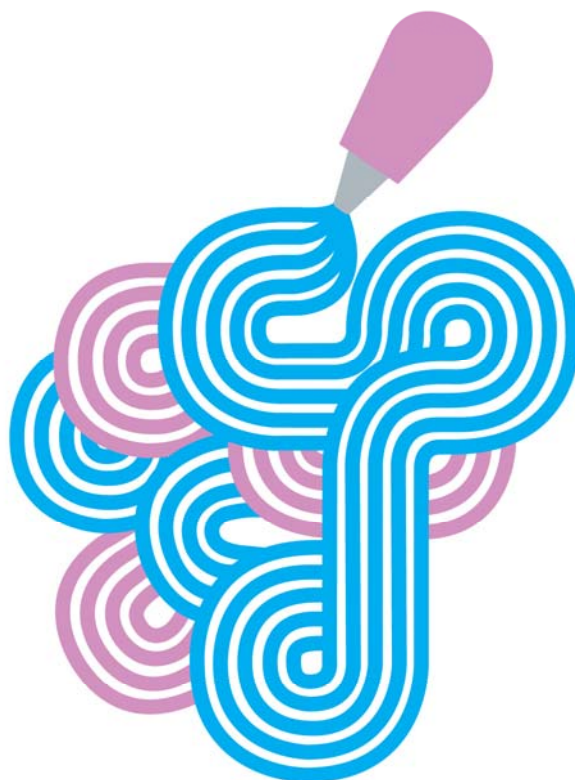


Level 3 Award, Certificate and Diploma in Creative Techniques [7113]

Level 3 Sugar decoration units



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Level 3 Award, Certificate and Diploma in Creative Techniques [7113]

Level 3 Sugar decoration units

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7113 – 700

Sugar Decoration – Royal Icing

City & Guilds ref no:	7113 – 700	
Title:	Sugar Decoration – Royal Icing	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a royal iced coated dummy cake with royal iced run out collar work and royal iced run out motif and lettering	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating the royal iced cake 2 Use advanced and innovative design ideas to inform the making of a royal iced cake 3 Plan and manage the making of the royal iced cake to the working design 4 Work safely and effectively 5 Make a well constructed royal iced cake to a professional standard 6 Use presentation skills to display the royal iced cake 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to the royal iced cake	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to the royal iced cake 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of a royal iced cake	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the royal iced cake 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the royal iced cake 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	

<p>3 Plan and manage the making of the royal iced cake to the working design</p>	<p>3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using advanced and innovative techniques and processes 3.3 List and describe the characteristics of materials, advanced techniques and processes sampled 3.4 Produce a costing and time estimate for making the royal iced cake</p>
<p>Learning outcome 4 The learner can:</p>	<p>Assessment criteria The learner will:</p>
<p>4 Work safely and effectively</p>	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the royal iced cake 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the royal iced cake 4.3 Use tools, equipment, materials and advanced techniques safely 4.4 List related Health and Safety factors and current legislation</p>
<p>Learning outcome 5 The learner can:</p>	<p>Assessment criteria The learner will:</p>
<p>5 Make a well constructed royal iced cake to a professional standard</p>	<p>5.1 Handle materials for advanced techniques correctly 5.2 List adjustments made during the making process 5.3 Make a well constructed professional royal iced cake to the following specifications –</p> <ul style="list-style-type: none"> • The dummy cake must have a minimum diameter of 20cm and be displayed on a royal iced board • Royal icing will be made from raw edible materials • The run out collar work may be part or full collar • The run out collar will evidence two decorative techniques • The cake will evidence three royal iced piped decorative techniques • The run out motif and lettering can be positioned on the side or top of the cake • The base board design will balance with the top run out design <p>5.4 Store and finish the completed royal iced cake 5.5 Produce a full cost sheet and production timescale 5.6 Evaluate and describe the finished</p>

	<p>royal iced cake –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the royal iced cake	<p>6.1 List and describe a range of presentation styles and methods suitable for use with the royal iced cake</p> <p>6.2 Select and use a method to present the royal iced cake</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learning programme	
In this unit the learner will:	
Make royal icing using raw edible materials	
Use accurate visuals and dimensions to make designs for part/full collars and lettering	
Prepare working templates for floodwork and secure, using non-stick coverings to suitable surfaces	
Pipe the outline and use the correct consistency of let down royal icing to flood the collar	
Use drying techniques to produce surface sheen on royal icing	
Position and fix the cake to the board	
Use decorative techniques for collar pieces; open sections, picot dots	
Sample and use as required royal iced piping decorative techniques; graduated line work, bulbs, shells, tiered extension work, tube embroidery	
Assemble and fix the decorated collars to the cake/board	
Select a suitable container for food safety storage and transportation	

City & Guilds ref no:	7113 – 701	
Title:	Sugar Decoration – Sugar Paste Cake	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will decorate a dummy cake covered with coloured sugar paste and a minimum of three decorative techniques	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to sugar paste cakes 2 Use advanced and innovative design ideas to inform the making of a sugar paste cake 3 Plan and manage the making of the sugar paste cake to the working design 4 Work safely and effectively 5 Make a well constructed sugar paste cake to a professional standard 6 Use presentation skills to display the sugar paste cake 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to a sugar paste cake	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to the sugar paste cake 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of a sugar paste cake	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the sugar paste cake 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the sugar paste cake 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the sugar paste cake to the working design	<ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using 	

	<p>advanced and innovative techniques and processes</p> <p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the sugar paste cake</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the sugar paste cake</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the sugar paste cake</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed sugar paste cake to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional sugar paste cake to the following specifications-</p> <ul style="list-style-type: none"> • Sugar paste will be commercially prepared • The dummy cake will be no less than 21 cm in diameter and covered in coloured sugar paste. The sugar paste will be coloured by the learner. • The cake board will be covered in sugar paste • Extension work and embroidery will be produced from royal icing • A minimum of three decorative techniques will be used to include frill work and royal iced extension work <p>5.4 Store and finish the completed sugar paste cake</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished sugar paste cake –</p> <ul style="list-style-type: none"> • Strengths

	<ul style="list-style-type: none"> • Areas for improvement • Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the sugar paste cake	<p>6.1 List and describe a range of presentation styles and methods suitable for use with the sugar paste cake</p> <p>6.2 Select and use a method to present the sugar paste cake</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learning programme	
In this unit the learner will:	
Sample, record and use as required methods of colouring and marbling sugar paste	
Coat the dummy cake with commercially prepared sugar paste	
Sample, record and apply sugar paste frilling and inlay techniques	
Adhere sugar paste frills to a sugar paste surface	
Sample, record and use as required inserted sugar ribbon work into a sugar paste surface	
Sample, record and apply royal iced extension work	
Sample and use as required royal iced embroidery and loops	
Create and fix ornamentation for the top of the cake	
Select a suitable container for food safe storage and transportation of the finished item	

7113 – 702

Sugar Decoration – Pastillage Box

City & Guilds ref no:	7113 – 702	
Title:	Sugar Decoration – Pastillage Box	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a pastillage box and lid decorated with piped royal icing and displayed on a covered board	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to pastillage boxes 2 Use advanced and innovative design ideas to inform the making of a pastillage box 3 Plan and manage the making of the pastillage box to the working design 4 Work safely and effectively 5 Make a well constructed pastillage box to a professional standard 6 Use presentation skills to display the pastillage box 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to pastillage boxes	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to the pastillage box 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of a pastillage box	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the pastillage box 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the pastillage box 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the	3.1 Select, obtain and prepare materials	

pastillage box to the working design	<p>3.2 Produce a range of samples using advanced and innovative techniques and processes</p> <p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the pastillage box</p>
Learning outcome 4 The learner can:	Assessment criteria The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the pastillage box</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the pastillage box</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5 The learner can:	Assessment criteria The learner will:
5 Make a well constructed pastillage box to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional pastillage box to the following specifications-</p> <ul style="list-style-type: none"> • The royal icing will be piped directly onto the pastillage • Minimum size of the box will be 15(L) x 8(H) x 10(D) cm • The box must have a base made of pastillage and be presented on a covered board • The pastillage pieces will be joined using royal icing piped with a number 0 or 1 tube • A minimum of two royal iced decorative techniques will be used on the pastillage box <p>5.4 Store and finish the completed pastillage box</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished pastillage box –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved

	5 All work produced for this unit will be collated and stored in an appropriate format
Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the pastillage box	6.1 List and describe a range of presentation styles and methods suitable for use with the pastillage box 6.2 Select and use a method to present the pastillage box 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learning programme	
In this unit the learner will:	
Make pastillage and royal icing using raw edible materials	
Sample, record and use as required methods of colouring and marbling sugar paste	
Store pastillage to preserve its working consistency	
Produce visuals with accurate dimensions to create prototypes and templates for the proposed item	
Use tools, cutters and templates to create pastillage shapes; rolling, cutting, forming	
Manage drying processes to prevent warping and cracking	
Use tools to texture and apply colour to pastillage	
Sample and use as required royal iced decorative techniques; built up S scrolls and C scrolls, built up bulbs and shells, cornelli and brush embroidery	
Assemble and fix decorated pieces of pastillage to make secure and neat joins	
Select a suitable container for food safety storage and transportation	

City & Guilds ref no:	7113 – 703	
Title:	Sugar Decoration – Novelty Cake	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a shaped and carved novelty cake made of sponge and presented on a food safe board	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to novelty cakes 2 Use advanced and innovative design ideas to inform the making of a novelty cake 3 Plan and manage the making of the novelty cake to the working design 4 Work safely and effectively 5 Make a well constructed novelty cake to a professional standard 6 Use presentation skills to display the novelty cake 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to novelty cake	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to the novelty cake 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of a novelty cake	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the novelty cake 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the novelty cake 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the novelty cake to the working design	<ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using advanced and innovative techniques and processes 3.3 List and describe the characteristics of 	

	<p>materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the novelty cake</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the novelty cake</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the novelty cake</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed novelty cake to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional novelty cake to the following specifications-</p> <ul style="list-style-type: none"> • The novelty cake will measure a minimum of 24cm at the widest point • The cake will be made from a sponge base and coated in a covering chosen by the learner • The sponge base will evidence shaping and carving techniques • All work produced for this unit will be collated and stored in a folder of work <p>5.4 Store and finish the completed novelty cake</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished novelty cake –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning outcome 6	Assessment criteria

The learner can:	The learner will:
6 Use presentation skills to display the novelty cake	6.1 List and describe a range of presentation styles and methods suitable for use with the novelty cake 6.2 Select and use a method to present the novelty cake 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learning programme	
In this unit the learner will:	
Select sponge bases with properties suitable for applying coatings; genoese, victoria, fatless, all in one method	
Produce visuals with accurate dimensions to create templates for the proposed item	
Work with frostings, creams and sugar paste	
Use layers of sponge to create shapes and carved features	
Create and use decorative finishing techniques sugar paste cut outs, edible model decorations	
Use food safe colours to apply details; facial expressions, embellishments	
Select a suitable container for food safe storage and transportation	

City & Guilds ref no:	7113 – 704	
Title:	Sugar Decoration – Botanical Study	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a petal paste botanical study of a flowering potted plant	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to a botanical study 2 Use advanced and innovative design ideas to inform the making of the botanical study 3 Plan and manage the making of the botanical study to the working design 4 Work safely and effectively 5 Make a well constructed botanical study to a professional standard 6 Use presentation skills to display the botanical study 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to a botanical study	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to the botanical study 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of a botanical study	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the botanical study 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the botanical study 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the	3.1 Select, obtain and prepare materials	

botanical study to the working design	<p>3.2 Produce a range of samples using advanced and innovative techniques and processes</p> <p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the botanical study</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the botanical study</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the botanical study</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed botanical study to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional botanical study to the following specifications-</p> <ul style="list-style-type: none"> • The petal paste will be made by the learner • The study will consist of a minimum of eight flowers and six leaves; three flowers will be fully open, two flowers will be half-open flowers and three will be flower buds • The components of the study must be botanically correct; displayed in a flower pot or container and presented on a covered board • The size of the botanical study will be in proportion to the size of the flower pot or container used to display the floral item • The container will not be made from sugar <p>5.4 Store and finish the completed botanical study</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished</p>

	botanical study – <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved 5.7 All work produced for this unit will be collated and stored in an appropriate format
Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the botanical study	6.1 List and describe a range of presentation styles and methods suitable for use with the botanical study 6.2 Select and use a method to present the botanical study 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learning programme	
In this unit the learner will:	
Analyse a flowering potted plant in growing stages; deconstruct, record and transfer parts into templates that reproduce the flowering stages and foliage botanically correctly and to scale	
Make petal paste using raw edible materials and store to preserve its working consistency	
Use cutters, templates and formers to create botanically accurate, floral and foliage components to scale from petal paste	
Select and use fine wiring techniques	
Use veinners and other complex texturing techniques to create detailed and accurate floral and foliage features	
Manage drying processes to prevent warping and cracking	
Apply resists, colouring and setting techniques using food safe materials	
Assemble, tape and fix decorated floral and foliage components to create a botanically correct potted plant	
Position the components securely in a pot or container	
Select a suitable container for food safety storage and transportation	

City & Guilds ref no:	7113 – 705	
Title:	Sugar Decoration – Fantasy Flower Display	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will use hand made petal paste to produce a display of twelve fantasy flowers and relevant foliage	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to fantasy flowers 2 Use advanced and innovative design ideas to inform the making of fantasy flowers 3 Plan and manage the making of the fantasy flowers to the working design 4 Work safely and effectively 5 Make a well constructed fantasy flower display to a professional standard 6 Use presentation skills to display the fantasy flowers 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to fantasy flowers	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to the fantasy flowers 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of fantasy flowers	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the fantasy flowers 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the fantasy flowers 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the fantasy flowers to the working design	<ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using advanced and innovative techniques 	

	<p>and processes</p> <p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the fantasy flowers</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the fantasy flowers</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the fantasy flowers</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed fantasy flower display to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional fantasy flower display to the following specifications –</p> <ul style="list-style-type: none"> • The petal paste will be made by the learner • A minimum of twelve fantasy flowers will be made: five focal flowers and seven secondary flowers • The display will be a minimum of 15cm in height or width • Foliage may or may not be included in the display • The floral items are not required to have realistic styles and colouring • The fantasy flowers will be displayed on a covered food safe board <p>5.4 Store and finish the completed fantasy flower display</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished fantasy flower display –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement

	<ul style="list-style-type: none"> Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the fantasy flowers	<p>6.1 List and describe a range of presentation styles and methods suitable for use with the fantasy flowers</p> <p>6.2 Select and use a method to present the fantasy flowers</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> Strengths Areas for improvement
Learning programme	
In this unit the learner will:	
Make petal paste using raw edible materials and store to preserve its working consistency	
Use cutters, templates and formers to create floral components	
Select and use fine wiring techniques	
Soften petal paste and use complex texturing techniques	
Manage drying processes to prevent warping and cracking	
Apply resists, colouring and setting techniques using food safe materials	
Assemble, tape and fix decorated components to create fantasy floral items	
Position wired fantasy floral items into a secure and visually balanced display	
Select a suitable container for food safety storage and transportation	

City & Guilds ref no:	7113 – 706	
Title:	Sugar Decoration – Sugar Foliage Table Centre Piece	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a collection of wired sugar foliage and a minimum of one sugar accessory displayed in or on an item of table ware	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to sugar foliage centre pieces 2 Use advanced and innovative design ideas to inform the making of a sugar foliage centre piece 3 Plan and manage the making of the sugar foliage to the working design 4 Work safely and effectively 5 Make a well constructed sugar foliage centre piece to a professional standard 6 Use presentation skills to display the sugar foliage centre piece 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to sugar foliage centre pieces	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to the sugar foliage centre pieces 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of a sugar foliage centre piece	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the sugar foliage centre piece 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the sugar foliage centre piece 	
Learning outcome 3	Assessment criteria	

The learner can:	The learner will:
3 Plan and manage the making of the sugar foliage centre piece to the working design	3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using advanced and innovative techniques and processes 3.3 List and describe the characteristics of materials, advanced techniques and processes sampled 3.4 Produce a costing and time estimate for making the sugar foliage centre piece
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	4.1 Name tools, equipment, materials and advanced techniques required to make the sugar foliage centre piece 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the sugar foliage centre piece 4.3 Use tools, equipment, materials and advanced techniques safely 4.4 List related Health and Safety factors and current legislation
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed sugar foliage centre piece to a professional standard	5.1 Handle materials for advanced techniques correctly 5.2 List adjustments made during the making process 5.3 Make a well constructed professional sugar foliage centre piece to the following specifications- <ul style="list-style-type: none"> • Petal paste will be made by the learner • The display will contain a minimum of three different types of wired leaves and one type of hand made sugar accessory • One of the wired leaf types selected will show developing stages • Fruit and nut stages of foliage plants may be included if appropriate, but flowering stages will not be included • The foliage display will be a minimum 15cm in width or height • Consideration must be given to the size of the sugar display in proportion to the size of the table ware being adorned

	<ul style="list-style-type: none"> The item of table ware will not be made of sugar The display will be presented on a covered board <p>5.4 Store and finish the completed sugar foliage centre piece</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished sugar foliage centre piece –</p> <ul style="list-style-type: none"> Strengths Areas for improvement Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the sugar foliage centre piece	<p>6.1 List and describe a range of presentation styles and methods suitable for use with the sugar foliage centre piece</p> <p>6.2 Select and use a method to present the sugar foliage centre piece</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> Strengths Areas for improvement
Learning programme	
In this unit the learner will:	
Make petal paste using raw edible materials and store to preserve its working consistency	
Use cutters, templates and formers to create foliage and accessory components	
Texture and soften petal paste surfaces	
Use veining or texturing methods and colouring techniques to achieve botanical correct foliage and developing stages?	
Use taping and wiring techniques to assist secure fixing of sugar components	
Manage drying processes to prevent warping and cracking	
Use colouring techniques with food safe materials	
Assemble, tape and fix the wired foliage and accessory components	
Position and secure the wired foliage and accessories on the table ware.	
Select a suitable container for food safety storage and transportation	

City & Guilds ref no:	7113 – 707	
Title:	Sugar Decoration – Sugar Flower Wired Double Ended Spray	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a large double ended spray of wired sugar flowers and wired sugar foliage	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to a wired sugar flower spray 2 Use advanced and innovative design ideas to inform the making of a wired sugar flower spray 3 Plan and manage the making of the wired sugar flower spray to the working design 4 Work safely and effectively 5 Make a well constructed wired sugar flower spray to a professional standard 6 Use presentation skills to display the wired sugar flower spray 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to a wired sugar flower spray	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to the wired sugar flower spray 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of a wired sugar flower spray	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the wired sugar flower spray 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the wired sugar flower spray 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	

<p>3 Plan and manage the making of the wired sugar flower spray to the working design</p>	<p>3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using advanced and innovative techniques and processes 3.3 List and describe the characteristics of materials, advanced techniques and processes sampled 3.4 Produce a costing and time estimate for making the wired sugar flower spray</p>
<p>Learning outcome 4 The learner can:</p>	<p>Assessment criteria The learner will:</p>
<p>4 Work safely and effectively</p>	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the wired sugar flower spray 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the wired sugar flower spray 4.3 Use tools, equipment, materials and advanced techniques safely 4.4 List related Health and Safety factors and current legislation</p>
<p>Learning outcome 5 The learner can:</p>	<p>Assessment criteria The learner will:</p>
<p>5 Make a well constructed wired sugar flower spray to a professional standard</p>	<p>5.1 Handle materials for advanced techniques correctly 5.2 List adjustments made during the making process 5.3 Make a well constructed professional wired sugar flower spray to the following specifications-</p> <ul style="list-style-type: none"> • The petal paste will be made from raw edible ingredients • The double ended spray will consist of a minimum of : five realistic focal flowers, seven realistic secondary flowers, twelve filler flowers taped into sprigs, twelve filler flowers taped into clusters, nine individual leaves and nine leaves taped into sprigs plus three sugar hand modelled sugar accessories • The flowers and foliage are required to have realistic colouring • The spray will have a minimum length of 45cm • The spray will be displayed in a suitable vase or container and presented on a covered board • All work produced for this unit will

	<p>be collated and stored in a folder of work</p> <p>5.4 Store and finish the completed wired sugar flower spray</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished wired sugar flower spray –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the wired sugar flower spray	<p>6.1 List and describe a range of presentation styles and methods suitable for use with the wired sugar flower spray</p> <p>6.2 Select and use a method to present the wired sugar flower spray</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learning programme	
In this unit the learner will:	
Make petal paste using raw edible materials and store to preserve its working consistency	
Use cutters, templates, formers and hand modelling to create floral components and accessories	
Soften petal paste edges and use complex texturing techniques	
Select and use fine wiring techniques and taping to create a realistic finish	
Manage drying processes to prevent warping and cracking	
Apply colouring and setting techniques using food safe materials	
Assemble, tape and fix decorated components to create realistic flowers, sprigs foliage and accessories	
Position wired realistic flowers and foliage into a secure and visually balanced double ended spray	
Select a suitable container for food safety storage and transportation	

City & Guilds ref no:	7113 – 708	
Title:	Sugar Decoration – Marzipan Centre Piece	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a marzipan centre piece containing a minimum of one hand modelled form displayed on a marzipan base	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to marzipan centre pieces 2 Use advanced and innovative design ideas to inform the making of a marzipan centre piece 3 Plan and manage the making of the marzipan centre piece to the working design 4 Work safely and effectively 5 Make a well constructed marzipan centre piece to a professional standard 6 Use presentation skills to display the marzipan centre piece 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to a marzipan centre piece	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to the marzipan centre piece 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of a marzipan centre piece	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the marzipan centre piece 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the marzipan centre piece 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	

<p>3 Plan and manage the making of the marzipan centre piece to the working design</p>	<p>3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using advanced and innovative techniques and processes 3.3 List and describe the characteristics of materials, advanced techniques and processes sampled 3.4 Produce a costing and time estimate for making the marzipan centre piece</p>
<p>Learning outcome 4</p> <p>The learner can:</p>	<p>Assessment criteria</p> <p>The learner will:</p>
<p>4 Work safely and effectively</p>	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the marzipan centre piece 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the marzipan centre piece 4.3 Use tools, equipment, materials and advanced techniques safely 4.4 List related Health and Safety factors and current legislation</p>
<p>Learning outcome 5</p> <p>The learner can:</p>	<p>Assessment criteria</p> <p>The learner will:</p>
<p>5 Make a well constructed marzipan centre piece to a professional standard</p>	<p>5.1 Handle materials for advanced techniques correctly 5.2 List adjustments made during the making process 5.3 Make a well constructed professional marzipan centre piece to the following specifications-</p> <ul style="list-style-type: none"> • The marzipan can be commercially prepared or hand made • The centre piece will consist of a minimum of one hand modelled living form with realistic features • The hand modelled item will be a minimum of 15cm in one of its dimensions (height width or depth) • The completed model will be in proportion • The marzipan base will be a minimum 20cm(W) and its design will show clear linkage to the model/s being displayed <p>5.4 Store and finish the completed marzipan centre piece produce a full cost sheet and production timescale 5.6 Evaluate and describe the finished marzipan centre piece –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement

	<ul style="list-style-type: none"> • Problems encountered and solved <p>5 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the marzipan centre piece	<p>6.1 List and describe a range of presentation styles and methods suitable for use with the marzipan centre piece</p> <p>6.2 Select and use a method to present the marzipan centre piece</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learners programme	
In this unit the learner will	
Prepare, colour and store marzipan	
Produce visuals to create prototypes and templates for the proposed item	
Create geometric marzipan shapes from which to construct model/s; cones, spheres, cylinders, squares ...	
Use food safe modelling tools to create details and accessories for the models; ball tool, veiner, cocktails sticks	
Assemble geometric shapes, details and accessories to create a secure marzipan model	
Use food safe colours to apply details; facial expressions, embellishments ...	
Select and prepare a suitable design linked base to display the marzipan model/s	
Select a suitable container for food safety storage and transportation	

City & Guilds ref no:	7113 – 709	
Title:	Sugar Decoration – Displays using Chocolate Couverture	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce three chocolate displays	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to chocolate displays 2 Use advanced and innovative design ideas to inform the making of chocolate displays 3 Plan and manage the making of the chocolate displays to the working design 4 Work safely and effectively 5 Make well constructed chocolate displays to a professional standard 6 Use presentation skills to display the chocolate displays 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to chocolate displays	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to chocolate displays 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of chocolate displays	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the designs of the chocolate displays 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the chocolate displays 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the chocolate displays to the working	<ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using 	

design	<p>advanced and innovative techniques and processes</p> <p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the chocolate displays</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the chocolate displays</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the chocolate displays</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make well constructed chocolate displays to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make well constructed professional chocolate displays to the following specifications-</p> <p>1 All work will be made using chocolate couverture</p> <p>The three items to be produced are</p> <p>1 A display of 24 chocolates using four non commercial fillings, each set of filled chocolates will be presented on a base of cut chocolate using original templates for an overall theme</p> <p>2 A chocolate covered celebration cake presented on a base with a minimum height of 60cm. The finished item can be tiered or one component</p> <p>3 A themed/festival centre piece using innovative and non commercial moulds. The centre piece must contain piped chocolate, texture and cocoa painted images using original ideas</p> <p>5.4 Store and finish the completed chocolate displays</p> <p>5.5 Produce a full cost sheet and</p>

	<p>production timescale</p> <p>5.6 Evaluate and describe the finished chocolate displays</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the chocolate displays	<p>6.1 List and describe a range of presentation styles and methods suitable for use with the chocolate displays</p> <p>6.2 Select and use a method to present the chocolate displays</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learners programme	
In this unit the learner will	
Use and record temperature control to temper white, milk and dark couverture chocolate by a preferred method to achieve a sustainable gloss	
Record preparation/care of equipment and essential features required when working with tempered chocolate	
Cut tempered chocolate using original templates	
Pipe chocolate to inscribe and embellish chocolate surfaces	
Spread, manipulate and cut chocolate to make off pieces, open work...	
Use food safe equipment/items to create textures	
Pour and remove excess chocolate into non commercial moulds	
Enrobe and dip pre formed fillings for chocolates	
Join and secure chocolate components neatly	
Use traditional and non traditional methods to produce cocoa painting	
Explore the use of transfers to enhance the chocolate display/s	
Explore the use of food safe sprays to extend the keeping quality of chocolate displays	
Explore the use of an airbrush to spray chocolate	
Use non commercial fillings to flavour/texture the centre of chocolate	
Select a suitable container for food safety storage and transportation	

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