

Level 3 Award/Certificate in Sugarcraft (7159-03/13)

October 2017
Version 2.1



Qualification at a glance

Subject area	Sugarcraft
City & Guilds number	7159
Age group approved	16-18, 19+
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 3 Award in Sugarcraft (Royal Icing Techniques)	7159-03	600/7676/8
Level 3 Award in Sugarcraft (Sugarpaste Techniques)	7159-03	600/7678/1
Level 3 Award in Sugarcraft (Floral Botanical Study)	7159-03	600/7679/3
Level 3 Award in Sugarcraft (Wired Floral Double Ended Spray)	7159-03	600/7680/X
Level 3 Award in Sugarcraft (Chocolate Couverture)	7159-03	600/7681/1
Level 3 Award in Sugarcraft (Sampling Sugar Mediums)	7159-03	600/8875/8
Level 3 Certificate in Sugarcraft	7159-13	600/7677/X

Version and date	Change detail	Section
2.0 May 2013	New award added to the structure	Structure
2.1 October 2017	Added TQT and GLH details	Structure
	Deleted QCF	Appendix



Contents

1	Introduction	4
	Structure	5
2	Centre requirements	8
	Approval	8
	Resource requirements	8
	Learner entry requirements	9
3	Delivering the qualification	10
	Initial assessment and induction	10
	Support materials	10
	Recording documents	10
4	Assessment	11
	Assessment of the qualification	11
	Assessment strategy	11
	Recognition of prior learning (RPL)	11
5	Units	12
Unit 301	Researching design ideas and concepts	13
Unit 302	Sampling ideas and techniques in sugar mediums	16
Unit 303	Royal icing techniques	20
Unit 304	Decorate a two tier cake with sugarpaste	25
Unit 305	Create a botanical sugar floral study	30
Unit 306	Create a wired sugar floral double ended spray	35
Unit 307	Creative techniques using chocolate couverture	40
Appendix 1	Sources of general information	45



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 design led cake decoration whilst developing their creative cake decorating skills
What do the qualifications cover?	They allow learners to learn and use sugar as a creative medium to develop and practise the Sugarcraft and cake decoration skills required for Employment or career progression
What opportunities for progression are there?	They allow learners to progress into employment or self employment as a designer maker

Structure

To achieve the **7159-03 Level 3 Award in Sugarcraft**, learners must achieve **9** credits from the mandatory unit in their chosen pathway.

Level 3 Award in Sugarcraft (Sampling Sugar Mediums)

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
H/504/5855	302	Sampling ideas and techniques in sugar mediums	6

Level 3 Award in Sugarcraft (Royal Icing Techniques)

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
M/504/5857	303	Royal icing techniques	9

Level 3 Award in Sugarcraft (Sugarpaste Techniques)

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
T/504/5858	304	Decorate a two tier cake with sugarpaste	9

Level 3 Award in Sugarcraft (Floral Botanical Study)

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
A/504/5859	305	Create a botanical sugar floral study	9

Level 3 Award in Sugarcraft (Wired Floral Double Ended Spray)

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
M/504/5860	306	Create a wired sugar floral double ended spray	9

Level 3 Award in Sugarcraft (Chocolate Couverture)

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
T/504/5861	307	Creative techniques using chocolate couverture	9

To achieve the **Level 3 Certificate in Sugarcraft**, learners must achieve **11** credits from the mandatory units and a minimum of **18** credits from the optional units available.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
K/503/7174	301	Researching design ideas and concepts	5
H/504/5855	302	Sampling ideas and techniques in sugar mediums	6
Optional			
M/504/5857	303	Royal icing techniques	9
T/504/5858	304	Decorate a two tier cake with sugarpaste	9
A/504/5859	305	Create a botanical sugar floral study	9
M/504/5860	306	Create a wired sugar floral double ended spray	9
T/504/5861	307	Creative techniques using chocolate couverture	9

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 3 Award in Sugarcraft (Sugarpaste Techniques)	59	90
Level 3 Certificate in Sugarcraft	186	290



2 Centre requirements

Approval

If your Centre is approved to offer the qualification Level 3 Award/Certificate in Creative Techniques-Sugarcraft (7113-07/17) you can apply for the new Level 3 Award in Sugarcraft (7159-03) and Level 3 Certificate in Sugarcraft (7159-13) 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

City & Guilds cannot accept any registrations for learners under 16 as these qualifications are not approved for under 16s.



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.



5 Units

Availability of units

These units are also available 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
- relationship to NOS, other qualifications and frameworks
- 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.

Unit 301

Researching design ideas and concepts

UAN:	K/503/7174
Level:	Level 3
Credit value:	5
GLH:	32
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 enables a learner to research themes or concepts to inform design ideas focussing on historical, contemporary or cultural influences.

Learning outcome
The learner will: 1. Know how to work safely and effectively when developing design ideas and concepts
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 develop design ideas 2.2 Select tools and equipment to develop 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 research themes or concepts to inform design ideas
Assessment criteria
The learner can: 3.1 Research the contextual influences relating to an in-depth focus on a theme or concept 3.2 Research the work of artisans related to a theme or concept 3.3 Experiment with designs stimulated by research.

Range
Research Use primary and secondary sources
Contextual influences Historical, contemporary, cultural
Theme The subject of the inspiration
Artisans Designer makers, artists or craftsmen
Designs Traditional eg pattern, shape, modelling and similar ideas Innovative eg abstraction, maquettes, modelling and similar ideas.

Learning outcome
The learner will: 4. Evaluate and present design ideas and concepts
Assessment criteria
The learner can: 4.1 Analyse and refine preliminary designs 4.2 Produce records of design work 4.3 Evaluate design work 4.4 Use a method of display to present a body of design work 4.5 Present design work verbally to a target audience .

Range
Refine Develop the preliminary designs
Records Visual records of the selected theme
Evaluate A thorough evaluation of the concept, its potential and all working ideas necessary to stimulate inspiration
Method of display Professional standard, method applicable to the body of work
Target audience eg clients, peer group, arts funding manager or similar.

Unit 302

Sampling ideas and techniques in sugar mediums

UAN:	H/504/5855
Level:	Level 3
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 the learner with the practical skills and knowledge of working with traditional and non traditional tools in sugar mediums. Learners will use a variety of sugar mediums to produce advanced and innovative 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.

Range
Regulations COSHH, Health and Safety at Work Act, Food Hygiene, PAT testing
Tools and equipment eg knives, piping tubes, icing ruler, scrapers, cutters, crimpers, modelling tools, moulds embossers, wires, tapes, thermometers
Risks eg Dusts, temperature control

Ingredients and materials

eg Icing sugar, albumens, albumen strengtheners, glucose, glycerine, almonds, caster sugar, fats, chocolate couverture, food colouring, dusts, wires and tapes

Sugar mediums

Royal icing, sugarpaste, pastillage marzipan, flowerpaste, chocolate couverture

Use tools, equipment and materials

Daily use and maintenance eg care, cleaning and storage, visual checks of electrical equipment

Use of PPE: masks, apron, surface protection.

Learning outcome

The learner will:

2. Be able to research contextual influences relating to sugarcraft

Assessment criteria

The learner can:

2.1 **Research trends** in the use of sugar mediums

- **current**
- **historical**
- **cultural**

2.2 **Analyse** research of contextual influences on sugarcraft designs

2.3 Present research in a **format** suitable for a client.

Range**Research trends**

eg websites, books, journals, exhibitions and shows

Current

eg In vogue mediums, materials, techniques

Historical

eg historic use of mediums, materials and techniques

Cultural

eg the use of mediums, materials and techniques applicable to named cultures

Analyse

Research findings analysed and evaluated to inform development of design ideas, development of styles based on research

Format

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

Learning outcome
The learner will: 3. Be able to explore the potential of sugar mediums
Assessment criteria
The learner can: 3.1 Select materials and ingredients to sample sugarcraft design ideas and techniques 3.2 Prepare materials for sampling sugarcraft design techniques 3.3 Manipulate sugar mediums to create decorative ideas using traditional and non-traditional tools 3.4 Experiment with materials and techniques to explore the potential incorporating <ul style="list-style-type: none"> • colour • line • texture • shape • form.

Range
Prepare eg mix, colour, consistency, equipment to food safety standards
Manipulate eg coating, modelling, texturing, rolling, embossing, piping fine line patterns, run out royal icing, inlays, marking, shaping, curling, colouring, painting, frilling, assemble components
Traditional eg knives, ruler, piping tubes, scrapers, cutters, moulds, modelling tools, transfers, stencils, sugarcraft gun, airbrush
Non-traditional eg food safe plastic packaging, pasta, kitchen and table ware equipment, embossed surfaces of food safe containers, formers, gelatine, waxed papers
Experiment Experiment to create innovative samples that show originality in techniques and processes to achieve an anticipated or desired result. Record the processes using written and visual records – photographs, film or sketches
Techniques Use techniques equivalent to those specified in level 3 units 303-307
Explore the potential Use materials to experiment where there is no known outcome.

Learning outcome

The learner will:

4. Be able to evaluate and present samples of sugarcraft design ideas and techniques

Assessment criteria

The learner can:

- 4.1 **Evaluate** results of sampling and experimentations
- 4.2 **Display finished samples** in a style suitable for a client or public display.

Range**Evaluate**

Review and record the strengths and weaknesses of the techniques and experiments undertaken.

Display finished samples

Present in an organised manner, samples of or photographic evidence of experimentations to present to an individual or for public display eg folio, sketch book, film or similar.

Unit 303

Royal icing techniques

UAN:	M/504/5857
Level:	Level 3
Credit value:	9
GLH:	64
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 design and decorate a product with royal icing with traditional or contemporary techniques. The learner will develop complex practical skills, using a range of techniques and equipment in the designing, planning, preparation and presentation of a decorated royal iced product.

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 with royal icing 1.2 Describe tools, equipment and materials used to decorate a royal iced product 1.3 Use tools, equipment and materials safely to decorate a royal iced product.

Range
<p>Regulations Health and Safety at Work Act, Food Hygiene, PAT testing</p> <p>Tools, equipment and materials Food mixers, piping tubes, range of piping bags, icing ruler, range of knives, scrapers albumens, icing sugar, brushes, food colourings, boards, papers, ribbon, fabrics, dummy cakes, cake boards, icing nails Design materials, eg. Colouring materials, pencils, paper, measuring device</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 decorate with royal icing</p>
Assessment criteria
<p>The learner can:</p> <p>2.1 Compare ingredients required to make royal icing</p> <p>2.2 Describe a range of commercial materials for working with royal icing</p> <p>2.3 Describe characteristics of royal icing for a range of purposes</p> <p>2.4 Describe storage and transportation requirements for decorative royal iced products.</p>

Range
<p>Ingredients eg albumens, icing sugar, icing strengtheners, glycerine food colourings</p> <p>Commercial materials eg practice cake blocks – polystyrene, wooden</p> <p>Characteristics: Icing consistencies, sheen, colour and finish</p> <p>Purposes eg coating, run outs, built up borders</p> <p>Storage and transportation requirements Long term storage of raw ingredients, storage during the making process, storage of the completed royal iced cake. Safe and stable transportation that avoids damage.</p>

Learning outcome
The learner will: 3. Be able to research contextual influences relating to decorative royal icing techniques
Assessment criteria
The learner can: 3.1 Research designs for royal icing techniques <ul style="list-style-type: none"> • historical • cultural • contemporary • traditional 3.2 Analyse research of contextual influences on royal icing design 3.3 Present research in a format suitable for a client.

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
Analyse Research findings analysed and evaluated to inform development of design ideas. Development of styles based on research.
Format Research presented in an organised manner to present to an individual eg design board, mood board, folio, electronic presentation.

Learning outcome
The learner will: 4. Be able to produce a design for a product using decorative royal icing techniques
Assessment criteria
The learner can: 4.1 Develop a range of own design ideas incorporating <ul style="list-style-type: none"> • colour • line • texture • shape • form 4.2 Select materials for use with decorative royal icing techniques 4.3 Experiment with techniques and processes to make innovative samples for decorative royal icing products 4.4 Evaluate techniques and processes used to make samples 4.5 Estimate the time required and cost to decorate a royal iced product.

Range
<p>Own design ideas Develop original ideas eg roughs, collages, templates, sample design drawings</p> <p>Materials eg icing sugar, albumens, palette knife, icing ruler, scraper, piping tubes, food colourings, brushes, greaseproof paper, boards</p> <p>Experiment With royal icing using traditional and non-traditional equipment to create innovative work of an original nature.</p> <p>Techniques and processes Flat coating top and sides showing smooth finish, piped borders to includes built up S scrolls, built up C scrolls, built up bulbs, built up shells, accurate graduated line work, extension work, brush embroidery, tube embroidery, piped flowers, run out work to include full and part collar work, motifs and lettering coated boards, floating boards</p> <p>Evaluate Record the methods used to produce the experimental work detailing strengths and areas for improvement. Keep written and photographic evidence of innovative techniques used.</p>

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

Range
Statement of intent Written description of the suggested design which satisfies client requirements.
Decorate Use selected royal icing techniques to decorate a product, recording the process with photographic and written evidence of the stages.
Selected design A full sized line drawing, coloured and labelled with multiple views Must show the design influence eg colour, line, texture, shape and form
Finish Neaten edges, add board edging.
Present Photograph and display the finished product eg on a stand or on a fabric coated board
Record Photographic, written evidence of stages of making the royal iced decorated cake and care requirements
Cost sheet Material costs.
Production timescale Time taken to plan, construct and complete the royal iced cake.
Evaluate Review strengths, areas for improvement and adjustments made for the design and process.

Unit 304

Decorate a two tier cake with sugarpaste

UAN:	T/504/5858
Level:	Level 3
Credit value:	9
GLH:	59
Endorsement by a sector or regulatory body:	This unit is endorsed by Improve, the Sector Skills Council for Food and Drink.
Aim:	This unit provides the learner with the practical skills and knowledge needed to design and decorate a two-tiered cake with sugarpaste incorporating modelling techniques. The learner will develop complex practical skills, using a range of materials, techniques and equipment in the designing, planning, preparation, decoration and presentation of a two-tiered 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 decorating a two tier cake with sugarpaste 1.2 Describe tools, equipment and materials used to decorate a two tier cake with sugarpaste 1.3 Use tools, equipment and materials safely to decorate a two tier cake with sugarpaste.

Range
<p>Regulations Health and Safety at Work Act, Food Hygiene, PAT testing</p> <p>Tools, equipment and materials eg range of knives, rolling pin, sugar shaker, spacers, cake smoother, ruler, cutters, sugar shaper, cocktail sticks, cake bases, dummy cakes, sugarpaste, marzipan, apricot glaze, clear alcohol, food colourings, gum tragacanth, CMC, flower paste, cake boards, ribbon, dowels, spirit level. 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, mask, surface protection.</p>

Learning outcome
<p>The learner will:</p> <p>2. Know the characteristics of materials required for working with sugarpaste and modelling techniques</p>
Assessment criteria
<p>The learner can:</p> <p>2.1 Identify materials required to make a gumpaste</p> <p>2.2 Describe a range of commercial materials used for working with sugarpaste and modelling techniques</p> <p>2.3 Describe the characteristics of materials used for working with sugarpaste and modelling techniques</p> <p>2.4 Describe storage and transportation requirements for a two tier sugarpasted cake which incorporates modelling techniques.</p>

Range
<p>Materials Sugarpaste, gum tragacanth, Carboxymethyl cellulose (CMC), flowerpaste</p> <p>Commercial materials eg cake bases sugarpastes, gumpastes, marzipans, jams</p> <p>Characteristics Paste consistencies, taste, texture, addition of gum trag, addition of CMC, and combination of sugarpaste and flowerpaste, wet and dry, colour, finish</p> <p>Storage and transportation requirements Long term storage of commercial ingredients, storage during the making process, storage of finished two tier sugarpaste cakes with gumpaste decorations. Safe and stable transportation that avoids damage.</p>

Learning outcome

The learner will:

3. Be able to research contextual influences relating to tiered cakes decorated with sugarpaste incorporating modelling techniques

Assessment criteria

The learner can:

- 3.1 **Research** designs for tiered cakes decorated with sugarpaste incorporating modelling techniques
 - historical
 - cultural
 - contemporary
 - traditional
- 3.2 **Analyse** research of contextual influences on the design of tiered cakes decorated with sugarpaste incorporating modelling techniques
- 3.3 Present research in a **format** suitable for a client.

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

Analyse

Research findings analysed and evaluated to inform development of design ideas, development of styles based on research

Format

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

Learning outcome
The learner will: 4. Be able to produce a design for a two tiered cake decorated with sugarpaste incorporating modelling techniques
Assessment criteria
The learner can: 4.1 Develop a range of own design ideas incorporating: <ul style="list-style-type: none"> • colour • line • texture • shape • form 4.2 Select materials required for a two-tiered cake decorated with sugarpaste incorporating modelling techniques 4.3 Experiment with techniques and processes to make innovative samples for a two-tiered cake decorated with sugarpaste incorporating modelling techniques 4.4 Evaluate techniques and processes used to make sugarpaste and modelling samples 4.5 Estimate the time required and cost to make a two-tiered cake decorated with sugarpaste incorporating modelling techniques.

Range
Own design ideas Develop original ideas eg roughs, collages, templates, sample design drawings
Materials eg cake bases, dummy cakes, sugarpaste, marzipan, jams, clear alcohol, food colourings, gum tragacanth, CMC, flower paste, cake boards, ribbon, dowels
Experiment With sugarpaste using traditional and non-traditional equipment to create work of an original nature
Techniques and processes Develop patterned pastes, frills, drapes, inserted sugar ribbon work, gum paste models, joined cut out off pieces and curved cut outs, sugar gun techniques, piped let down sugarpaste, painting, cakes shapes, dowelling and tiered combinations
Evaluate Record the methods used to produce the experimental work detailing strengths and areas for improvement. Keep written and photographic evidence of innovative techniques used.

Learning outcome
The learner will: 5. Be able to decorate a two tiered cake with sugarpaste incorporating modelling techniques
Assessment criteria
The learner can: 5.1 Develop a statement of intent 5.2 Decorate a two tier cake using sugarpaste incorporating modelling techniques to a selected design 5.3 Finish a decorated two tier cake 5.4 Present a finished two tier cake 5.5 Produce a cost sheet 5.6 Produce production timescales 5.7 Evaluate a completed two tier sugarpaste cake.

Range
Statement of intent Written description of the suggested design which satisfies client requirements
Decorate Use a selection of the techniques sampled to decorate a two tier cake with sugarpaste and modelling techniques, recording the process with photographic and written evidence of the stages.
Selected design A full sized line drawing, coloured and labelled with multiple views. Must show the design influence eg colour, line, texture, shape and form
Finish eg neaten edges, add board edging, use multiple or floating boards, assemble the tiered cake.
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, construct and complete the sugarpasted cake.
Evaluate Review strengths, areas for improvement and adjustments made for the design and process.

Unit 305

Create a botanical sugar floral study

UAN:	A/504/5859
Level:	Level 3
Credit value:	9
GLH:	62
Endorsement by a sector or regulatory body:	This unit is endorsed by Improve, the Sector Skills Council for Food and Drink.
Aim:	This unit provides the learner with the practical skills and knowledge needed to make botanically realistic 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 sugar floral botanical study displayed in a related habitat.

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 the making of botanical sugar floral studies 1.2 Describe tools, equipment and materials used to make botanical sugar floral studies 1.3 Use tools, equipment and materials safely to make botanical sugar floral studies.

Range
<p>Regulations Health and Safety at Work Act, Food Hygiene, PAT testing</p> <p>Tools, equipment and materials eg food mixers, petal pastes, edible glues, edible glazes, airbrushing equipment cutting tools, flower making tools, wires, mould making materials, dusting brushes, painting brushes, stamens, ribbons, accessories Design materials eg, colouring materials, pencils, paper</p> <p>Use tools, equipment and materials Daily use and maintenance eg, care, cleaning and storage, visual checks Use of PPE: masks, apron, surface protection.</p>

Learning outcome
<p>The learner will:</p> <p>2. Know the characteristics of materials required to make a botanical sugar floral study</p>
Assessment criteria
<p>The learner can:</p> <p>2.1 Identify the ingredients required to make petal paste</p> <p>2.2 Describe a range of commercial materials for working with sugar flower and foliage making techniques</p> <p>2.3 Describe the characteristics of materials for sugar flower and foliage making techniques</p> <p>2.4 Describe storage and transportation requirements for sugar floral components and materials.</p>

Range
<p>Ingredients eg icing sugar, gums</p> <p>Commercial materials eg petal pastes, food colours, gums, edible glues, mould making materials, paste and liquid food colours, dust colours, edible glues and glazes, vegetable fats</p> <p>Characteristics eg consistencies, colour, texture, drying time for materials</p> <p>Storage and transportation requirements Long term storage of raw pastes, storage during the making process, storage of completed flowers and foliage. Safe and stable transportation that avoids damage.</p>

Learning outcome
The learner will: 3. Be able to research contextual influences relating to the design of botanical sugar floral studies
Assessment criteria
The learner can: 3.1 Research designs for botanical sugar floral studies <ul style="list-style-type: none"> • contemporary • traditional • geographical • habitat 3.2 Analyse research of contextual influences on botanical sugar floral study designs 3.3 Present research in a format suitable for a client.

Range
Research From primary and secondary sources, eg current trends, national and international key designer makers of sugar and natural floral designs, flowering plants, flowering plant habitats in the natural and man made environment, websites, books, journals, exhibitions and shows, museums
Analyse Research findings analysed and evaluated to inform development of design ideas, development of styles based on research
Format Research presented in an organised manner to present to an individual eg design board, mood board, folio, electronic presentation.

Learning outcome
The learner will: 4. Be able to produce a design for a botanical sugar floral study
Assessment criteria
The learner can: 4.1 Develop a range of own design ideas incorporating: <ul style="list-style-type: none"> • colour • line • texture • shape • form 4.2 Select materials for a botanical sugar floral study 4.3 Experiment with techniques and processes to make innovative botanical sugar floral samples 4.4 Evaluate techniques and processes used to make samples 4.5 Estimate the time required and cost to make a botanical sugar floral study.

<p>Range</p> <p>Own design ideas Develop original ideas eg roughs, collages, templates, sample design drawings that could influence designs for sugar floral work</p> <p>Materials eg Petal pastes, flower and leaf cutters, fresh flowers for template development, own made and commercial veiners, wire gauges, hand made stamens, food colours, glazes, glues</p> <p>Experiment Experiment with sugar floral techniques using traditional and non-traditional equipment to create work of an original nature</p> <p>Techniques and processes Develop templates, wired flowers and leaves, use commercial cutters and designed templates, tooled petals and leaves, veined petals and leaves using own made and commercial veiners, formed petals and leaves, use of fine wire gauges to support small component parts or small scaled flowers, hand made stamens, calyx, dried components, colouring methods, colourings and glazes to replicate natural flowers and leaves, taping to replicate stem and bark components, assembled components.</p> <p>Evaluate Record the methods used to produce the experimental work detailing strengths and areas for improvement. Keep written and photographic evidence of innovative techniques used.</p>
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<p>Learning outcome</p> <p>The learner will:</p> <p>5. Be able to create a botanical sugar floral study</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>5.1 Develop a statement of intent</p> <p>5.2 Create a botanical sugar floral study to a selected design</p> <p>5.3 Finish a botanical sugar floral study</p> <p>5.4 Present a finished botanical sugar floral study following a design specification</p> <p>5.5 Produce a cost sheet</p> <p>5.6 Produce production timescales</p> <p>5.7 Evaluate a completed botanical sugar floral study.</p>

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 sugar floral study, recording the process with photographic and written evidence of the stages.

Selected design

A coloured, labelled line drawing of the selected design showing multiple views. Must show the design influences eg colour, line, texture, shape and form

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 study eg on a stand, fabric or sugar coated base board

Cost sheet

Material costs.

Production timescale

Time taken to plan, construct and complete the sugar floral botanical study.

Evaluate

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

Unit 306

Create a wired sugar floral double ended spray

UAN:	M/504/5860
Level:	Level 3
Credit value:	9
GLH:	64
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 decorated royal iced cake with traditional or contemporary techniques. The learner will develop complex practical skills, using a range of materials, techniques and equipment in the designing, planning, preparation, decoration and presentation of a royal iced cake with traditional or contemporary techniques.

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 the making of wired sugar floral sprays 1.2 Describe tools, equipment and materials used to make wired sugar floral sprays 1.3 Use tools, equipment and materials safely to make wired sugar floral sprays.

Range
<p>Regulations Health and Safety at Work Act, Food Hygiene, PAT testing</p> <p>Tools, equipment and materials eg food mixers, airbrushing equipment cutting tools, flower making tools, wires, dusting brushes, painting brushes, stamens, ribbons, accessories Design materials eg, colouring materials, pencils, paper</p> <p>Use tools, equipment and materials Daily use and maintenance eg, care, cleaning and storage, visual checks Use of PPE: masks, apron, surface protection.</p>

Learning outcome
<p>The learner will:</p> <p>2. Know the characteristics of materials required to make a wired sugar floral double ended spray</p>
Assessment criteria
<p>The learner can:</p> <p>2.1 Identify ingredients required to make petal paste</p> <p>2.2 Describe a range of commercial materials for working with sugar flower and foliage making techniques</p> <p>2.3 Describe characteristics of materials for sugar flower and foliage making techniques</p> <p>2.4 Describe storage and transportation requirements for wired sugar floral components and materials.</p>

Range
<p>Ingredients eg Icing sugar, gums</p> <p>Commercial materials eg petal pastes, food colours, gums, edible glues</p> <p>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, vegetable fats</p> <p>Storage and transportation requirements Long term storage of raw pastes, storage during the making process, storage of completed flowers and foliage. Safe and stable transportation that avoids damage.</p>

Learning outcome
The learner will: 3. Be able to research contextual influences relating to the design of a wired sugar floral double ended spray
Assessment criteria
The learner can: 3.1 Research designs for sugar floral sprays <ul style="list-style-type: none"> • historical • cultural • contemporary • traditional 3.2 Analyse research of contextual influences on sugar floral sprays 3.3 Present research in a format suitable for a client.

Range
Research From primary and secondary sources, eg current trends, national and international key designer makers of sugar and natural floral designs, the natural and man made environment, websites, books, journals, exhibitions and shows, museums
Analyse Research findings analysed and evaluated to inform development of design ideas. Development of styles based on research.
Format Research presented in an organised manner to present to an individual eg design board, mood board, folio, electronic presentation.

Learning outcome
The learner will: 4. Be able to produce a design for a wired sugar floral double ended spray
Assessment criteria
The learner can: 4.1 Develop a range of own design ideas incorporating: <ul style="list-style-type: none"> • colour • line • texture • shape • form 4.2 Select materials to make sugar floral sprays 4.3 Experiment with techniques and processes to make innovative sugar floral samples 4.4 Evaluate techniques and processes used to make samples 4.5 Estimate the time required and cost to make sugar floral sprays.

<p>Range</p> <p>Own design ideas Develop original ideas eg roughs, collages, templates, sample design drawings that could influence designs for sugar floral work</p> <p>Materials eg petal pastes, flower and leaf cutters, fresh flowers for template development, own made and commercial veiners, wire gauges, stamens, food colours</p> <p>Experiment Experiment with sugar floral techniques using traditional and non-traditional equipment to create work of an original nature.</p> <p>Sugar floral samples Wired pulled flowers, wired cutter flowers and leaves using commercial cutters and designed templates, tooled petals and leaves to create frills and/or ruffles, veined petals and leaves to create realistic surfaces, formed petals and leaves to create shape and movement, calyx, buds, use of fine wire gauges to support small component parts or small scaled flowers, hand made and commercial stamens, dried component parts, coloured, glazes to replicate natural flowers and buds, taped and assembled components, fine gauge wiring, taping and assembly techniques, traditional and contemporary wiring styles for sprays, hand made accessories</p> <p>Evaluate Record the methods used to produce the experimental work detailing strengths and areas for improvement. Keep written and photographic evidence of innovative techniques used.</p>

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

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 the stages.

Selected design

A coloured, labelled line drawing of the selected design showing multiple views.

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 a completed spray eg on a stand, fabric or sugar coated base board

Cost sheet

Material costs.

Production timescale

Time taken to plan, construct and complete a sugar floral spray.

Evaluate

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

Unit 307

Creative techniques using chocolate couverture

UAN:	T/504/5861
Level:	Level 3
Credit value:	9
GLH:	61
Endorsement by a sector or regulatory body:	This unit is endorsed by Improve, the Sector Skills Council for Food and Drink.
Aim:	This unit provides the learner with the practical skills and knowledge needed to design a couverture chocolate centrepiece and a selection of chocolates incorporating modelling techniques. The learner will develop complex practical skills, using a range of materials, techniques and equipment in the designing, planning, preparation, decoration and presentation of a couverture chocolate centrepiece and a selection of chocolates.

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

Range
Regulations Health and Safety at Work Act, Food Hygiene, PAT testing
Risks eg temperature control
Tools, equipment and materials eg clean food safe work surface, knives, cutters, scrapers, moulds, tubes, formers, saucepan, bowls, dipping forks, chocolate couverture, cocoa butter, glucose, fats, cream, nuts, fruits, oils, essence, alcohol, pastes, chocolate colouring, piping bags, acetate, transfers, hob, microwave, refrigerator, thermometer, paint brush, air brush, spray gun. 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, mask, surface protection.

Learning outcome
The learner will: 2. Know the characteristics of materials required for working with chocolate couverture
Assessment criteria
The learner can: 2.1 Describe a range of commercial materials used to make a centrepiece and filled chocolates with couverture 2.2 Describe characteristics of materials for working with chocolate couverture and fillings 2.3 Describe storage and transportation requirements for materials required to make a centrepiece and filled chocolates with couverture.

Range
<p>Commercial Materials Chocolate couverture white, milk, dark, block, drops, cocoa butter, pastes, creams, oils, essences, alcohol, glucose, fruits, transfers, chocolate colouring, moulds and cutters</p> <p>Characteristics eg cocoa butter content, types of fat/oils, fluidity, taste, texture</p> <p>Storage and transportation requirements Storage of ingredients, storage during the making process, storage of the completed chocolate centrepiece and filled chocolates. Safe and stable transportation that avoids damage.</p>

Learning outcome
<p>The learner will:</p> <p>3. Be able to research contextual influences relating to the design of chocolate centrepieces and filled chocolates</p>
Assessment criteria
<p>The learner can:</p> <p>3.1 Research designs for chocolate centrepieces and filled chocolates</p> <ul style="list-style-type: none"> • historical • cultural • contemporary • traditional <p>3.2 Analyse research of contextual influences on the design of chocolate centrepieces and filled chocolates</p> <p>3.3 Present research in a format suitable for a client.</p>

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</p> <p>Analyse Research findings analysed and evaluated to inform development of design ideas. Development of styles based on research.</p> <p>Format Research presented in an organised manner to present to an individual eg design board, mood board, folio, electronic presentation.</p>

Learning outcome
The learner will: 4. Be able to produce a design for a chocolate centrepiece and filled chocolates
Assessment criteria
The learner can: 4.1 Develop a range of own design ideas incorporating: <ul style="list-style-type: none"> • colour • line • texture • shape • form 4.2 Select materials required for a chocolate centrepiece and filled chocolates 4.3 Experiment with techniques and processes to make innovative samples for a chocolate centrepiece and filled chocolates 4.4 Evaluate techniques and processes used to make a chocolate centrepiece and filled chocolates 4.5 Estimate the time required and cost to make a chocolate centrepiece and filled chocolates.

Range
Own design ideas Develop original ideas eg roughs, collages, templates, sample design drawings
Materials eg chocolate couverture (plain, milk and white), transfers, modelling chocolate, chocolate fillings, cocoa butter, chocolate colourings, oils, dusts and flavourings and creams
Experiment Experiment with white, milk and dark couverture chocolate using traditional and non-traditional equipment to create work of an original nature.
Techniques and processes Pouring, cutting, piping, writing rolling, texturing, manipulating, fixing, painting moulds, releasing from moulds, assembling moulded pieces, cocoa painting, spraying, creating fillings
Evaluate Review strengths, areas for improvement and adjustments made for the design and process.

Learning outcome

The learner will:

5. Be able to work creatively with chocolate couverture

Assessment criteria

The learner can:

- 5.1 Develop a **statement of intent**
- 5.2 **Create** a chocolate centrepiece and filled chocolates to a **selected design**
- 5.3 **Finish** a chocolate centrepiece and filled chocolates
- 5.4 **Present** a finished display of a chocolate centrepiece and filled chocolates
- 5.5 Produce a **cost sheet**
- 5.6 Produce **production timescales**
- 5.7 **Evaluate** completed chocolate centrepiece and filled chocolates.

Range

Statement of intent

Written description of the suggested design which satisfies client requirements

Create

Use a selection of the techniques sampled to create a chocolate centrepiece and filled chocolates recording the process with photographic and written evidence of the stages

Selected design

A full sized line drawing, coloured and labelled with multiple views
Must show the design influence eg colour, line, texture, shape and form

Finish

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

Present

Photograph and display the finished chocolate centrepiece and filled chocolates on a food safe surface

Cost sheet

Material costs.

Production timescales

Time taken to plan, construct and complete the chocolate centrepiece and filled chocolates.

Evaluate

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



Appendix 1 Sources of general information

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

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

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

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

- 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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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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