

Level 2 Award / Certificate / Diploma in Sugarcraft (7159-02/12/22)

September 2017
Version 2.1 (September 2017)



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 2 Award in Sugarcraft (Royal Icing Techniques)	7159-02	600/7426/7
Level 2 Award in Sugarcraft (Sugarpaste Techniques)	7159-02	600/7427/9
Level 2 Award in Sugarcraft (Tea Fancies)	7159-02	600/7430/9
Level 2 Award in Sugarcraft (Floral Botanical Study)	7159-02	600/7429/2
Level 2 Award in Sugarcraft (Wired Sugar Floral Spray)	7159-02	600/7431/0
Level 2 Award in Sugarcraft (Marzipan Modelling)	7159-02	600/7432/2
Level 2 Award in Sugarcraft (Chocolate)	7159-02	600/7433/4
Level 2 Award in Sugarcraft (Sampling Sugar Mediums)	7159-02	600/8877/1
Level 2 Certificate in Sugarcraft	7159-12	600/7425/5
Level 2 Diploma in Sugarcraft	7159-22	600/7618/5

Version and date	Change detail	Section
2.0 May 2013	New award added to structure	Structure
2.1 September 2017	Added GLH and TQT Removed QCF	Structure Appendix 1



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1 Introduction

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

Area	Description
Who 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 to use sugar as a creative medium to develop and to practise the Sugarcraft and cake decoration skills required for Employment or career progression
What opportunities for progression are there?	They allow learners to progress onto the following City & Guilds qualifications: <ul style="list-style-type: none">• City & Guilds Level 3 Award in Sugarcraft (7159-03)• City & Guilds Level 3 Certificate in Sugarcraft (7159-13)• City & Guilds Level 2 Award/Certificate/Diploma for Proficiency in Baking Industry Skills (1285)

Structure

To achieve the **7159-02 Level 2 Award in Sugarcraft (Sampling Sugar Mediums)**, learners must achieve **4** credits from the mandatory unit.

Level 2 Award in Sugarcraft (Sampling Sugar Mediums)

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
M/504/5700	202	Sampling ideas and techniques in sugar mediums	4

To achieve the **7159-02 Level 2 Award in Sugarcraft**, learners must achieve the required **6** credits from the mandatory unit in their chosen pathway.

Level 2 Award in Sugarcraft (Royal Icing Techniques)

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
J/504/5685	203	Royal icing techniques	6

Level 2 Award in Sugarcraft (Sugarpaste Techniques)

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
L/504/5686	204	Decorate a cake with sugarpaste	6

Level 2 Award in Sugarcraft (Tea Fancies)

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
R/504/5687	205	Decorate tea fancies	6

Level 2 Award in Sugarcraft (Floral Botanical Study)

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
Y/504/5688	206	Create a botanical sugar floral study	6

Level 2 Award in Sugarcraft (Wired Sugar Floral Spray)

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
D/504/5689	207	Create a wired sugar floral spray	6

Level 2 Award in Sugarcraft (Marzipan Modelling)

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
R/504/5690	208	Marzipan modelling	6

Level 2 Award in Sugarcraft (Chocolate)

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
Y/504/5691	209	Decorative techniques using chocolate	6

To achieve the **7159-12 Level 2 Certificate in Sugarcraft**, learners must achieve a minimum of **20** credits, **8** credits must come from the mandatory units and a minimum of **12** credits must come from the optional units.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
F/503/7147	201	Developing design ideas	4
M/504/5700	202	Sampling ideas and techniques in sugar mediums	4
Optional			
J/504/5685	203	Royal icing techniques	6
L/504/5686	204	Decorate a cake with sugarpaste	6
R/504/5687	205	Decorate tea fancies	6
Y/504/5688	206	Create a botanical sugar floral study	6
D/504/5689	207	Create a wired sugar floral spray	6
R/504/5690	208	Marzipan modelling	6
Y/504/5691	209	Decorative techniques using chocolate	6

To achieve the **7159-22 Level 2 Diploma in Sugarcraft**, learners must achieve a minimum of **50** credits, **14** credits must come from the mandatory units and a minimum of **36** credits must come from the optional units.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
F/503/7147	201	Developing design ideas	4
M/504/5700	202	Sampling ideas and techniques in sugar mediums	4
M/504/5907	210	Understand how to work for a client to create a product	2
T/504/5908	211	Create a website using web design application templates	2
M/504/5910	213	Producing promotional publications	2
Optional			
J/504/5685	203	Royal icing techniques	6
L/504/5686	204	Decorate a cake with sugarpaste	6
R/504/5687	205	Decorate tea fancies	6
Y/504/5688	206	Create a botanical sugar floral study	6
D/504/5689	207	Create a wired sugar floral spray	6
R/504/5690	208	Marzipan modelling	6
Y/504/5691	209	Decorative techniques using chocolate	6
A/504/5909	212	Product promotion using social media	2

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Level 2 Award in Sugarcraft (Royal Icing Techniques)	34	60
Level 2 Award in Sugarcraft (Chocolate)	30	60
Level 2 Certificate in Sugarcraft	117	200
Level 2 Diploma in Sugarcraft	246	500



2 Centre requirements

Approval

If your Centre is approved to offer the Level 2 Award/Certificate/Diploma in Creative Techniques-Sugarcraft (7112-07/17) you can apply for the new Level 2 Award in Sugarcraft (7159-02), Level 2 Certificate in Sugarcraft (7159-12) and Level 2 Diploma in Sugarcraft (7159-22) 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 qualification

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.



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
- notes for guidance.

UAN:	F/503/7147
Level:	Level 2
Credit value:	4
GLH:	31
Relationship to NOS:	This unit is linked to the following National Occupational Standards for Creative and Cultural Skills: CR 2, 5, 6, 8, 9, 11, 13, 14, 15, 17, 19, 21, 22, 24, 30, 31. DES 3, 4, 5, 8, 10, 11, 18.
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 learner with the practical skills and knowledge needed to use a range of materials to create and develop design ideas using colour, line, texture, shape and form

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

Range
Regulations COSHH, Health and Safety at Work Act.
Tools and equipment Adhesive, cutting tools, drawing tools, applicators.
Materials Colouring mediums, drawing mediums, papers, card.

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**

Craft materials related to design – colouring mediums, drawing mediums, papers, card 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 use different materials, mediums and techniques to create designs

Assessment criteria

The learner can:

- 4.1 Create a **primary** and **secondary** colour wheel by mixing colouring materials
- 4.2 Create **tints, tones and shades** using colouring materials
- 4.3 Create **greyscale** using colouring materials
- 4.4 Make lines and marks using **mediums**
- 4.5 Use lines and marks to evoke **mood**
- 4.6 Produce **low relief** using a variety of materials
- 4.7 Make **overlays**
- 4.8 Create contrast using overlays
- 4.9 Create **textures** using materials.

Range**Primary**

Magenta, cyan and yellow.

Secondary

Violet, green and orange.

Tints, tones and shades

Add white, grey and black to primary colours.

Greyscale

Make a gradation ladder from white to black through the grey tones.

Lines and marks

eg contrasting lines, expressive lines, straight, curvilinear, angular lines, hatching, dots, dashes and similar drawn expressions.

Mediums

Wet mediums eg Ink, paint and similar items.

Dry mediums eg crayon, graphite, wax and similar items.

Mood

eg anger, tranquillity, excitement and similar expressive ideas.

Low relief

Low 3D effects, surface texture created by the addition and mixture of mediums.

Overlays

Transparent or translucent materials layered over underlying materials.

<p>Textures</p> <p>Visual texture eg colour discharge, rubbing, sponging, spraying, stippling, resists and similar.</p> <p>Texture eg surface created by pleating, folding, embossing, crumpling and similar techniques.</p>

<p>Learning outcome</p> <p>The learner will:</p> <p>5. Be able to develop shape</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>5.1 Create shapes using lines and marks</p> <p>5.2 Manipulate shapes to form pattern</p> <p>5.3 Use areas of void.</p>

<p>Range</p> <p>Shapes</p> <ul style="list-style-type: none"> • Random - shape freely formed • Geometric - shape regular or mathematical shapes <p>Void</p> <p>Space occurring between designed shapes, negative space.</p>
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<p>Learning outcome</p> <p>The learner will:</p> <p>6. Be able to develop form</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>6.1 Create 3D form using construction methods</p> <p>6.2 Construct 3D form using 2D materials.</p>

<p>Range</p> <p>2D materials</p> <p>Eg acetate, balsa, card, paper, and similar items.</p>
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Learning outcome
The learner will: 7. Be able to evaluate and record design work
Assessment criteria
The learner can: 7.1 Produce records of design ideas 7.2 Evaluate results of design work.

Range
Records <ul style="list-style-type: none">• written record• visual record The experimentations undertaken, or photographs where the life of the materials renders storage impractical.
Evaluate Identify/record strengths and weaknesses of the designs undertaken.

Unit 202

Sampling ideas and techniques in sugar mediums

UAN:	M/504/5700
Level:	Level 2
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 learner with 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 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 Describe health and safety regulations relating to working with sugar mediums 1.2 Describe 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.

<p>Range</p>
<p>Regulations COSHH, Health and Safety at Work Act, Food Hygiene, Portable Appliance Testing (PAT).</p> <p>Tools and equipment eg knives, piping tubes, icing ruler, scrapers, cutters, crimpers, modelling tools, embossers, wires, tapes.</p> <p>Risks eg Dusts, temperature control.</p> <p>Ingredients and materials eg Icing sugar, albumens, albumen strengtheners, glucose, glycerine, almonds, caster sugar, fats, chocolate, food colouring, dusts.</p> <p>Sugar mediums Royal icing, sugarpaste, pastillage marzipan, flowerpaste, chocolate, creams</p> <p>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.</p>

<p>Learning outcome</p> <p>The learner will:</p> <p>2. Be able to experiment with sugar mediums and techniques for sugarcraft design</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>2.1 Identify tools and equipment to sample a range of techniques</p> <p>2.2 Select materials to sample sugarcraft design ideas and techniques</p> <p>2.3 Prepare materials for sampling with sugar mediums</p> <p>2.4 Manipulate sugar mediums to create decorative ideas using traditional and non-traditional tools</p> <p>2.5 Experiment with sugar mediums and techniques to explore their potential using:</p> <ul style="list-style-type: none"> • colour • line • texture • shape • form.

<p>Range</p> <p>Range of techniques Eg Coating, piping, modelling, embossing, crimping, Inlay, mixing, painting, assembling components.</p> <p>Materials Royal icing, sugarpaste, marzipan, pastillage, flowerpaste, chocolate, cream, wires, tapes, food colourings, dusts.</p> <p>Prepare eg mix, colour, consistency, equipment to food safety standards.</p> <p>Manipulate eg rolling, embossing, piping patterns, marking, shaping, curling, colouring, painting, assemble components.</p> <p>Traditional tools eg Knives, ruler, piping tubes, scrapers, cutters, moulds, modelling tools.</p> <p>Non traditional tools eg food safe plastic packaging, pasta, kitchen and table ware equipment, embossed surfaces of food safe containers.</p> <p>Experiment Create samples of experimentations to achieve the anticipated or desired result, Record the processes using written and visual records – photographs or simple sketches.</p> <p>Techniques Use techniques equivalent to those specified in level 2 units 203-209.</p> <p>Explore their potential Use sugar mediums to experiment where there is no known outcome.</p>

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 **Display finished samples** in a style suitable for a client.

Range**Evaluate**

Identify strengths and weaknesses of the techniques and sampling undertaken.

Display finished samples

Present samples of experimentations in an organised manner in a folio, sketch book or similar.

UAN:	J/504/5685
Level:	Level 2
Credit value:	6
GLH:	34
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 learner with the practical skills and knowledge needed to work with royal icing. The learner will develop practical skills and use a range of techniques and equipment to design and decorate a cake 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 Describe health and safety regulations relating to decorating a cake with royal icing
1.2 Describe tools, equipment and materials used to decorate a cake with royal icing
1.3 Use tools, equipment and materials safely when decorating a cake 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, scrapers, range of knives, albumens, icing sugar, food colourings, boards, papers, ribbon, fabrics, practice cake blocks. 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: apron, surface protection.

Learning outcome
The learner will: 2. Know the characteristics of materials required to decorate a cake with royal icing
Assessment criteria
The learner can: 2.1 Identify the ingredients required to make royal icing 2.2 Describe the characteristics of the materials used to create a cake decorated with royal icing 2.3 Describe the storage requirements for materials required to decorate a cake with royal icing.

Range
Raw materials Albumens, icing sugar, icing strengtheners, glycerine.
Characteristics Icing consistencies, fruit cake base, marzipan colour, taste.
Materials Royal icings, commercial bases, marzipans and jams
Storage requirements Long term storage of raw ingredients, storage during the making process, storage of the completed royal iced cake

Learning outcome
The learner will: 3. Be able to research contextual influences relating to the design of royal iced cakes
Assessment criteria
The learner can: 3.1 Research designs for royal icing techniques: <ul style="list-style-type: none"> • historical • cultural • contemporary 3.2 Present research in a logical format .

Range
Research From primary and secondary sources, eg current trends, key designer makers (national and international), natural and man made environments, websites, books, journals, exhibitions and shows, museums
Logical format Research presented in an organised manner to present to an individual eg folio, mood board, sketch book, electronic presentation.

Learning outcome

The learner will:

4. Be able to plan, prepare and sample materials for decorating a cake with royal icing

Assessment criteria

The learner can:

- 4.1 Develop a range of **own design ideas**
- 4.2 Select **materials** for decorating a royal iced cake
- 4.3 **Experiment** with **techniques and processes** to make samples for a royal iced cake
- 4.4 **Evaluate** techniques and processes used to make samples
- 4.5 Estimate the time required and cost to make a royal iced cake to a chosen design.

Range**Own design ideas**

Develop original ideas eg roughs, collages, sample design drawings showing colour, lines, textures patterns and form that could influence a final working design.

Materials

eg icing sugar, albumens, glycerine, palette knife, icing ruler, side scraper, piping tubes, food colourings, greaseproof paper.

Experiment

Develop techniques and processes to produce work of an innovative nature.

Techniques and processes

Apply a marzipan coating. Flat coat top, sides and board, piped borders to include shells, bulbs, barrels, basket work, graduated lines and writing styles, textured royal icing and piped patterns.

Evaluate

Strengths and areas for improvement

Keep written and photographic evidence of experimental techniques

Learning outcome

The learner will:

5. Be able to decorate a cake using royal icing techniques

Assessment criteria

The learner can:

- 5.1 Develop a **statement of intent**
- 5.2 **Decorate** a cake with royal icing to a **selected design**
- 5.3 **Finish** a royal iced cake
- 5.4 **Present** a finished royal iced cake following a design specification
- 5.5 Produce a **cost sheet**
- 5.6 Produce a **production timescale**
- 5.7 **Evaluate** a completed royal iced cake.

Range**Statement of intent**

Written description of the suggested design which satisfies client requirements.

Decorate

Use selected royal icing techniques to decorate a cake, recording the process with photographic and/or written evidence of stages

Selected design

A full-size, coloured, labelled line drawing of the selected design. Must show the design influences eg colour, line, texture, shape and form from source material.

Finish

eg Neaten edges, add board edging.

Present

Photograph and display the finished cake. eg on a stand or on a fabric coated board

Cost sheet

Material costs

Production timescale

Time taken to plan, prepare and decorate a cake with royal icing.

Evaluate

Describe strengths, areas for improvement and any adjustments made for the design and process.

Unit 204

Decorate a cake with sugarpaste

UAN:	L/504/5686
Level:	Level 2
Credit value:	6
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 learner with the practical skills and knowledge needed to decorate a curved or angular shaped cake with sugar paste. The learner will develop basic practical skills, using a range of materials, techniques and equipment to design, plan, prepare and decorate a cake with sugarpaste.

Learning outcome
The learner will: 1. Be able to work safely and effectively using tools and equipment and materials
Assessment criteria
The learner can: 1.1 Describe health and safety regulations relating to decorating a cake with sugarpaste 1.2 Describe tools, equipment and materials used to decorate a cake with sugarpaste 1.3 Use tools, equipment and materials safely when decorating a cake with sugarpaste.

Range
Regulations Health and Safety at Work Act, Food Hygiene, Portable Appliance Testing (PAT)
Tools, equipment and materials eg range of knives, rolling pin, sugar shaker, spacers, cake smoother, ruler, cutters, sugarpaste, marzipan, apricot glaze, clear alcohol, food colourings, cake boards, ribbon. 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: apron, masks, surface protection.

Learning outcome

The learner will:

2. Know the characteristics of materials required to decorate a cake with sugarpaste

Assessment criteria

The learner can:

- 2.1 Identify the **commercial materials** required to decorate a cake with sugarpaste
- 2.2 Describe the **characteristics** of commercial materials used to create a cake decorated with sugarpaste
- 2.3 Describe **storage requirements** for materials required to decorate a cake with sugarpaste.

Range**Commercial materials**

eg marzipan, jams, sugarpaste.

Characteristics

Consistencies of pastes, colour, taste, food colours, fluidity.

Storage requirements

Long term storage of materials, storage during the making process, storage of the completed sugarpasted cake.

Learning outcome

The learner will:

3. Be able to research contextual influences relating to the design of a cake decorated with sugarpaste

Assessment criteria

The learner can:

- 3.1 **Research** designs for cakes decorated with sugarpaste:
 - historical
 - cultural
 - contemporary
- 3.2 Present research in a **logical format**.

Range**Research**

From primary and secondary sources, eg current trends, key designer makers (national and international), natural and man made environments, websites, books, journals, exhibitions and shows, museums

Logical format

Research presented in an organised manner to present to an individual eg folio, mood board, sketch book, electronic presentation.

Learning outcome

The learner will:

4. Be able to plan, prepare and sample materials for decorating a cake with sugarpaste

Assessment criteria

The learner can:

- 4.1 Develop a range of **own design ideas**
- 4.2 Select **materials** required for decorating a cake with sugarpaste
- 4.3 **Experiment** with **techniques and processes** to make samples for decorating a cake with sugarpaste
- 4.4 **Evaluate** techniques and processes used to make sugarpaste samples
- 4.5 Estimate the time required and cost to decorate a cake with sugarpaste to a chosen design.

Range**Own design ideas**

Develop original ideas eg roughs, collages, developed design drawings showing colours, lines, textures, patterns, forms that could influence a final working design.

Materials

eg knives, rolling pin, sugar shaker, spacers, cake smoother, ruler, cutters, sugarpaste, marzipan, apricot glaze, clear alcohol, food colourings, cake boards, ribbon.

Experiment

eg Develop templates for cut outs, explore materials to create innovative surface textures on sugarpaste.

Techniques and processes

Apply marzipan coating to cake board, apply sugarpaste coating to cake and board, develop marbled effects, layered cut outs, inlay work, even embossed patterns using traditional and non-traditional equipment, crimped designs.

Evaluate

Record experiments detailing strengths and areas for improvement
Keep written and photographic evidence of experimental techniques.

Learning outcome

The learner will:

5. Be able to decorate a cake with sugarpaste

Assessment criteria

The learner can:

- 5.1 Develop a **statement of intent**
- 5.2 **Decorate** a cake with sugarpaste to a **selected design**
- 5.3 **Finish** a decorated sugarpaste cake
- 5.4 **Present** a finished sugarpasted cake following a design specification
- 5.5 Produce a **cost sheet**
- 5.6 Produce a **production timescale**
- 5.7 **Evaluate** a completed sugarpasted cake.

Range**Statement of intent**

Written description of the suggested design which satisfies client requirements.

Decorate

Use selected sugarpaste techniques to decorate a cake, recording the process with photographic and/or written evidence of stages

Selected design

A coloured, labelled line drawing of the selected design.

Must show the design influences eg colour, line, texture, shape and form from source material.

Finish

eg neaten edges, add board edging

Present

Photograph and display the finished cake, eg on a stand or on a fabric coated board

Cost sheet

Material costs

Production timescale

Time taken to plan, prepare and complete a sugarpasted cake.

Evaluate

Describe strengths, areas for improvement and any adjustments made for the design and process.

Unit 205

Decorate tea fancies

UAN:	R/504/5687
Level:	Level 2
Credit value:	6
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 learner with the practical skills and knowledge needed to make a selection of tea fancies. The learner will develop basic practical skills, using a range of materials, techniques and equipment in the designing, planning, preparation, decoration and presentation of tea fancies.

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 Describe health and safety regulations relating to decorating tea fancies 1.2 Describe health and safety risks relating to working with cream 1.3 Describe tools, equipment and materials used to decorate tea fancies 1.4 Use tools, equipment and materials safely when decorating tea fancies.

Range
Regulations Health and Safety at Work Act, Food Hygiene, Portable Appliance Testing (PAT).
Risks eg temperature control.
Tools, equipment and materials eg Range of knives, side scraper, ruler, rolling pin, sugar shaker, cake boards, electric mixer, sponge bases, creams, poured fondant, ganache, sugarpaste, marzipan, jams, maskings.

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 tea fancies

Assessment criteria

The learner can:

2.1 Identify the **ingredients** required to make **coatings** for tea fancies

2.2 Describe the **characteristics** of coatings required to decorate tea fancies

2.3 Describe the characteristics of **sponge cake bases** required to decorate tea fancies

2.4 Describe storage requirements for materials required to decorate tea fancies.

Range**Ingredients**

eg fats, sugars, flavourings, colourings, chocolate, sugarpaste, cream

Coatings

Creams, commercial or made poured fondants, ganache.

Characteristics

Content of creams, taste, finish, fluidity, temperature.

Sponge cake bases

eg Victoria, Madeira, Genoese

Storage requirements

Storage of raw materials, combined materials and the tea fancies during and after the making process.

Learning outcome
The learner will: 3. Be able to research contextual influences relating to the design of tea fancies
Assessment criteria
The learner can: 3.1 Research designs for tea fancies: <ul style="list-style-type: none"> • historical • cultural • contemporary 3.2 Present research in a logical format .

Range
Research From primary and secondary sources, eg current trends, key designer makers (national and international), natural and man made environments, websites, books, journals, exhibitions and shows, museums
Logical format Research presented in an organised manner to present to an individual eg folio, mood board, sketch book, electronic presentation.

Learning outcome
The learner will: 4. Be able to plan, prepare and sample materials for decorating tea fancies
Assessment criteria
The learner can: 4.1 Develop a range of own design ideas 4.2 Select materials required for decorating tea fancies 4.3 Prepare materials for decorating tea fancies 4.4 Experiment with techniques and processes to sample tea fancy decorations 4.5 Evaluate techniques and processes used to decorate tea fancies 4.6 Estimate the time required and cost to decorate tea fancies to a chosen design.

<p>Range</p> <p>Own design ideas Develop original ideas eg roughs, collages, developed design drawings showing colours, lines, textures, patterns, forms that could influence a final working design.</p> <p>Materials eg sponge cake bases, creams, food colours, coating etc.</p> <p>Prepare eg make and colour creams, poured fondants, ganache.</p> <p>Experiment Develop techniques and processes to produce work of an innovative nature.</p> <p>Techniques and Processes eg use of knives and cutters to cut sponge base, carving, layering and arranging into patterns, coating with creams, fondants and ganache, masking sides, texturing creams, piped cream decorations, edible decorations.</p> <p>Evaluate Record experiments detailing strengths and areas for improvement Keep written and photographic evidence of experimental techniques</p>
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<p>Learning outcome</p> <p>The learner will: 5. Be able to decorate tea fancies</p>
<p>Assessment criteria</p> <p>The learner can: 5.1 Develop a statement of intent 5.2 Decorate tea fancies to a selected design 5.3 Finish tea fancies 5.4 Present finished tea fancies following a design specification 5.5 Produce a cost sheet 5.6 State production timescales 5.7 Evaluate completed tea fancies.</p>

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 coloured, labelled line drawing of the selected design.

Must show the design influences eg colour, line, texture, shape and form from source material.

Finish

eg Transfer to a food safe board, neaten edges.

Present

Photograph and display the tea fancies eg on a stand or board

Cost sheet

Material costs.

Production timescales

Time taken to plan, prepare and complete the decorated tea fancies.

Evaluate

Describe strengths, areas for improvement and any adjustments made for the design and process.

Unit 206

Create a botanical sugar floral study

UAN:	Y/504/5688
Level:	Level 2
Credit value:	6
GLH:	34
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 learner with the practical skills and knowledge needed to make botanically realistic 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 botanical sugar floral study.

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 Describe health and safety regulations related to creating sugar floral components 1.2 Describe tools, equipment and materials used to create sugar floral components 1.3 Use tools, equipment and materials safely to create sugar floral components.

Range
Regulations Health and Safety at Work Act, Food Hygiene, Portable Appliance Testing (PAT)
Tools, equipment and materials eg, cutting tools, flower making tools, wires, tape, dusting brushes, painting brushes, stamens, accessories. Design materials, eg colouring materials, pencils, paper
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 botanical sugar floral study
Assessment criteria
The learner can: 2.1 Identify the ingredients required to make petal pastes 2.2 Describe the characteristics of <ul style="list-style-type: none"> • petal pastes • colourings • edible glues 2.3 Describe storage requirements for <ul style="list-style-type: none"> • petal pastes • colourings • edible glues.

Range
Ingredients eg Icing sugar, gums, etc.
Characteristics 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.
Storage requirements long term storage of raw pastes, storage during the making process, storage of completed flowers and foliage.

Learning outcome
The learner will: 3. Be able to research contextual influences relating to the design of a botanical sugar floral study
Assessment criteria
The learner can: 3.1 Research designs for botanical sugar floral studies: <ul style="list-style-type: none"> • historical • cultural • contemporary 3.2 Present research in a logical format .

Range
<p>Research From primary and secondary sources, eg current trends, key designer makers (national and international), natural and man made environments, websites, books, journals, exhibitions and shows, museums. Ensure sugar and natural flower designs are researched.</p> <p>Logical format Research presented in an organised manner to present to an individual eg folio, mood board, sketch book, electronic presentation.</p>

Learning outcome
<p>The learner will:</p> <p>4. Be able to plan, prepare and sample materials for a botanical sugar floral study</p>
Assessment criteria
<p>The learner can:</p> <p>4.1 Develop a range of own design ideas</p> <p>4.2 Select materials for a sugar floral study</p> <p>4.3 Experiment with materials to make samples of botanical sugar flowers and foliage</p> <p>4.4 Evaluate techniques and processes used to make samples</p> <p>4.5 Estimate the time required and cost to make a botanical sugar floral study to a chosen design.</p>

Range
<p>Own design ideas Develop original ideas eg roughs, collages, developed design drawings showing colours, lines, textures, patterns, forms that could influence a final working design.</p> <p>Materials eg Petal pastes, flower and leaf cutters, veiners, wire gauges, tapes, stamens, food colours, etc.</p> <p>Experiment Develop techniques and processes to produce work of an innovative nature.</p> <p>Botanical sugar flowers and foliage Develop templates, wired flowers and leaves, use cutters and templates, wired buds, tooled petals and leaves, veined petals and leaves, formed petals and leaves, hand made and commercial stamens, calyx, dried components, colouring to replicate natural flower, taped and assembled components.</p> <p>Evaluate Record experiments detailing strengths and areas for improvement eg creating templates from fresh flowers and leaves, dusting schemes, etc. Keep written and photographic evidence of experimental techniques.</p>

Learning outcome

The learner will:

5. Be able to create a botanical sugar floral study

Assessment criteria

The learner can:

- 5.1 Develop a **statement of intent**
- 5.2 **Create** a botanical sugar floral study to a **selected design**
- 5.3 **Finish** a botanical sugar floral study
- 5.4 **Present** a finished botanical sugar floral study following a design specification
- 5.5 Produce a **cost sheet**
- 5.6 Produce **production timescales**
- 5.7 **Evaluate** a completed botanical sugar floral study.

Range**Statement of intent**

Written description of the suggested design which satisfies client requirements.

Create

Use the selected sugar flowers, buds and leaves to make a wired study recording the process with photographic and/or written evidence of stages

Selected design

A coloured, labelled line drawing of the selected design.

Must show the design influences eg. colour, line, texture, shape and form from source material.

Finish

Cut stem wires to even length, neaten stem with tape so that individual wires are not visible, check visual balance, fix securely to chosen display.

Present

Photograph and display the finished study eg on a stand, fabric or sugar coated base board.

Cost sheet

Material costs.

Production timescales

Time taken to plan, prepare and create a botanical sugar floral study.

Evaluate

Describe strengths, areas for improvement and any adjustments made for the design and process.

Unit 207

Create a wired sugar floral spray

UAN:	D/504/5689
Level:	Level 2
Credit value:	6
GLH:	34
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 learner with the practical skills and knowledge needed to make wired sugar flowers and foliage. The learner will develop practical skills using a range of materials, techniques and equipment in the planning, preparation, construction and presentation of a wired sugar floral spray.

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 Describe health and safety **regulations** relating to wired sugar floral sprays
- 1.2 Describe **tools, equipment and materials** used for wired sugar floral sprays
- 1.3 **Use tools, equipment and materials** safely when making wired sugar floral sprays.

Range

Regulations

Health and Safety at Work Act, Food Hygiene, Portable Appliance Testing (PAT).

Tools, equipment and materials

eg cutting tools, flower making tools, wires, dusting brushes, painting brushes, stamens, ribbons, accessories.

Design materials, eg colouring materials, pencils, paper

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 for wired sugar floral sprays
Assessment criteria
The learner can: 2.1 Identify the ingredients required to make petal pastes 2.2 Describe the characteristics of <ul style="list-style-type: none"> • petal pastes • colourings • edible glues 2.3 Describe storage requirements for <ul style="list-style-type: none"> • petal pastes • colourings • edible glues.

Range
Ingredients Icing sugar, gums etc.
Characteristics 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.
Storage requirements Long term storage of raw pastes, storage during the making process, storage of completed flowers and foliage.

Learning outcome
The learner will: 3. Be able to research contextual influences relating to the design of wired floral sprays
Assessment criteria
The learner can: 3.1 Research designs for wired sugar floral sprays: <ul style="list-style-type: none"> • historical • cultural • contemporary 3.2 Present research in a logical format .

Range
Research From primary and secondary sources, eg current trends, key designer makers (national and international), natural and man made environments, websites, books, journals, exhibitions and shows, museums
Logical format Research presented in an organised manner to present to an individual eg folio, mood board, sketch book, electronic presentation.

Learning outcome
The learner will: 4. Be able to plan, prepare and sample materials for a wired sugar floral spray
Assessment criteria
The learner can: 4.1 Develop a range of own design ideas 4.2 Select materials to make sugar flowers and foliage 4.3 Experiment with materials to make samples of wired sugar flower and foliage techniques 4.4 Evaluate techniques and processes used to make samples 4.5 Estimate the time required and cost to make a wired sugar floral spray to a chosen design.

Range
Own design ideas Develop original ideas eg roughs, collages, developed design drawings showing colours, lines, textures, patterns, forms that could influence a final working design.
Materials eg petal pastes, flower and leaf cutters, veiners, wire gauges, stamens, food colours, etc.
Experiment Develop techniques and processes to produce work of an innovative nature using commercial and own made petal paste.
Wired sugar flower and foliage techniques Wired pulled flowers, wired cutter flowers and leaves using cutters and templates, tooled petals and leaves, veined petals and leaves, formed petals and leaves, hand made and commercial stamens, dried components, coloured, taped and assembled components, hand made and commercial accessories.
Evaluate Record experiments detailing strengths and areas for improvement eg creating templates from fresh flowers, dusting schemes, etc. Keep written and photographic evidence of experimental techniques.

Learning outcome

The learner will:

5. Be able to create a wired sugar floral spray

Assessment criteria

The learner can:

- 5.1 Develop a **statement of intent**
- 5.2 **Create** a wired sugar floral spray to a **selected design**
- 5.3 **Finish** a wired sugar floral spray
- 5.4 **Present** a finished wired sugar floral spray following a design specification
- 5.5 Produce a **cost sheet**
- 5.6 Produce a **production timescale**
- 5.7 **Evaluate** a completed wired sugar floral spray.

Range**Statement of intent**

Written description of the suggested design which satisfies client requirements.

Create

Use the selected sugar flowers, leaves and accessories to make a wired spray recording the process with photographic and written evidence of stages.

Selected Design

A coloured, labelled line drawing of the selected design.

Must show the design influences eg. colour, line, texture, shape and form from source material.

Finish

Cut stem wires to even length, neaten stem with tape so that individual wires are not visible, check visual balance, fix securely to chosen display, show method of food safe storage and transportation.

Present

Photograph and display the finished spray eg on a stand, fabric or sugar coated base board.

Cost sheet

Material costs.

Production timescale

Time taken to plan, prepare and create the wired sugar floral spray.

Evaluate

Describe strengths, areas for improvement and any adjustments made for the design and process.

UAN:	R/504/5690
Level:	Level 2
Credit value:	6
GLH:	27
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 make marzipan models. The learner will develop practical skills using a range of materials, techniques and equipment in the planning, preparation, construction and presentation of marzipan models.

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 Describe health and safety regulations relating to marzipan modelling
1.2 Describe tools, equipment and materials used for marzipan modelling
1.3 Use tools, equipment and materials safely when modelling with marzipan.

Range
Regulations Health and Safety at Work Act, Food Hygiene, Portable Appliance Testing (PAT).
Tools, equipment and materials eg, cutting tools, marzipan modelling tools, rolling pin, icing sugar, glazes, paint brushes, cutters Design materials, eg colouring materials, pencils, paper
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 for marzipan modeling

Assessment criteria

The learner can:

- 2.1 Describe the **characteristics** of marzipan
- 2.2 Describe the effects of mixing **edible mediums** with marzipan
- 2.3 Describe **storage requirements** for marzipan products.

Range**Characteristics**

Consistencies, texture, colour.

Edible mediums

eg food colours, gums, fondant.

Storage requirements

Long term storage of marzipan, storage during the making process, storage of completed marzipan models.

Learning outcome

The learner will:

3. Be able to research contextual influences relating to marzipan modeling

Assessment criteria

The learner can:

- 3.1 **Research** designs for marzipan models
 - historical
 - cultural
 - contemporary
- 3.2 Present research in a **logical format**.

Range**Research**

From primary and secondary sources, eg current trends, key designer makers (national and international), natural and man made environments, websites, books, journals, exhibitions and shows, museums

Logical format

Research presented in an organised manner to present to an individual eg folio, mood board, sketch book, electronic presentation.

Learning outcome

The learner will:

4. Be able to plan, prepare and sample materials for marzipan modelling

Assessment criteria

The learner can:

- 4.1 Develop a range of **own design ideas**
- 4.2 Select **materials** to make marzipan models
- 4.3 **Experiment** with materials, **techniques and processes** to make samples of marzipan models
- 4.4 **Evaluate** techniques and processes used to make samples
- 4.5 Estimate the time required and cost to make marzipan models to a chosen design.

Range**Own design ideas**

Develop original ideas eg roughs, collages, developed design drawings showing colours, lines, textures, patterns, forms that could influence a final working design.

Materials

eg marzipan, colourings, icing sugar, polythene bags.

Experiment

Develop techniques and processes to produce work of an innovative nature using commercial marzipan.

Techniques and processes

Shaping, cut out work, assembling, fixing, painting, dusting, colouring, marbling.

Evaluate

Record experiments detailing strengths and areas for improvement
Keep written and photographic evidence of experimental techniques

Learning outcome

The learner will:

5. Be able to create marzipan models

Assessment criteria

The learner can:

- 5.1 Develop a **statement of intent**
- 5.2 **Create** marzipan models to a **selected design**
- 5.3 **Finish** marzipan models
- 5.4 **Present** finished marzipan models following a design specification
- 5.5 Produce a **cost sheet**
- 5.6 Produce a **production timescale**
- 5.7 **Evaluate** completed marzipan models

Range**Statement of intent**

Written description of the suggested design which satisfies client requirements.

Create

Use selected techniques to make marzipan models and recording the process with photographic and written evidence of stages.

Selected Design

A coloured, labelled line drawing of the selected design.

Must show the design influences eg. colour, line, texture, shape and form from source material.

Finish

eg Transfer to a food safe surface, neaten shapes, check visual balance.

Present

Photograph and display the finished display eg on a stand, fabric or food safe surface.

Cost sheet

Material costs.

Production timescale

Time taken to plan, prepare and create marzipan models.

Evaluate

Describe strengths, areas for improvement and any adjustments made for the design and process.

Unit 209

Decorative techniques using chocolate

UAN:	Y/504/5691
Level:	Level 2
Credit value:	6
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 create a chocolate centrepiece and decorated chocolate cake. The learner will develop practical skills and use a range of techniques and equipment to design a chocolate centrepiece and chocolate cake.

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 Describe health and safety regulations relating to working with chocolate covering and couverture 1.2 Describe health and safety risks relating to working with cream 1.3 Describe the tools, equipment and materials used to work with chocolate covering and couverture 1.4 Use tools, equipment and materials safely when working with chocolate covering and couverture.

Range
<p>Regulations Health and Safety at Work Act, Food Hygiene, Portable Appliance Testing (PAT).</p> <p>Risks eg temperature control.</p> <p>Tools, equipment and materials eg clean food safe work surface, knives, cutters, scrapers, moulds, tubes, formers, saucepan, bowls, chocolate coverings, chocolate couverture, glucose, fats, cream, piping bags, acetate, transfers, hob, microwave, refrigerator. Design materials, eg colouring materials, pencils, paper, measuring tool.</p> <p>Use tools, equipment and materials Daily use and maintenance eg care, cleaning and storage, visual checks. Use of PPE: apron, surface protection.</p>

Learning outcome
<p>The learner will:</p> <p>2. Know the characteristics of materials required to work with chocolate covering and couverture</p>
Assessment criteria
<p>The learner can:</p> <p>2.1 Identify the ingredients required to make a modelling chocolate</p> <p>2.2 Describe the characteristics of chocolate covering, couverture and modelling chocolate</p> <p>2.3 Describe the storage requirements for materials required to work with chocolate covering and couverture.</p>

Range
<p>Ingredients eg White, milk, dark chocolate, liquid glucose.</p> <p>Characteristics eg Cocoa butter content, types of fat content, fluidity, taste, elasticity.</p> <p>Chocolate covering Bakers chocolate and readily available chocolate.</p> <p>Storage requirements Storage of ingredients, storage during the making process, storage of the completed items.</p>

Learning outcome
The learner will: 3. Be able to research contextual influences relating to the design of chocolate cakes and centrepieces
Assessment criteria
The learner can: 3.1 Research designs for cakes and centrepieces made with chocolate covering and couverture <ul style="list-style-type: none"> • historical • cultural • contemporary 3.2 Present research in a logical format .

Range
Research From primary and secondary sources, eg current trends, key designer makers (national and international), natural and man made environments, websites, books, journals, exhibitions and shows, museums
Logical format Research presented in an organised manner to present to an individual eg folio, mood board, sketch book, electronic presentation.

Learning outcome
The learner will: 4. Be able to plan, prepare and sample materials for creating chocolate cakes and centrepieces
Assessment criteria
The learner can: 4.1 Develop a range of own design ideas 4.2 Select materials for working with chocolate covering and couverture 4.3 Prepare materials for working with chocolate covering and couverture 4.4 Experiment with techniques and processes to make samples with chocolate covering and couverture 4.5 Evaluate techniques and processes used to make samples 4.6 Estimate the time required and cost to make items with chocolate covering and couverture to a chosen design.

Range**Own design ideas**

Develop original ideas eg roughs, collages, sample design drawings showing colour, lines, textures patterns and form that could influence a final working design.

Materials

eg chocolate plain, milk and white, transfers, modelling chocolate.

Prepare

eg sponge base, chocolate, modelling chocolate, equipment / material for pouring chocolate onto food safe textured surfaces.

Experiment

Develop techniques and processes to produce work of an innovative nature.

Techniques and processes

Pouring, cutting, piping, writing, rolling, manipulating modelling paste, fixing, coating moulds evenly, releasing from moulds, joining chocolate components, assembling sponge bases.

Evaluate

Record experiments detailing strengths and areas for improvement
Keep written and photographic evidence of experimental techniques.

Learning outcome

The learner will:

5. Be able to create a chocolate cake and centerpiece

Assessment criteria

The learner can:

5.1 Develop a **statement of intent**

5.2 **Create** a chocolate cake and centrepiece to a **selected design**

5.3 **Finish** a chocolate cake and centrepiece

5.4 **Present** a finished chocolate cake and centrepiece following a design specification

5.5 Produce a **cost sheet**

5.6 Produce a **production timescale**

5.7 **Evaluate** a completed chocolate cake and centerpiece.

Range**Statement of intent**

Written description of the suggested design which satisfies client requirements.

Create

Use selected chocolate techniques to create a chocolate cake and centrepiece recording the process with photographic and/or written evidence of stages.

Selected design

A coloured, labelled line drawing of the selected design.

Must show the design influences eg colour, line, texture, shape and form from source material.

Finish

eg Neaten edges, check visual balance, fix securely to chosen display

Present

Photograph and display the finished cake eg on a stand or board

Cost sheet

Material costs

Production timescale

Time taken to plan, prepare and create a chocolate cake and centrepiece.

Evaluate

Describe strengths, areas for improvement and any adjustments made for the design and process.

Unit 210

Understand how to work for a client to create a product

UAN:	M/504/5907
Level:	Level 2
Credit value:	2
GLH:	13
Endorsement by a sector or regulatory body:	This unit is endorsed by Improve, the Sector Skills Council for Food and Drink.
Aim:	This unit enables the learner to gain an understanding of the conventions and practices required for conducting a business meeting with a client, developing a brief for and planning the production of a creative product.

Learning outcome
The learner will: 1. Understand conventions and practices for a meeting with a client
Assessment criteria
The learner can: 1.1 Describe key aspects of meeting processes and procedures 1.2 Describe the importance of taking notes and recording outcomes at meetings 1.3 Describe professional practice when dealing with clients.

Range
Key aspects eg the notification of meeting, agenda, location, post meeting procedures.
Recording outcomes Taking notes eg as a reminder, and the formal recording of outcomes and key decisions.
Professional practice Maintaining personal safety, time keeping, appropriate dress, appropriate body language, polite and focused communication, respecting the contributions of others.

Learning outcome
The learner will: 2. Know how to present a viable product to a client
Assessment criteria
The learner can: 2.1 Describe methods of presenting product ideas to a client 2.2 Explain why a product meets the requirements of a particular client 2.3 Describe the requirements for an agreement to proceed with a project.

Range
Presenting eg visuals, sketches, photographs, maquette, scale model, electronic presentation.
Requirements Time, cost, specification, quality.
Agreement to proceed Signed off drawings, dated, payment terms, staged payment, timescales for delivery. Any special conditions eg delivery to a particular venue, installation.

Learning outcome
The learner will: 3. Know how to plan the production of a creative product
Assessment criteria
The learner can: 3.1 Identify stages in an action plan for the production of a product 3.2 Identify considerations for sourcing materials 3.3 Describe the importance of monitoring a project.

Range
Stages in an action plan eg preparing for production, production timescales, evaluating.
Considerations Catalogue specialist suppliers, check delivery times, check current costings, possible alternatives, risks.
Importance of monitoring To ensure that you adhere to timescales and budget, to be able to update the client.

Unit 211

Create a website using web design application templates

UAN:	T/504/5908
Level:	Level 2
Credit value:	2
GLH:	15
Endorsement by a sector or regulatory body:	This unit is endorsed by Improve, the Sector Skills Council for Food and Drink.
Aim:	In this unit the learner will develop the knowledge and skills for creating a website using design application techniques.

Learning outcome
The learner will: 1. Know the features of a website
Assessment criteria
The learner can: 1.1 Identify different styles of multiple page websites used to promote products 1.2 Describe the effectiveness of different features used on websites 1.3 Describe the features for navigating a website 1.4 Describe the effects of image sizes in downloading web pages.

Learning outcome
The learner will: 2. Know the implications for creating a website
Assessment criteria
The learner can: 2.1 Identify guidelines that affect the creation of websites 2.2 Describe how copyright constraints affect the use of information 2.3 Describe ways to make a website accessible to all users.

Range
Guidelines WC3 Worldwide Web Consortium.

Copyright constraints

Having written permission to use text or images generated by others.
Use of copyright to protect intellectual property rights.

Ways to make a website accessible

WC3

Websafe/browser safe colour palette.

Learning outcome

The learner will:

3. Be able to create a multiple page website using web design application templates

Assessment criteria

The learner can:

- 3.1 Plan the **layout** of website content
- 3.2 Input **content** for a website
- 3.3 Use templates, editing and formatting tools to create a website
- 3.4 Check size, alignment and orientation of images
- 3.5 **Proof read** a website to ensure quality
- 3.6 **Publish** a finished website.

Range**Layout**

Page design, how features will be used, navigation.

Content

Images and text.

Proof read

Check: spelling and grammar, accuracy of content, image quality, page layout.

Publish

Upload to a local network or public host.

Unit 212

Product promotion using social media

UAN:	A/504/5909
Level:	Level 2
Credit value:	2
GLH:	16
Endorsement by a sector or regulatory body:	This unit is endorsed by Improve, the Sector Skills Council for Food and Drink.
Aim:	In this unit the learner will learn the knowledge and skills for using social media to promote a product.

Learning outcome
The learner will: 1. Know the benefits and risks of promoting a product through social networks
Assessment criteria
The learner can: 1.1 Describe how social networks are used to promote products 1.2 Describe the benefits of using social networks to promote a product 1.3 Describe the risks of using social networks to promote a product.

Range
Social networks Web based means for users to interact via the internet.
Benefits Speed, accessibility, ease of use.
Risks Threats to privacy, personal safety, trustworthiness.

Learning outcome
The learner will: 2. Know how social network applications are used
Assessment criteria
The learner can: 2.1 Define what is meant by social media 2.2 Identify common social networking sites 2.3 Outline what is meant by an online identity 2.4 Identify ways in which social networks can be accessed 2.5 Describe the concept of social media 'friends' 2.6 Identify guidelines and ethical considerations concerning the use of social networks.

Range
Ethical considerations Moral issues or principles to be considered when using social networks.

Learning outcome
The learner will: 3. Be able to create a social networking profile for a product
Assessment criteria
The learner can: 3.1 Use a social networking application template to create a profile for a product 3.2 Upload digital media content to a social networking site to promote a product 3.3 Add contacts to a social networking profile 3.4 Take precautions to ensure own safety and privacy when working online.

Range
Profile for a product A page on a web based site containing promotional details for a product.
Digital media Digital images, scans of images or drawings.

Learning outcome
The learner will: 4. Be able to use a social network to communicate with others to promote a product
Assessment criteria
The learner can: 4.1 Send messages to others using a social network to promote a product 4.2 Create a group in a social networking site to share product information 4.3 Post comments to a social network to promote a product.

Unit 213

Producing promotional publications

UAN:	M/504/5910
Level:	Level 2
Credit value:	2
GLH:	15
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 produce promotion publications.

Learning outcome
The learner will: 1. Know how designs and page layouts are used for promotional publications
Assessment criteria
The learner can: 1.1 Describe different types of documents used to promote products 1.2 Identify restrictions on the use of promotional materials 1.3 Describe how page design and layout increases the effectiveness of a publication 1.4 Compare different types of paper and inks used for publications.

Range
Restrictions Distribution, placement, language, copyright, size.
Page design and layout Visual appeal, key information easily visible, visuals relevant to the product. Size, colour, position of logo, white space.
Paper and inks Weight and surface finish of papers and card stock, inks: eg gloss medium, satin, colour, permanence of ink CMYK.

Learning outcome
The learner will: 2. Be able to create publications for creative products
Assessment criteria
The learner can: 2.1 Describe how copyright constraints affect the use of information 2.2 Select page design and layout for promotional publications 2.3 Input product information into templates for editing and formatting 2.4 Save electronic files securely for retrieval.

Range
Copyright constraints Having written permission to use text or images generated by others. Use of copyright to protect intellectual property rights.
Product information Self developed text. Image(s) of own product, artwork or craftwork.

Learning outcome
The learner will: 3. Be able to edit and format publications
Assessment criteria
The learner can: 3.1 Edit publications using template editing and formatting tools 3.2 Manipulate images and graphics accurately 3.3 Format page layout for effective presentation 3.4 Proof read documents to ensure a quality output .

Range
Accurately Image and font clarity and sizing.
Effective presentation Visually appealing Formatted to avoid 'widows and orphans' In columns and pages. Economical use of paper and card.
Quality output Accuracy of content, quality of images, positioning on the page within printable boundaries, print quality.

Learning outcome
The learner will: 4. Be able to evaluate publications
Assessment criteria
The learner can: 4.1 Evaluate publications for impact .

Range
Impact Visually appealing, concise information in a readable format.



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

- **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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As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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