basic design work 1.2 Identify health and safety risks relating to **materials** used in basic design work

Range
Regulations COSHH, Health and Safety at Work Act **Tools and equipment** adhesive , cutting tools, drawing tools, applicators **Materials** colouring mediums, graphite, papers

Learning outcome
The learner will: 2. Be able to prepare for design work
Assessment criteria
The learner can: 2.1 Select **craft materials** to sample design ideas 2.2 Select **tools and equipment** to sample design ideas 2.3 Store craft materials, tools and equipment correctly

Range
Craft materials common craft materials related to design – papers, drawing mediums, colouring mediums and similar items **Tools and equipment** adhesive, cutting tools, drawing tools, applicators

Learning outcome
The learner will: 3. Be able to experiment with design ideas
Assessment criteria
The learner can: 3.1 **Experiment** with design materials to create visuals 3.2 **Explore the potential** of design materials through experimentation

Range
Experiment eg bend, fold, ease, cut, colour **Explore the potential** use materials to experiment where there is no known outcome

Learning outcome
The learner will: 4. Be able to experiment with different materials, mediums and techniques to create designs
Assessment criteria
The learner can: 4.1 Create a **primary** and **secondary** colour wheel with colouring materials 4.2 Create **gradations of primary colours** with colouring materials

4.3	Create **accent colours**
4.4	Create marks and lines using **mediums**
4.5	Create low relief using mediums
4.6	Make overlays
4.7	Create contrast using overlays
4.8	Create visual texture using mediums

Range
Primary magenta, cyan and yellow **Secondary** violet, green and orange **Gradations of primary colours** a colour ladder to show the central primary colour working out in stages to white and to black **Accent colours** a small proportion of the complimentary colour adjacent to its primary **Mediums** ***Wet mediums*** eg Ink, paint and similar items ***Dry mediums*** eg crayon, graphite, wax and similar items **Marks** contrasting lines, expressive lines, dots, dashes and similar drawn expressions **Low relief** low level 3D effects **Overlays** transparent or translucent materials layered over underlying materials **Visual texture** eg colour discharge, resists, rubbing, sponging, spraying, stippling, and similar

Learning outcome
The learner will: 5. Be able to evaluate and record design work
Assessment criteria
The learner can: 5.1 Produce **records** of design ideas 5.2 **Evaluate** results of design work

Range
Records • written record • visual record the experimentations undertaken, or photographs where the life of the materials renders storage impractical **Evaluate** Identify strengths and weaknesses of the designs undertaken

Unit 102 Sampling ideas and techniques in sugar mediums

UAN:	**H/504/5581**
Level:	Level 1
Credit value:	3
GLH:	30
Endorsement by a sector or regulatory body:	This unit is endorsed by Improve, the Sector Skills Council for Food and Drink
Aim:	This unit provides the practical skills and knowledge for working with traditional and non traditional tools in sugar mediums. Learners will use a variety of sugar mediums to develop simple sugarcraft design ideas and techniques.

Learning outcome
The learner will: 1. Be able to work safely and effectively using tools and equipment with sugar mediums
Assessment criteria
The learner can: 1.1 Identify health and safety **regulations** relating to working with **sugar mediums** 1.2 Identify health and safety **risks** relating to **ingredients and materials** used in sampling **sugar mediums** 1.3 Use tools, equipment and materials safely when sampling sugar mediums

Range
Regulations Health and Safety at Work Act, Food Hygiene, PAT testing **Tools and Equipment** eg: knives, piping tubes, icing ruler, scrapers, cutters, embossers, wires, tapes **Sugar Mediums** Royal icing, sugarpaste, pastillage marzipan, flowerpaste, Chocolate covering, creams

Risks
eg Dusts, temperature control

Ingredients and materials
eg Icing sugar, albumens, albumen strengtheners, glucose, glycerine, almonds, caster sugar, fats, chocolate, food colouring, dusts

Use tools, equipment and materials safely
Daily use and maintenance eg care, cleaning and storage, visual checks of electrical equipment
Use of PPE: masks, apron, surface protection.

Learning outcome
The learner will: 2. Be able to experiment with sugar mediums and techniques for sugarcraft design
Assessment criteria
The learner can: 2.1 Select tools and equipment for sampling a **range of techniques** 2.2 Select **materials** to sample sugarcraft techniques 2.3 **Prepare** materials for sampling with sugar mediums 2.4 **Manipulate** sugar mediums to create decorative ideas using **traditional and non-traditional tools** 2.5 **Experiment** with sugar mediums and **techniques** to **explore their potential** using • colour • line • texture

Range
Range of Techniques eg Coating, piping, modelling, mixing, marking, moulding, assembling components **Materials** Royal icing, sugarpaste, marzipan, pastillage, flowerpaste, chocolate covering, creams, wires, tapes, food colourings **Prepare** eg mix, colour, consistency, equipment to food safety standards **Manipulate** Eg rolling, embossing, piped patterns, marking, shaping, curling, colouring, assembling components **Traditional tools** eg Knives, ruler, piping tubes, scrapers, cutters, modelling tools

Non-Traditional tools
eg food safe packaging, pasta, kitchen equipment

Experiment
Create samples of experimentation. Record the process using written or visual records – photographs or simple sketches.

Techniques
Use techniques equivalent to those specified in level 1 units 103-110

Explore their potential
Use sugar mediums to experiment where there is no known outcome

Learning outcome
The learner will: 3. Be able to evaluate and present samples of sugarcraft design ideas and techniques
Assessment criteria
The learner can: 3.1 **Evaluate** results of techniques sampled 3.2 **Present finished samples** in a style for display purposes

Range
Evaluate Identify strengths and weaknesses of the techniques and sampling undertaken **Present finished samples** Present samples of experimentations in a folio, sketch book or similar

Unit 103 Royal icing techniques

UAN:	**T/504/5584**
Level:	Level 1
Credit value:	4
GLH:	31
Endorsement by a sector or regulatory body:	This unit is endorsed by Improve, the Sector Skills Council for Food and Drink
Aim:	This unit provides the learner with the practical skills and knowledge needed to work with royal icing. The learner will develop practical skills using a range of techniques and equipment in the planning, preparation, construction and presentation of boards decorated with royal icing

Learning outcome
The learner will: 1. Be able to work safely and effectively using tools, equipment and materials
Assessment criteria
The learner can: 1.1 Identify health and safety **regulations** relating to working with royal icing 1.2 List **tools, equipment and materials** used to work with royal icing 1.3 **Use tools, equipment and materials** safely when working with royal icing

Range
Regulations: Health and Safety at Work Act, Food Hygiene, PAT testing **Tools, equipment and materials** Food mixers, piping tubes, range of piping bags, icing ruler, range of knives, albumens, icing sugar, food colourings, boards, cake cards. Design materials, eg paper, pens, pencils, paints, measuring tool etc. **Use tools, equipment and materials** Daily use and maintenance eg care, cleaning and storage, visual checks. Use of PPE: apron, surface protection

Learning outcome
The learner will: 2. Know the characteristics of materials required to work with royal icing
Assessment criteria
The learner can: 2.1 Identify the **ingredients** required to make royal icing 2.2 List the **characteristics** of royal icing 2.3 List **storage requirements** for royal icing

Range
Ingredients Albumen, icing sugar, icing strengtheners, food colourings **Characteristics** Icing consistencies, colour, taste **Storage requirements** Storage when not in use, storage during use and storage once coating is complete

Learning outcome
The learner will: 3. Be able to research and produce design ideas for working with royal icing
Assessment criteria
The learner can: 3.1 **Research** design ideas for royal icing techniques 3.2 Use design materials to sketch **own design ideas** for royal icing piping to show the use of: • Colour • Line • Texture

Range
Research Research and collect a range of images, eg from magazines, books, internet, historical material, exhibitions. Images should show particular emphasis on linear influences **Own design ideas** Use different board shapes, lines and marks suitable for piped royal icing designs

Learning outcome
The learner will: 4. Be able to sample materials, techniques and processes for working with royal icing
Assessment criteria
The learner can: 4.1 Select **materials** for a chosen design 4.2 **Prepare** materials for working with royal icing 4.3 Use materials to sample **techniques and processes** 4.4 List techniques used to make royal icing samples 4.5 Estimate the time required and cost to make a royal iced product

Range
Materials Eg Boards, royal icing, food colours, piping tubes, piping bags **Prepare** Eg make royal icing, colour royal icing **Techniques and Processes** Make templates and use template to transfer design idea Flat coat the boards, piped straight lines, curved lines, dots, rosettes, simple piped patterns Texturing eg stippling, sponging; swirling Colouring eg dusting, painting, food colouring

Learning outcome
The learner will: 5. Be able to create decorated royal iced boards
Assessment criteria
The learner can: 5.1 Develop a statement of intent 5.2 **Decorate** boards with royal icing to a **selected design** 5.3 **Finish** decorated royal iced boards 5.4 **Present** finished royal iced boards following a design specification 5.5 Produce a **cost sheet** 5.6 Produce production timescales 5.7 **Evaluate** completed royal iced boards

Range
Statement of intent Written description of the suggested design which satisfies client requirements **Decorate** Flat coat the board, transfer the design, pipe the design. Record the basic steps followed during the process including any adjustments eg photographic, written **Selected design** A simple sketch in colour indicating the size and royal iced techniques to be used **Finish** Neaten edges, add board edging, dusting **Present** Photograph and display the finished boards eg on a stand, fabric or sugar coated base board **Cost sheet** Material costs **Production timescale** time taken to plan, construct and complete the boards **Evaluate** Identify strengths and areas for improvement of the design and process

Unit 104 Decorate mini cakes with sugarpaste

UAN:	**F/504/5586**
Level:	Level 1
Credit value:	4
GLH:	30
Endorsement by a sector or regulatory body:	This unit is endorsed by Improve, the Sector Skills Council for Food and Drink
Aim:	This unit provides the learner with practical skills and knowledge needed to decorate small cakes with sugar paste. The learner will develop basic practical skills, using a range of materials, techniques and equipment in the designing, planning, preparation, decoration and presentation of a collection of mini-cakes.

Learning outcome
The learner will: 1. Be able to work safely and effectively using tools, equipment and materials
Assessment criteria
The learner can: 1.1 Identify health and safety **regulations** relating to working with sugarpaste 1.2 List **tools, equipment and materials** used to work with sugarpaste 1.3 **Use tools, equipment and materials** safely when working with sugarpaste

Range
Regulations Health and Safety at Work Act, Food Hygiene, PAT testing **Tools, equipment and materials** Range of knives, rolling pin, sugar shaker, spacers, cake smoother, ruler, cutters, cake boards, sugarpaste, buttercream, apricot glaze, clear alcohol, food safe work surface. Design materials: eg paper, pens, pencils, paints, measuring tool etc.

Use tools, equipment and materials
Daily use and maintenance eg care, cleaning and storage, visual checks
Use of PPE: masks, apron, surface protection

Learning outcome
The learner will: 2. Know the characteristics of materials required to decorate mini cakes with sugarpaste
Assessment criteria
The learner can: 2.1 Identify the **ingredients** required to make creams 2.2 List the **characteristics** of commercial materials used to decorate cakes • sugarpastes • marzipans • jams • creams 2.3 List storage requirements for sugarpaste

Range
Ingredients Fats, icing sugar, flavourings, food colours **Characteristics:** Consistencies, effect of adding colouring pastes, liquids and powders to sugarpaste, taste **Storage requirements:** Storage when not in use, storage during use and storage once cakes have been coated

Learning outcome
The learner will: 3. Be able to research and produce design ideas for sugarpasted mini cakes
Assessment criteria
The learner can: 3.1 **Research** design ideas for cakes decorated with sugarpaste 3.2 Use design materials to sketch **own design ideas** for sugarpasted mini cakes to show the use of: • Colour • Line • Texture

Range
Research Research and collect a range of images eg from celebration occasions including weddings, birthdays and religious festivals, greetings cards, magazines, books, the internet, exhibitions, the natural and man made environment **Own design ideas** Develop coordinated original ideas eg sketches, collages, colour palettes

Learning outcome
The learner will: 4. Be able to sample materials, techniques and processes for decorating mini cakes with sugarpaste.
Assessment criteria
The learner can: 4.1 Select **materials** for a chosen design 4.2 **Prepare** materials for decorating mini cakes with sugarpaste 4.3 Use materials to sample **techniques and processes** 4.4 List techniques and processes used to make sugarpaste samples 4.5 Estimate the time required and cost to decorate mini cakes with sugarpaste

Range
Materials eg cake bases, coating mediums, food colours, etc **Prepare** eg cut cakes, colour sugarpaste, crumb coat cakes. **Techniques and Processes** Use of cutters, preparing cake for coating, ie glaze, creams, marzipan, rolling out sugarpaste evenly and smoothly, applying sugarpaste to cakes and boards, texturing by impression of food safe tools, texturing by stippling or sponging colour on, colouring eg dusting, painting, single layer cut-outs, individual hand moulded shapes.

Learning outcome
The learner will: 5. Be able to decorate mini cakes with sugarpaste
Assessment criteria
The learner can: 5.1 Develop a **statement of intent** 5.2 **Decorate** mini cakes with sugarpaste to a **selected design** 5.3 **Finish** decorated mini cakes 5.4 **Present** finished decorated mini cakes following a design specification 5.5 Produce a **cost sheet** 5.6 Produce **production timescales** 5.7 **Evaluate** completed sugarpasted mini cakes

Range
Statement of intent Written description of the suggested design which satisfies client requirements **Decorate** Use techniques sampled Record the basic steps followed during the process including any adjustments eg photographic, written **Selected design** A simple sketch in colour indicating the size and sugarpaste techniques to be used **Finish** Neaten edges, transfer to board, add board edging, dusting. **Present** Photograph and display the finished mini cakes (eg on a stand, fabric or sugar coated base board) **Cost sheet** Material costs **Production timescale** Time taken to plan, construct and complete the mini cakes **Evaluate** Identify strengths and areas for improvement of the design and process

Unit 105 Decorate a gateau

UAN:	**D/504/5577**
Level:	Level 1
Credit value:	4
GLH:	28
Endorsement by a sector or regulatory body:	This unit is endorsed by Improve, the Sector Skills Council for Food and Drink
Aim:	This unit provides the learner with the practical skills and knowledge needed to make a gateau with edible decorations. The learner will develop basic practical skills, using a range of materials, techniques and equipment in the designing, planning, preparation, decoration and presentation of a gateau with edible decorations.

Learning outcome
The learner will: 1. Be able to work safely and effectively using tools, equipment and materials
Assessment criteria
The learner can: 1.1 Identify health and safety **regulations** relating to decorating gateaux 1.2 Identify health and safety **risks** relating to working with cream 1.3 List **tools, equipment and materials** used to decorate gateaux 1.4 Use tools, equipment and materials safely when decorating gateaux

Range
Regulations Health and Safety at Work Act, Food Hygiene, PAT testing **Risks** eg temperature control **Tools, equipment and materials** eg Range of knives, side scraper, ruler, sponge bases, cake boards, electric mixer, creams, fruits, maskings, jams, marzipan

Use tools, equipment and materials
Daily use and maintenance eg care, cleaning and storage, visual checks Use of PPE apron, surface protection

Learning outcome
The learner will: 2. Know the characteristics of materials required to decorate gateaux
Assessment criteria
The learner can: 2.1 Identify the **ingredients** required to make creams 2.2 Identify a range of **sponge cake bases** used for making gateaux 2.3 List the **characteristics** of creams and sponge cake bases 2.4 List **storage requirements** for ingredients • creams • sponge cake bases

Range
Ingredients eg fats, sugars, cream, flavourings, colourings **Sponge cake bases** eg Victoria, Madeira, Genoese **Characteristics** crumb, sponge texture, fat content of fillings **Storage requirements** Storage of raw materials, combined materials and the gateau during and after the making process

Learning outcome
The learner will: 3. Be able to research and produce design ideas for gateaux
Assessment criteria
The learner can: 3.1 **Research** design ideas for gateaux 3.2 Use design materials to sketch **own design ideas** for gateaux to show the use of • Colour • Line • Texture

Range
Research Research and collect a range of images eg from celebration occasions including weddings, birthdays and religious festivals, greetings cards, magazines, books, the internet, exhibitions, the natural and man made environment **Own design ideas** Develop original ideas eg, sketches, collages, colour palettes

Learning outcome
The learner will: 4. Be able to sample materials, techniques and processes for decorating a gateau
Assessment criteria
The learner can: 4.1 Select **materials** for a chosen design 4.2 **Prepare** materials for decorating a gateau 4.3 Use materials to sample **techniques and processes** 4.4 List techniques and processes used to make gateau samples 4.5 Estimate the time required and cost to decorate a gateau

Range
Materials eg sponge cake bases, creams, food colours, maskings, nuts, sprinkles **Prepare** eg make creams **Techniques and Processes** Splitting and cutting sponge base, layering and arranging into vertical and/or horizontal patterns, coating with creams, masking sides, piped cream decorations, textured cream, edible decorations

Learning outcome
The learner will: 5. Be able to decorate a gateau with edible decorations
Assessment criteria
The learner can: 5.1 Develop a **statement of intent** 5.2 **Decorate** a gateau with edible decorations to a **selected design** 5.3 **Finish** a decorated gateau 5.4 **Present** a gateau with edible decorations following a design specification 5.5 Produce a **cost sheet** 5.6 Produce **production timescales** 5.7 **Evaluate** a completed gateau with edible decorations

Range
Statement of intent Written description of the suggested design which satisfies client requirements **Decorate** Use techniques sampled. Record the basic steps followed during the process including any adjustments eg photographic, written **Selected design** A simple sketch in colour indicating the size and techniques to be used **Finish** Placement on a food safe surface **Present** Photograph and display a gateau with edible decorations eg on a stand or board **Cost sheet** Material costs **Production timescales** Time taken to plan, construct and complete the gateau **Evaluate** Identify strengths and areas for improvement of the design and process

Unit 106 Create a sugar floral display

UAN:	**J/504/5587**
Level:	Level 1
Credit value:	4
GLH:	32
Endorsement by a sector or regulatory body:	This unit is endorsed by Improve, the Sector Skills Council for Food and Drink
Aim:	This unit provides the learner with the practical skills and knowledge needed to make botanically realistic and/or fantasy sugar flowers and foliage. The learner will develop basic practical skills using a range of materials, techniques and equipment in the planning, preparation, construction and presentation of a sugar floral display

Learning outcome
The learner will: 1. Be able to work safely and effectively using tools, equipment and materials
Assessment criteria
The learner can: 1.1 Identify health and safety **regulations** relating to working with sugar flowers and foliage 1.2 List **tools, equipment and materials** used to work with sugar flowers and foliage 1.3 **Use tools, equipment and materials** safely when working with sugar flowers and foliage

Range
Regulations Health and Safety at Work Act, Food Hygiene, PAT testing **Tools, equipment and materials** For making sugar flowers and foliage, eg, cutting tools, flower making tools, wires, dusting brushes, painting brushes, stamens, ribbons Design materials, eg colouring materials, pencils, paper, measuring tool **Use tools, equipment and materials** Daily use and maintenance eg care, cleaning and storage, visual checks Use of PPE: masks, apron, surface protection

Learning outcome
The learner will: 2. Know the characteristics of materials required to make a sugar floral display
Assessment criteria
The learner can: 2.1 List the **characteristics** of **commercial materials** used in making sugar floral components 2.2 List **storage requirements** for sugar floral components

Range
Characteristics Eg Paste consistencies, paste ingredients and how these affect the consistency and colour of pastes, drying of petal paste components, paste and liquid food colours, dust colours, edible glues **Commercial materials** Petal paste, edible glues, colourings, wire, tape and stamens **Storage requirements** Long term storage of unworked pastes, storage during the making process, storage of completed flowers and foliage

Learning outcome
The learner will: 3. Be able to research and produce design ideas for a sugar floral display
Assessment criteria
The learner can: 3.1 **Research** design ideas for a sugar floral display 3.2 Use design materials to sketch **own design ideas** for a sugar floral display to show the use of: • Colour • Line • Texture

Range
Research Research and collect a range of images eg From sugar flower and floral books, fresh flowers, stylized flowers, natural and man made environments, magazines, websites, exhibitions **Own design ideas** Original ideas eg, quick sketches, collages, colour palettes **Select** Select designs developed from own ideas

Learning outcome
The learner will: 4. Be able to sample materials, techniques and processes for making a sugar floral display
Assessment criteria
The learner can: 4.1 Select **materials** for a chosen design 4.2 **Prepare** materials for making a sugar floral display 4.3 Use materials to sample **techniques and processes** 4.4 List techniques and processes used to make sugar floral samples 4.5 Estimate the time required and cost to make a sugar floral display

Range
Materials Eg Petal pastes, flower and leaf cutters, veiners, wire gauges, stamens, food colours **Prepare** Eg Bring paste to working consistency, colour the pastes, cut wires **Techniques and Processes** Eg Flowers, buds and leaves (can be natural or stylized shapes, wired or unwired, made with cutters, templates or hand pulled), tooled petals and leaves, veined petals and leaves, formed petals and leaves, dried components, stamens, hand moulded flower centres, calyx, colouring to replicate natural flower or stylized effects, taped and assembled components

Learning outcome
The learner will: 5. Be able to create a sugar floral display.
Assessment criteria
The learner can: 5.1 Develop a **statement of intent** 5.2 **Create** a sugar floral display to a **selected design** 5.3 **Finish** a sugar floral display 5.4 **Present** a finished sugar floral display following a design specification 5.5 Produce a **cost sheet** 5.6 Produce **production timescales** 5.7 **Evaluate** a completed sugar floral display

Range
Statement of intent Written description of the suggested design which satisfies client requirements **Create** Use techniques sampled to make and assemble a floral display Record the basic steps followed during the process including any adjustments eg photographic, written **Selected design** A simple sketch in colour indicating the size and sugar floral techniques to be used **Finish** Eg check visual balance, ensure all components are securely fixed **Present** Photograph and display the finished display, eg on a stand, fabric or sugar coated base board **Cost sheet** Material costs **Production timescales** Time taken to plan, construct and complete the finished display **Evaluate** Identify strengths and areas for improvement of the design and process

Unit 107 Create a wired sugar floral corsage

UAN:	**L/504/5588**
Level:	Level 1
Credit value:	4
GLH:	31
Endorsement by a sector or regulatory body:	This unit is endorsed by Improve, the Sector Skills Council for Food and Drink
Aim:	This unit provides the learner with the practical skills and knowledge needed to make wired sugar flowers and foliage. The learner will develop basic practical skills using a range of materials, techniques and equipment in the planning, preparation, construction and presentation of a wired corsage

Learning outcome
The learner will: 1. Be able to work safely and effectively using tools, equipment and materials
Assessment criteria
The learner can: 1.1 Identify health and safety **regulations** relating to working with sugar flowers and foliage 1.2 List **tools, equipment and materials** used to work with sugar flowers and foliage 1.3 **Use tools, equipment and materials** safely when working with sugar flowers and foliage

Range
Regulations Health and Safety at Work Act, Food Hygiene, PAT testing **Tools, equipment and materials** For making sugar flowers and foliage, Eg, cutting tools, flower making tools, wires, dusting brushes, painting brushes, stamens, ribbons Design materials: eg colouring materials, pencils, paper, measuring tool

Use tools, equipment and materials
Daily use and maintenance eg care, cleaning and storage, visual checks Use of PPE: masks, apron, surface protection

Learning outcome
The learner will: 2. Know the characteristics of materials required to make a wired sugar floral corsage
Assessment criteria
The learner can: 2.1 List the **characteristics** of **commercial materials** used in making sugar floral components 2.2 List **storage requirements** for sugar floral components

Range
Characteristics Eg Paste consistencies, paste ingredients and how these affect the consistency and colour of pastes, drying of petal paste components, paste and liquid food colours, dust colours, edible glues **Commercial materials** Petal paste, edible glues, colourings, wire, tape and stamens **Storage requirements** Long term storage of unworked pastes, storage during the making process, storage of completed flowers and foliage

Learning outcome
The learner will: 3. Be able to research and produce design ideas for a wired sugar floral corsage
Assessment criteria
The learner can: 3.1 **Research** design ideas for wired sugar floral designs 3.2 Use design materials to sketch **own design ideas** for wired sugar floral corsages to show the use of: • Colour • Line • Texture

Range
Research Collect a range of images eg From sugar flower and floristry books, natural and man made environments, magazines, websites, exhibitions **Own design ideas** original ideas eg, quick sketches, collages, colour palettes

Learning outcome
The learner will: 4. Be able to sample materials, techniques and processes for making a wired sugar floral corsage
Assessment criteria
The learner can: 4.1 Select **materials** for a chosen design 4.2 **Prepare** materials for making a wired floral corsage 4.3 Use materials to sample **techniques and processes** 4.4 List techniques used to make sugar floral samples 4.5 Estimate the time required and cost to make a wired sugar floral corsage

Range
Materials Eg Petal pastes, flower and leaf cutters, veiners, wire gauges, stamens, food colours **Prepare** Eg Bring paste to working consistency, colour the pastes, cut wires **Techniques and Processes:** Wired pulled flowers, wired cutter flowers and leaves using cutters and templates, buds, tooled petals and leaves, veined petals and leaves, formed petals and leaves, dried components, coloured, taped and assembled components, ribbon and wire accessories

Learning outcome
The learner will: 5. Be able to create a wired sugar floral corsage
Assessment criteria
The learner can: 5.1 Develop a **statement of intent** 5.2 **Create** a wired sugar floral corsage to a **selected design** 5.3 **Finish** a wired sugar floral corsage 5.4 **Present** a finished wired sugar floral corsage following a design specification 5.5 Produce a **cost sheet** 5.6 Produce **production timescales** 5.7 **Evaluate** completed wired sugar floral corsage

Range
Statement of intent Written description of the suggested design which satisfies client requirements **Create** Use techniques sampled Record the basic steps followed during the process including any adjustments eg photographic, written **Selected design** A simple sketch in colour indicating the size and sugar floral techniques to be used **Finish** Cut stem wires to even length, neaten with tape, check visual balance, fix securely to chosen display, show method of food safe storage and transportation **Present** Photograph and display the finished corsage, eg on a stand, fabric or sugar coated base board **Cost sheet** Material costs **Production timescale** Time taken to plan, construct and complete the finished corsage **Evaluate** Identify strengths and areas for improvement of the design and process

Unit 108 Decorative techniques with chocolate coverings

UAN:	**J/504/5590**
Level:	Level 1
Credit value:	4
GLH:	31
Endorsement by a sector or regulatory body:	This unit is endorsed by Improve, the Sector Skills Council for Food and Drink
Aim:	This unit provides the practical skills and knowledge needed to work with chocolate coverings including ganache.

Learning outcome
The learner will: 1. Be able to work safely and effectively using tools, equipment and materials
Assessment criteria
The learner can: 1.1 Identify health and safety **regulations** relating to working with chocolate coverings 1.2 Identify health and safety **risks** relating to working with cream 1.3 List **tools, equipment and materials** used to work with chocolate coverings 1.4 **Use tools, equipment and materials** safely when working with chocolate coverings

Range
Regulations Health and Safety at Work Act, Food Hygiene, PAT testing **Risks** eg temperature control **Tools, equipment and materials** eg clean food safe work surface, knives, cutters, moulds, saucepan, bowls, whisk, chocolate coverings dark, milk and white, fresh and longlife cream, butter, chopped nuts, coconut, cocoa, icing sugar, ground almonds, cake crumb, piping bags, piping tubes, pastry brush, cake cases, hob or microwave, refrigerator Design materials, eg colouring materials, pencils, paper, measuring tool **Use tools, equipment and materials** Daily use and maintenance eg care, cleaning and storage, visual checks Use of PPE: masks, apron, surface protection

Learning outcome
The learner will: 2. Know the characteristics of materials required to work with chocolate coverings
Assessment criteria
2.1 Identify the **commercial materials** used to make • ganache • truffle mix 2.2 List the **characteristics** of chocolate coverings 2.3 List **storage requirements** for chocolate coverings and related products

Range
Commercial Materials Eg Bakers chocolate, readily available chocolate coverings, blocks, drops, chips, callets, fresh cream, longlife cream, cake, butter, jams, alcohol **Characteristics**: Eg Cocoa butter content, types of fat content, fluidity, taste **Storage requirements** Storage when not in use, storage during use and storage once items are made using chocolate coverings, ganache or truffles

Learning outcome
The learner will: 3. Be able to research and produce design ideas for working with chocolate coverings
Assessment criteria
The learner can: 3.1 **Research** design ideas for working with chocolate coverings 3.2 Use design materials to sketch **own design ideas** for chocolate covered cakes and truffles to show the use of: • Colour • Line • Texture

Range
Research Collect a range of images, eg from magazines, chocolate and recipe books, internet, exhibitions **Own design ideas** Develop original ideas eg Sketches, collages, line patterns, shapes, embossed textures, rubbings

Learning outcome
The learner will: 4. Be able to sample materials, techniques and processes for working with chocolate coverings
Assessment criteria
4.1 Select **materials** for the chosen designs 4.2 **Prepare** materials for working with chocolate coverings 4.3 Use materials to sample **techniques and processes** 4.4 List techniques and processes used to work with chocolate coverings 4.5 Estimate the time required and cost to make chocolate covered items

Range
Materials Eg plain, milk and white chocolate, sponge bases, truffle mix, ganache, jams **Prepare** Eg sponge base, melt chocolate, prepare ganache, prepare truffle mix, suitable surfaces for pouring and setting chocolate **Techniques and processes** Coating, pouring, marbling, spinning, piping, cut-outs, polka dots, texturing, forming truffle shapes, whipping ganache

Learning outcome
The learner will: 5. Be able to work with chocolate coverings
Assessment criteria
The learner can: 5.1 Develop a **statement of intent** 5.2 **Create** chocolate covered cakes and truffles to a **selected design** 5.3 **Finish** decorated cakes and truffles 5.4 **Present** decorated cakes and truffles following a design specification 5.5 Produce a **cost sheet** 5.6 Produce **production timescales** 5.7 **Evaluate** completed decorated cakes and truffles

Range
Statement of intent Written description of the suggested design which satisfies client requirements **Create** Use techniques sampled Record the basic steps followed during the process including any adjustments eg photographic, written **Selected design** A simple sketch in colour indicating the shape of the cakes and truffles, the decorative ideas and techniques to be used **Finish** Arrange the decorated cakes and truffles securely on a food safe surface **Present** Display and photograph the finished decorated cakes and truffles individually or as a group

Cost sheet
Material costs

Production timescales
Time taken to plan, construct and complete the decorated cakes and truffles

Evaluate
Identify strengths and areas for improvement of the design and process

Unit 109 Creating decorated pastillage plaques

UAN:	**L/504/5591**
Level:	Level 1
Credit value:	4
GLH:	31
Endorsement by a sector or regulatory body:	This unit is endorsed by Improve, the Sector Skills Council for Food and Drink
Aim:	This unit provides the learner with the practical skills and knowledge needed to work with pastillage. The learner will develop practical skills using a range of materials, techniques and equipment in the planning, preparation, construction and presentation of decorated pastillage plaques

Learning outcome
The learner will: 1. Be able to work safely and effectively using tools, equipment and materials
Assessment criteria
The learner can: 1.1 Identify health and safety **regulations** relating to working with pastillage 1.2 List **tools, equipment and materials** used to work with pastillage 1.3 **Use tools, equipment and materials** safely when working with pastillage

Range
Regulations Health and Safety at Work Act, Food Hygiene, PAT testing **Tools, equipment and materials** Eg, clean food safe work surface, cutting tools, rolling pin, sieve, scraper, icing sugar, gum, royal icing, cornflour, cutters, templates, stencils, glues, food colourings, plastic bags Design materials, eg colouring materials, pencils, paper, measuring tool **Use tools, equipment and materials** Daily use and maintenance eg care, cleaning and storage, visual checks Use of PPE: masks, apron, surface protection

Learning outcome
The learner will: 2. Know the characteristics of materials required to make decorated pastillage plaques
Assessment criteria
The learner can: 2.1 Identify the **ingredients** required to make pastillage 2.2 List the **characteristics** of pastillage 2.3 List **storage requirements** for pastillage

Range
Ingredients Icing sugar, pre-mixed royal icing, cornflour, natural or man made gums, glues, glucose, lemon juice, food colourings **Characteristics** Consistency, strength, elasticity, porosity of dried paste for decorative techniques being applied **Storage requirements** Storage when not in use, storage during use and storage once plaques are decorated

Learning outcome
The learner will: 3. Be able to research and produce design ideas for decorated pastillage plaques
Assessment criteria
The learner can: 3.1 **Research** design ideas for pastillage plaques 3.2 Use design materials to sketch **own design ideas** for decorated pastillage plaques to show the use of: • colour • line • texture

Range
Research Collect a range of images, eg from magazines, books, internet, historical material, exhibitions **Own design ideas** Develop original ideas eg Sketches showing the use of different base shapes, cut off-pieces, surface texture, mark making lines and colour, stencils.

Learning outcome
The learner will: 4. Be able to sample materials, techniques and processes for making decorated pastillage plaques
Assessment criteria
The learner can: 4.1 Select **materials** for a chosen design 4.2 **Prepare** materials for creating pastillage plaques 4.3 Use materials to sample **techniques and processes** 4.4 List techniques used to make pastillage plaque samples 4.5 Estimate the time required and cost to make decorated pastillage plaques

Range
Materials eg pre-prepared hand made pastillage, cornflour, food colouring, templates, stencils, knives, cutters, drying surfaces, mark making (food colour) **Prepare** Eg make pastillage taking into account development time of the paste, colour pastillage **Techniques and Processes** Make template shapes and use template to transfer design ideas Rolling, cutting, forming, drying, stencilling, cutouts Create surface textures, eg stippling, sponging; swirling, combing Colouring eg dusting, painting, food colouring

Learning outcome
The learner will: 5. Be able to create decorated pastillage plaques
Assessment criteria
The learner can: 5.1 Develop a **statement of intent** 5.2 **Create** decorated pastillage plaques to a selected design 5.3 **Finish** decorated pastillage plaques 5.4 **Present** decorated pastillage plaques following a design specification 5.5 Produce a **cost sheet** 5.6 Produce **production timescales** 5.7 **Evaluate** completed decorated pastillage plaques

Range
Statement of intent Written description of the suggested design which satisfies client requirements **Create** Use techniques sampled Record the basic steps followed during the process including any adjustments eg photographic, written **Selected design** A simple sketch in colour indicating the shapes of the plaques and the decorative ideas and techniques to be used **Finish** Arrange the pastillage plaques and secure **Present** Display and photograph the finished pastillage plaques eg on a stand, fabric or sugar coated base board **Cost sheet** Material costs **Production timescale** Time taken to plan, construct and complete the decorated pastillage plaques **Evaluate** Identify strengths and areas for improvement of the design and process

Unit 110 Decorating cupcakes and cake pops

UAN:	**R/504/5592**
Level:	Level 1
Credit value:	4
GLH:	29
Endorsement by a sector or regulatory body:	This unit is endorsed by Improve, the Sector Skills Council for Food and Drink
Aim:	This unit provides the learner with the practical skills and knowledge needed to decorate cup cakes and to make and decorate cake pops. The learner will develop basic practical skills, using a range of materials, techniques and equipment in the designing, planning, preparation, decoration and presentation of decorated cup cakes and cake pops

Learning outcome
The learner will: 1. Be able to work safely and effectively using tools, equipment and materials
Assessment criteria
The learner can: 1.1 Identify health and safety **regulations** relating to decorating cup cakes and cake pops 1.2 List **tools, equipment and materials** used to decorate cup cakes and cake pops 1.3 **Use tools, equipment and materials** safely when decorating cup cakes and cake pops

Range
Regulations Health and Safety at Work Act, Food hygiene, PAT Testing **Tools, equipment and materials** Eg Food mixer, range of knives, Savoy tubes, piping bags, cutters, moulds, cake pop sticks, sponge bases, crushed biscuits, creams, icings, frostings, chocolate, nuts, candy melts, sprays, coatings, edible sprinkles Design materials, eg paper, pens, pencils, paints, measuring tool etc. **Use tools, equipment and materials** Daily use and maintenance eg care, cleaning and storage, visual checks Use of PPE: masks, apron, surface protection

Learning outcome
The learner will: 2. Know the characteristics of materials required to decorate cup cakes and cake pops
Assessment criteria
The learner can: 2.1 Identify the **ingredients** required to make creams and frostings 2.2 Identify a range of **sponge cake bases** for a variety of **dietary requirements** 2.3 List the **characteristics** of creams, frostings, coatings and sponge cake bases 2.4 List **storage requirements** for edible components • creams • frostings • coatings • cake bases

Range
Ingredients Fats, icing sugar, flavourings, food colours **Sponge cake bases** eg Victoria, Madeira, Genoese. **Dietary requirements** eg diabetic, gluten free, eggless, fat free, vegan, food related allergies **Characteristics** consistencies, texture, taste **Storage requirements** Storage when not in use, storage during use and storage once cakes have been coated.

Learning outcome
The learner will: 3. Be able to research and produce design ideas for cup cakes and cake pops
Assessment criteria
The learner can: 3.1 **Research** design ideas for cup cakes and cake pops 3.2 Use design materials to sketch **own design ideas** for cup cakes and cake pops to show the use of: • Colour • Line • Texture

Range
Research Research and collect a range of images eg from celebration occasions including weddings, birthdays and religious festivals; greetings cards; magazines; books; the internet; exhibitions; the natural and man made environment

Learning outcome
The learner will: 4. Be able to sample materials, techniques and processes for decorating cup cakes and cake pops
Assessment criteria
The learner can: 4.1 Select **materials** for a chosen design 4.2 **Prepare** materials for decorating cup cakes and cake pops 4.3 Use materials to sample **techniques and processes** 4.4 List techniques and processes used to make cup cake and cake pop samples 4.5 Estimate the time required and cost to decorate cup cakes and cake pops

Range
Materials eg cake bases, coating mediums, crushed biscuits, marshmallows, food colours, alcohol etc **Prepare** Eg make and colour creams and coatings **Techniques and Processes:** Prepare cupcakes for piping, pipe using Savoy tubes, combine crumbs with creams or frostings to create a crumb mixture, moulding crumb mixture into cake pop shape using hands, cutters and moulds, apply frostings and coatings to prepared bases, make edible cutouts and hand moulded shapes, apply decorative finishes, edible sprinkles and/or sugarpaste cutouts.

Learning outcome
The learner will: 5. Be able to decorate cup cakes and cake pops
Assessment criteria
The learner can: 5.1 Develop a **statement of intent** 5.2 **Make** cake pops to a **selected design** 5.3 **Decorate** cup cakes and cake pops to a selected design 5.4 **Finish** decorated cup cakes and cake pops 5.5 **Present** finished decorated cup cakes and cake pops following a design specification 5.6 Produce a **cost sheet** 5.7 Produce **production timescales** 5.8 **Evaluate** completed cup cakes and cake pops

Range
Statement of intent Written description of the suggested design which satisfies client requirements **Make** Combine cake pop ingredients, shape or mould to selected design and secure to stick **Decorate** Use techniques sampled. Record the basic steps followed during the process including any adjustments eg photographic, written **Selected design** A simple sketch in colour indicating size and techniques to be used. **Finish** Neaten edges, arrange on a board or in a receptacle suitable for the display purposes **Present** Photograph and display the finished cup cakes and cake pops eg (on a stand, fabric or sugar coated base board) **Cost sheet** Material costs **Production timescale** Time taken to plan, construct and complete the cup cakes and cake pops **Evaluate** Identify strengths and areas for improvement of the design and process

Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of learners
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for learners who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden**: how to register and certificate learners on line
- **Qualifications and Credit Framework (QCF)**: general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events**: dates and information on the latest Centre events
- **Online assessment**: how to register for GOLA/e-volve assessments.

Centre Guide – Delivering International Qualifications contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of learners
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Useful contacts

UK learners **General qualification information**	**T: +44 (0)844 543 0033** **E: learnersupport@cityandguilds.com**
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: **intcg@cityandguilds.com**
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **centresupport@cityandguilds.com**
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: **singlesubjects@cityandguilds.com**
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **intops@cityandguilds.com**
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **walledgarden@cityandguilds.com**
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: **business@cityandguilds.com**
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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