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LEVEL 3 CERTIFICATE

IN

CAKE DECORATION

Customer Service Statement

ABC Awards strives to provide a prompt, high quality service to enable its centres, in turn, to meet the needs of its customers. A full copy of ABC Awards' Customer Service policy can be seen on the web site. Any comments or suggestions are welcome.

Enquiries

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Contents

Background

Page No:

About ABC Awards, its Portfolio and Qualifications	1
Centre Recognition and Qualification Approval	2
Health and Safety	2
Staffing	2
Evaluation and Review	3
Internal Moderation	3
External Moderation	3
Accreditation of Prior Learning	4
Unit Design	4
Diversity	4

ABC Level 3 Certificate in Cake Decoration

Introduction	5
Aims	5
Target Group	5
Entry Requirements	6
Progression Opportunities	6
Qualification Structure	6
Qualification Delivery	7
Resources	7
Assessment	7
Certification	8
Qualification Content	10

Appendices

1 Learner Portfolio Checklist/Declaration of Authenticity	22/25
2 Assessment Documentation	26
3 Wider Curriculum Signposting	49
4 Equipment Requirements	50
5 Glossary of Terms Specific to Cake Decoration	51
6 ABC Glossary and Acronyms	53

Background

ABC Awards, its Portfolio and Qualifications

ABC Awards (ABC) is recognised by the Qualifications and Curriculum Authority (QCA) to offer qualifications throughout the United Kingdom. QCA is the regulatory body for public examinations and publicly funded qualifications and also has the authority to monitor awarding bodies through quality audits. ABC Awards has offices in Chorley, Nottingham and Taunton. ABC Awards' current portfolio contains qualifications accredited onto the National Qualifications Framework (NQF) ranging from Entry Level to Level 6. NQF qualifications are eligible for funding under the Learning and Skills Act 2000. More information on funding can be obtained from the Learning and Skills Council (LSC) – **www.lsc.gov.uk**

ABC Awards specialises in developing Vocationally Related Qualifications (VRQs). These are designed to underpin much of the knowledge for the National Occupational Standards (NOS) and assist in the development of practical skills. In turn, NOS form the basis of National Vocational Qualifications (NVQs). Therefore, although VRQs have links with NVQs, they are not designed to deliver occupational competence and as such do not require delivery and assessment in the workplace. All ABC VRQs are mapped to the NOS for purposes of future accreditation of prior learning (APL) should learners opt to achieve the NVQ at a later date.

ABC Awards has also developed a small number of NVQs and general qualifications for the NQF, details of which can be found on ABC Awards' web site. In addition, ABC Awards offers an accreditation service for Customised Provision, which can usually be funded through "other provision" via the LSC. All Customised Provision courses are quality assured to meet the specified standards through the moderation, reporting and review processes which apply to ABC Awards' entire portfolio of qualifications. Further details can be found on the ABC Awards' web site.

Centres offering ABC qualifications may be colleges, private training providers, community groups, adult education centres, schools, prisons and businesses.

ABC Awards works closely with the relevant Sector Skills Council (SSC) when developing a qualification for the NQF. A network of SSCs exists to lead the skills and productivity drive in industry recognised by employers. They bring together employers, trade unions and professional bodies working with the government to develop the skills that UK business needs. The Sector Skills Development Agency (SSDA) has been established to underpin the SSC network and promote effective working between sectors – **www.ssda.org.uk**

ABC Awards has the support of Improve, the Sector Skills Council for Food and Drink Manufacturing and Processing, for these particular qualifications – **www.improveltd.co.uk**

ABC VRQs are signposted for Key Skills or Basic Skills wherever possible. It is recognised that they are transferable skills that play an important role in developing personal effectiveness in adult and working life. Signposting illustrates which Key Skills/Basic Skills may be realistically achieved through completion of this qualification. ABC Awards offers Basic Skills as part of its portfolio, but not Key Skills. Learners may apply to other Key Skills awarding bodies for certification once they have achieved and been assessed in the relevant units.

ABC VRQs also provide opportunities for developing an understanding of the wider curriculum (spiritual, moral, ethical, social and cultural issues and an awareness of environmental issues, health and safety considerations and European developments). Each component of the wider curriculum is signposted as appropriate.

Finally, ABC qualifications are generally available throughout the UK, unless otherwise stated. Please note however that different regulations exist in Scotland. ABC Awards provides all printed materials in English, however can provide materials in Welsh and/or Irish (Gaeilge) where requested and where appropriate.

Further information, policies, procedures and forms can be obtained from **www.abcawards.co.uk**

Centre Recognition and Qualification Approval

The policies and quality systems of a centre must be approved as a guarantee that learners will receive their entitlement to fair and equal treatment and have access to a high standard of tuition, resources and fair assessment opportunities. Centres must complete the appropriate application form when requesting to deliver an ABC qualification.

If a centre is approved to run qualifications by another awarding body within a sector in which an ABC qualification/unit sits it will be given approval to deliver that qualification subject to a check on any specific resources, human or physical that may be a requirement of that qualification and/or its assessment. Additional approval may be required. A fee may be charged for the external moderation or verification of these additional requirements.

The submission of any qualification approval documentation will be checked by a subject specialist by means of a visit to the centre or through postal moderation.

Centres should apply for approval prior to enrolling learners in order to guarantee the appropriate resources are in place to allow learners the maximum chance of success.

Health and Safety

Centres are required to ensure that health and safety regulations are adhered to at all times with regard to the health and well being of all staff and learners. Centres will be expected to demonstrate ongoing compliance particularly in relation to specific qualification requirements.

Staffing

It is expected that all staff involved with the delivery of the course will be appropriately qualified to assess learners against the standards. Generally teaching staff should be qualified and / or vocationally experienced to at least the level above that which they are teaching. ABC Awards' quality assurance procedures will monitor the way in which the centre's resources support learners' achievement.

Evaluation and Review

There should be ongoing evaluation by the staff and learners and this should take place in the following ways:

- Learner self-evaluation
- Regular review of learning outcomes against agreed criteria
- Validation by suitably qualified and experienced internal assessor and internal moderator

Internal Moderation

ABC Awards requires centres to implement a programme of internal moderation to ensure that:

- Learners gain access to fair and reliable assessment opportunities
- Everyone assesses to the same standards
- Assessment decisions of assessors are sampled and monitored to ensure consistency
- Assessors are supported with advice and guidance
- All work carried out is within agreed systems and procedures

Internal Moderators must not, under any circumstances, check their own assessment decisions.

Further guidance on Internal Moderation can be seen on the web site.

External Moderation

ABC Awards will appoint, train and allocate External Moderators to:

- Visit each centre on ABC Awards' behalf, usually once per academic year
- Monitor and sample learners' work to ensure that assessment decisions are fair, reliable, valid and consistent with required standards
- Liaise between centres and ABC Awards to establish standardisation
- Establish goodwill and assist with any problems arising from the delivery of an ABC qualification

Further guidance on External Moderation can be seen on the web site.

Accreditation of Prior Learning (APL)

ABC Awards encourages its centres to recognise the previous achievements of learners through APL. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Once the assessor is satisfied that the evidence is authentic and current, s/he should assess the evidence against the requirements of the ABC unit(s) in the normal manner. Any queries should be referred to the Internal Moderator.

Unit Design

Each unit contains:

Learning Outcomes: set out what a learner is expected to know, understand or be able to do as a result of the process of learning.

Assessment Criteria: specify the standard a learner is expected to meet to demonstrate that a learning outcome or set of learning outcomes has been achieved. **They do not dictate the method of assessment**

Supporting Information:

Links to National Occupational Standards

Signposting to Basic/Key Skills

Indicative Content - the key details to be covered in the unit

Teaching Strategies and Learning Activities - outline the ways in which this unit might be delivered or how learners would be supported to achieve the unit.

Methods of Assessment – states how the unit will be assessed e.g. portfolio work and describes how this will be evidenced.

Diversity

ABC Awards will endeavour to ensure that through its policies, procedures and actions all learners entered for assessment are treated fairly and on an equal basis. All centres will be expected to have a clear commitment in support of this objective.

Access to ABC qualifications is open to all learners irrespective of gender, ethnic origin, creed, employment status, nationality, sexual orientation, marital status or special assessment arrangements. Centres must ensure that no learner is subjected to unfair discrimination on any of these grounds in relation to access to assessment and to the fairness of the assessment.

A copy of ABC Awards' full policy can be seen on the web site.

Level 3 Certificate in Cake Decoration

QCA Accreditation No:	500/4714/0
Accreditation Start Date:	01 September 2008
Accreditation End Date:	30 September 2010
Certification End Date:	30 September 2013

Introduction

ABC Awards offers Cake Decoration at Levels 1, 2 and 3. Levels 1, 2 and 3 are internally assessed and externally moderated. The awards have been devised to stand on their own or as additions to a general baking course. Information for Levels 1 and 2 is contained in a separate specification.

Aims

Learners will enhance skills suitable for industry as cake decorator and finisher developed from Level 2.

The aims and objectives of the course are:

- (a) To develop a greater knowledge of the more complex specialist skills required
- (b) To further develop existing skills to create specialist cakes
- (c) To provide further practical experience in handling specialist tools and equipment
- (d) To give a greater understanding of the commodities used
- (e) To understand and develop design and presentation skills
- (f) To understand personal responsibilities of current health and safety legislation
- (g) To prepare learners for employment in this area of work

Target Group

These qualifications have been designed for people in the catering industry, and those learners who intend to work in the catering industry, who are interested in developing skills in cake decorating and sugarcraft through vocational study. The qualifications are appropriate as a basis for self-employment and for full-time or part-time catering or for bakery learners to enhance their vocational skills.

Entry Requirements

Each centre is required to notify the awarding body of its policies on access and equality of opportunity. Within the parameters of these policies, a centre is expected to recruit with integrity on the basis of a learner's ability to contribute to and successfully complete the qualification.

Learners entering the Level 3 course will be expected to have successfully completed the ABC Level 2 Certificate in Cake Decoration or have reached an equivalent standard.

Progression Opportunities

This qualification will provide some of the underpinning knowledge and practical experience to assist learners wishing to gain VRQs or NVQs in other catering areas. Completion of the scheme will also provide a firm basis for a career in catering and should also lead to improved employment prospects in the catering profession.

Centres must implement a guidance procedure and an equal opportunities policy. Centres must be satisfied that all learners accepted will be capable of achieving the outcomes of the course at the stated level.

Qualification Structure

The ABC Level 3 Certificate in Cake Decoration is made up of the following units:

Unit 1	Advanced Techniques of Royal Icing for Cake Decoration (R/501/8165)*
Unit 2	Advanced Techniques in Sugar Paste Cake Decoration (H/501/8168)*
Unit 3	Advanced Techniques for Modelling for Cake Decoration (D/501/8170)*
Unit 4	Design and Produce a Wedding Cake to Incorporate Pastillage Techniques (H/501/8171)*

* Numbers in brackets indicate QCA Unit numbers.

The qualification has been allocated a minimum of 225 guided learning hours for completion.

The LSC definition of 'guided learning hours' is "all times when a member of staff is present to give specific guidance towards the learning aim being studied on a programme. This includes lectures, tutorials, and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in the day-to-day marking of assignments or homework where the learner is not present. It does not include hours where supervision or assistance is of a general nature and is not specific to the study of the learners"

Centres should bear this in mind when planning qualification delivery.

Qualification Delivery

Centres are encouraged to choose the most suitable curriculum model for their learners. Whilst the sequential delivery of topics is a possibility and may provide the most straightforward way of determining completion of individual topics, it is inevitable that some degree of integration of topics will occur.

Throughout the course a simulated working atmosphere/environment should be adopted. In addition, learners should be provided with real work experiences wherever possible and visits to places of interest and co-operation with local bakery and/or catering establishments are strongly recommended.

The unit structure of the practical part of the scheme will enable learners to achieve accreditation for units successfully completed, if for some reason they are unable, or do not wish to achieve a full certificate. It should be noted that the units are not expected to occupy equal amounts of time. It is hoped that opportunities provided by the syllabus will be fully used to introduce related and general/key skills studies.

Centres must ensure that adequate arrangements are in place for supporting learners. This could be either through separate tutorial/assessment sessions or through the use of time within structured study sessions.

Centres are recommended to provide information and guidance to their learners on the availability and type of employment the programme may lead to and on the progression routes available for further education and training in the bakery and catering field.

Resources

A list of essential and recommended equipment is provided in Appendix 4.

Assessment

The Level 3 Certificate in Cake Decoration is internally assessed and internally and externally moderated.

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes for the four units. Evidence is not prescribed but may include any or all of the following*:

- Product evidence
- Observation reports
- Oral/Written questions and answers
- Reports/Notes
- Worksheets/Workbooks
- Witness Statements
- Taped evidence (Video or Audio)
- Photographic evidence
- Case studies/Assignments
- Other suitable supplementary evidence
- Simulation (if stated as being acceptable)

- Role Play
- Interview/Discussion

*The most appropriate evidence for the qualification should be used.

Portfolios do not need to be very large and must contain the learners' own work, not an abundance of tutor handouts. The completed and signed Learner Portfolio Checklist and Declaration of Authenticity should be placed in the portfolio.

Internal Assessment

The ABC Level 3 Cake Decoration qualification is divided into four units. The content of each unit is listed in the programme content. Learners must complete satisfactorily **all** the specified practical work in a unit to achieve a pass for that unit.

Throughout each stage and/or Unit of the course a systematic assessment of learners' practical, design and written work (where applicable) will be conducted by the centre staff according to the criteria set out in Appendix 2, Assessment Documentation.

During the course, each centre will receive a visit by an external moderator for the purpose of standardisation of the practical assessment marks awarded by the centre staff.

Each unit contains assessment guidance specific to the particular unit. However, assessors may use any method that is reliable, valid and fit for purpose. Units should only be signed off once all the requirements of the unit are met.

For more information on assessment and evidence collection, please refer to the web site.

Recording Assessment

A learner portfolio checklist/learner tracking document is available in Appendix 1 – this should be copied for each learner and on which the learner and the assessor will record satisfactory completion of each of the criteria, which may have been produced in a practice kitchen or in a production situation. The standard is judged satisfactory if the products are made to an acceptable commercial standard.

There are also forms for the internal and external moderators to complete where they have sampled learners' work.

Certification

A full certificate in Cake Decoration Level 3 will be awarded to learners who successfully complete the qualification.

All units and the overall qualification are graded as follows:

Internal assessment of practical skills -	Distinction:	80-100%
	Merit:	65-79%
	Pass:	50-64%

Centres will determine the overall grade by totalling the marks for each unit and dividing by the number of units. Centres should then convert the average mark into a grade of Pass, Merit or Distinction as indicated above and transfer the overall grade onto the Form MS1 in addition to the unit grades.

ABC will award a Certificate of Unit Credit on request for individual units, which could later be converted into a full Certificate.

Qualification Content

Level 3 Certificate in Cake Decoration

Unit Title:	Unit 1 Advanced Techniques of Royal Icing for Cake Decoration	
Level:	3	
Credit Value:		
Guided Learning Hours:	112	
Unit Summary	The learner will produce their own designs and produce exhibits using the skills listed below	
Learning Outcomes (Skills, knowledge, understanding) <i>The learner will:</i>	Assessment Criteria (To assess learning outcome) <i>The learner can:</i>	
1. Understand personal responsibilities of current health and safety and hygiene legislation	1.1 Demonstrate personal responsibilities of current health and safety and hygiene legislation	
2. Be able to use equipment and materials required for specific techniques	2.1 Explain the differences and consistencies of royal icing for specific purposes 2.2 Identify the equipment required for specific royal icing techniques 2.3 Select the equipment for specific techniques and use them correctly 2.4 Store equipment correctly	
3. Know how to modify and present designs for a variety of different shaped cakes	3.1 Produce designs and working drawings using technical aids for <ul style="list-style-type: none"> • Double collars • Floating sugar pieces • Side panels • Elevated flanges • A top ornament • Run-out collage work • Use of edible food colouring using airbrushes and painting • Crests or badges 	

	<ul style="list-style-type: none"> • Pressure piping • Lettering and monograms • Oriental stringwork <p>3.2 Produce accurate working drawings using technical aids for cake designs to include</p> <ul style="list-style-type: none"> • Balance and proportion • Colour theory and its application • Evidence of research
4. Know how to modify design styles for different occasions	<p>4.1 Produce a minimum of 3 designs for different occasions using the skills in 3.1</p> <p>4.2 Design an exhibition style cake for a specific occasion incorporating a minimum of 4 skills from those listed in 3.1</p>
5. Be able to use a variety of techniques to decorate celebration cakes	<p>5.1 Decorate celebration cakes using the working drawings, listed in 3.1, 4.1 and 4.2</p> <p>5.2 Store finished products</p>

Links to National Occupational Standards

The ABC Level 3 Certificate in Cake Decoration is mapped to the following national standards:

Improve Food Safety 2006/Craft Bakery 2007/Food and Drink Manufacturing 2000

FS – K1 – Understand the principles of personal hygiene and food safety

FS – S1 – Maintain personal hygiene standards

FS – S2 – Maintain workplace food safety standards

FDM03.3 – Maintain and improve health and safety within the workplace

CB.213K – Understand how to decorate celebration cakes

SC.203K – Principles of sugar solutions

CB.211S – Decorate celebration cakes

SD.109K – Understand how to store goods and material in food manufacture

CB.210S – Mask and cover celebration cakes

CB.212S – Provide accessories and store celebration cakes

Key Skills Mapping

Level 2 Application Of Number – N2.1, N2.2, N2.3

Level 2 Information Technology – IT2.1, IT2.2, IT 2.3

Level 3 Communication – C3.1a, C3.1b, C3.2, C3.3

Level 3 Working with Others – WO3.1, WO3.2, WO3.3

Level 3 Improving Own Learning and Performance – OLP3.1, OLP3.2, OLP3.3

Level 3 Problem Solving – PS3.1, PS3.2, PS3.3

SUPPORTING UNIT INFORMATION

Level 3 Unit 1 Advanced Techniques of Royal Icing for Cake Decoration

INDICATIVE CONTENT

- Personal responsibilities of current health and safety and hygiene legislation
- Differences and consistencies of royal icing for specific purposes i.e. flat and curved run-outs, pressure piping and collage work
- Equipment and their selection for specific Royal Icing techniques
- How to design accurate working drawings, including evidence of research
- Balance and proportion of cake designs
- Techniques of construction and assembly of advanced sugar products
- The application of colour theory
- The use and maintenance of airbrushes and paint brushes
- Types and uses of edible food colouring
- Additives and their uses
- Correct storage of items and finished products including labelling and date coding

TEACHING STRATEGIES AND LEARNING ACTIVITIES

In the delivery of this unit a simulated working atmosphere/environment should be adopted. In addition, learners should be provided with real work experiences wherever possible and visits to places of interest and co-operation with local bakery and/or catering establishments are strongly recommended.

METHODS OF ASSESSMENT

This unit will be internally assessed and internally and externally moderated.

EVIDENCE OF ACHIEVEMENT

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes. Evidence is not prescribed but may include any or all of the following*

- Evidence of practical work
- Observation reports
- Oral/Written questions and answers
- Reports/Notes
- Worksheets/Workbooks
- Witness Statements
- Taped evidence (Video or Audio)
- Photographic evidence
- Case studies/Assignments
- Other suitable supplementary evidence
- Simulation (if stated as being acceptable)
- Role Play
- Interview/Discussion

*The most appropriate evidence for the qualification should be used.

Unit Title:	Unit 2 Advanced Techniques in Sugar Paste Cake Decoration	
Level:	3	
Credit Value:		
Guided Learning Hours:	37	
Unit Summary	The learner will produce their own designs and produce exhibits using the skills listed below	
Learning Outcomes (Skills, knowledge, understanding) <i>The learner will:</i>	Assessment Criteria (To assess learning outcome) <i>The learner can:</i>	
1. Understand personal responsibilities of current health and safety and hygiene legislation	1.1 Demonstrate personal responsibilities of current health and safety and hygiene legislation	
2. Be able to use equipment required for specific techniques	2.1 Select the equipment required for specific sugarpaste techniques 2.2 Store equipment correctly.	
3. Be able to prepare various pastes	3.1 Explain the various types of edible paste available 3.2 Explain their uses and limitations 3.3 Prepare suitable pastes	
4. Know how to colour pastes	4.1 Explain the types, and uses of edible food colouring 4.2 Use a variety of techniques to prepare coloured paste 4.3 Demonstrate the use of edible food colouring using airbrushing and painting techniques	
5. Know how to modify designs for a variety of different shaped cakes and occasions	5.1 Produce designs and working drawings for cake designs using technical aids to include	

	<ul style="list-style-type: none"> • Balance and proportion • Colour theory and its application (including painting) • Evidence of research <p>5.2 Produce draft designs for various different occasions covering all skills</p>
<p>6. Be able to construct and assemble a variety of sugar products to decorate cakes</p>	<p>6.1 Produce extension work using a variety of techniques</p> <p>6.2 Perform the following techniques:</p> <ul style="list-style-type: none"> • Use of lace pieces • Edible ribbon insertion and quilling • Tube and Brush Embroidery • Collage work <p>6.3 Store items and finished products correctly</p>
<p>Links to National Occupational Standards</p> <p>FS – K1 – Understand the principles of personal hygiene and food safety FS – S1 – Maintain personal hygiene standards FS – S2 – Maintain workplace food safety standards FDM03.3 – Maintain and improve health and safety within the workplace CB.213K – Understand how to decorate celebration cakes SC.203K – Principles of sugar solutions CB.211S – Decorate celebration cakes SD.109K – Understand how to store goods and material in food manufacture CB.210S – Mask and cover celebration cakes CB.212S – Provide accessories and store celebration cakes</p> <p>Key Skills Mapping</p> <p>Level 2 Application Of Number – N2.1, N2.2, N2.3 Level 2 Information Technology – IT2.1, IT2.2, IT 2.3 Level 3 Communication – C3.1a, C3.1b, C3.2, C3.3 Level 3 Working with Others – WO3.1, WO3.2, WO3.3 Level 3 Improving Own Learning and Performance – OLP3.1, OLP3.2, OLP3.3 Level 3 Problem Solving – PS3.1, PS3.2, PS3.3</p>	

SUPPORTING UNIT INFORMATION

Level 3 Unit 2 Advanced Techniques in Sugar Paste Cake Decoration

INDICATIVE CONTENT

This unit will introduce learners to the following key information:

- Personal responsibilities of current health and safety and hygiene legislation
- The various types of edible paste available, their uses and limitations
- The use and maintenance of airbrushes and paint brushes
- Types and uses of edible food colouring
- How to design accurate working drawings, including evidence of research
- The different methods of producing extension work
- The application of colour theory
- Techniques of construction and assembly of advanced sugar products
- Correct storage of items and finished products, including labelling and date coding

TEACHING STRATEGIES AND LEARNING ACTIVITIES

In the delivery of this unit a simulated working atmosphere/environment should be adopted. In addition, learners should be provided with real work experiences wherever possible and visits to places of interest and co-operation with local bakery and/or catering establishments are strongly recommended.

METHODS OF ASSESSMENT

This unit will be internally assessed and internally and externally moderated.

EVIDENCE OF ACHIEVEMENT

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes. Evidence is not prescribed but may include any or all of the following*

- Evidence of practical work
- Observation reports
- Oral/Written questions and answers
- Reports/Notes
- Worksheets/Workbooks
- Witness Statements
- Taped evidence (Video or Audio)
- Photographic evidence
- Case studies/Assignments
- Other suitable supplementary evidence
- Simulation (if stated as being acceptable)
- Role Play
- Interview/Discussion

*The most appropriate evidence for the qualification should be used.

Unit Title:	Unit 3 Advanced Techniques for Modelling for Cake Decoration	
Level:	3	
Credit Value:		
Guided Learning Hours:	36	
Unit Summary	The learner will produce animals and figures to the correct size and proportion for the design	
Learning Outcomes (Skills, knowledge, understanding) <i>The learner will:</i>	Assessment Criteria (To assess learning outcome) <i>The learner can:</i>	
1. Understand personal responsibilities of current health and safety and hygiene legislation	1.1 Demonstrate personal responsibilities of current health and safety and hygiene legislation	
2. Be able to use equipment required for specific modelling techniques	2.1 Select the equipment required for specific modelling techniques 2.2 Store equipment correctly	
3. Be able to prepare various pastes	3.1 Prepare various pastes suitable for modelling	
4. Know how to colour pastes	4.1 Explain the types, and uses of edible food colouring 4.2 Use a variety of techniques to prepare coloured paste 4.3 Demonstrate the use of edible food colouring using airbrushing and painting techniques	
5. Know how to design a variety of models	5.1 Produce designs and working drawings for a variety of models to include <ul style="list-style-type: none"> • Balance and proportion • Evidence of research 	

<p>6. Be able to construct and assemble a variety of models</p>	<p>6.1 Use modelling pastes to include</p> <ul style="list-style-type: none"> • Hand Modelling • Rolling • Cutting out • Using moulds <p>6.2 Produce animals and figures with suitable modelling pastes in the correct size and proportion for the design</p> <p>6.3 Store items and finished products correctly</p>
<p>Links to National Occupational Standards</p> <p>FS – K1 – Understand the principles of personal hygiene and food safety FS – S1 – Maintain personal hygiene standards FS – S2 – Maintain workplace food safety standards FDM03.3 – Maintain and improve health and safety within the workplace CB.213K – Understand how to decorate celebration cakes SC.203K – Principles of sugar solutions CB.211S – Decorate celebration cakes SD.109K – Understand how to store goods and material in food manufacture CB.210S – Mask and cover celebration cakes</p> <p>Key Skills Mapping</p> <p>Level 2 Application Of Number – N2.1, N2.2, N2.3 Level 2 Information Technology – IT2.1, IT2.2, IT 2.3 Level 3 Communication – C3.1a, C3.1b, C3.2, C3.3 Level 3 Working with Others – WO3.1, WO3.2, WO3.3 Level 3 Improving Own Learning and Performance – OLP3.1, OLP3.2, OLP3.3 Level 3 Problem Solving – PS3.1, PS3.2, PS3.3</p>	

SUPPORTING UNIT INFORMATION

Level 3 Unit 3 Advanced Techniques for Modelling for Cake Decoration

INDICATIVE CONTENT

This unit will introduce learners to the following key information

- Personal responsibilities of current health and safety and hygiene legislation
- The various types of edible paste available, their uses and limitations
- The use and maintenance of airbrushes and paint brushes
- Types and uses of edible food colouring
- How to design accurate working drawings, including evidence of research
- How to identify ideal proportions of modelling in 3 Dimensional work
- The application of colour theory
- Techniques of construction and assembly of advanced sugar products
- Correct storage of items and finished products, including labelling and date coding

TEACHING STRATEGIES AND LEARNING ACTIVITIES

In the delivery of this unit a simulated working atmosphere/environment should be adopted. In addition, learners should be provided with real work experiences wherever possible and visits to places of interest and co-operation with local bakery and/or catering establishments are strongly recommended.

METHODS OF ASSESSMENT

This unit will be internally assessed and internally and externally moderated

EVIDENCE OF ACHIEVEMENT

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes. Evidence is not prescribed but may include any or all of the following*

- Evidence of practical work
- Observation reports
- Oral/Written questions and answers
- Reports/Notes
- Worksheets/Workbooks
- Witness Statements
- Taped evidence (Video or Audio)
- Photographic evidence
- Case studies/Assignments
- Other suitable supplementary evidence
- Simulation (if stated as being acceptable)
- Role Play
- Interview/Discussion

*The most appropriate evidence for the qualification should be used

Unit Title:	Unit 4 Design and Produce a Wedding Cake to Incorporate Pastillage Techniques	
Level:	3	
Credit Value:		
Guided Learning Hours:	40	
Unit Summary	The learner will produce work to their own designs. They will produce a wedding cake of more than one tier to incorporate a pastillage ornament, other suitable skills and a complete list of costings. (It is recommended that the learner has already completed Unit 2 or equivalent)	
Learning Outcomes (Skills, knowledge, understanding) <i>The learner will:</i>	Assessment Criteria (To assess learning outcome) <i>The learner can:</i>	
1. Understand personal responsibilities of current health and safety and hygiene legislation	1.1 Demonstrate personal responsibilities of current health and safety and hygiene legislation	
2. Be able to use equipment required for specific techniques	2.1 Select the equipment required for specific techniques 2.2 Store equipment correctly	
3. Be able to prepare various pastes	3.1 Explain the various types of edible paste available 3.2 Explain their uses and limitations 3.3 Prepare various pastes suitable for pastillage	
4. Know how to colour pastes	4.1 Explain the types, and uses of edible food colouring 4.2 Use a variety of techniques to prepare coloured paste	

<p>5. Be able to construct and assemble a complex built-up pastillage exhibit</p>	<p>5.1 Produce designs and working drawings for a pastillage exhibit to include balance and proportion</p> <p>5.2 Demonstrate techniques of pastillage work to include:</p> <ul style="list-style-type: none"> • Rolling • Cutting out • Assembling
<p>6. Be able to use a variety of techniques to decorate a wedding cake of more than one tier</p>	<p>6.1 Design and decorate a wedding cake of more than one tier to incorporate a pastillage ornament and a minimum of 3 other skills selected from those listed in Unit 2, 6.1 and 6.2</p> <p>6.2 Store items and finished products correctly</p>
<p>7. Be able to cost a complete wedding cake</p>	<p>7.1 Provide a list of cost to include:</p> <ul style="list-style-type: none"> • Ingredients • Non edible materials • Fuel, time and labour • Miscellaneous costs

Links to National Occupational Standards

FS – K1 – Understand the principles of personal hygiene and food safety
 FS – S1 – Maintain personal hygiene standards
 FS – S2 – Maintain workplace food safety standards
 FDM03.3 – Maintain and improve health and safety within the workplace
 CB.213K – Understand how to decorate celebration cakes
 SC.203K – Principles of sugar solutions
 CB.211S – Decorate celebration cakes
 SD.109K – Understand how to store goods and material in food manufacture
 CB.210S – Mask and cover celebration cakes
 CB.212S – Provide accessories and store celebration cakes

Key Skills Mapping

Level 2 Application Of Number – N2.1, N2.2, N2.3
 Level 2 Information Technology – IT2.1, IT2.2, IT 2.3
 Level 3 Communication – C3.1a, C3.1b, C3.2, C3.3
 Level 3 Working with Others – WO3.1, WO3.2, WO3.3
 Level 3 Improving Own Learning and Performance – OLP3.1, OLP3.2, OLP3.3
 Level 3 Problem Solving – PS3.1, PS3.2, PS3.3

SUPPORTING UNIT INFORMATION

Level 3 Unit 4 Design and Produce a Wedding Cake to Incorporate Pastillage Techniques

INDICATIVE CONTENT

This unit will introduce learners to the following key information:

- Personal responsibilities of current health and safety and hygiene legislation
- The various types of edible paste available, their uses and limitations
- The use and maintenance of airbrushes and paint brushes
- Types and uses of edible food colouring
- How to design accurate working drawings, including evidence of research
- The application of colour theory
- Techniques of construction and assembly of advanced sugar products
- Correct storage of items and finished products, including labelling and date coding
- How to cost a decorated tiered cake

TEACHING STRATEGIES AND LEARNING ACTIVITIES

In the delivery of this unit a simulated working atmosphere/environment should be adopted. In addition, learners should be provided with real work experiences wherever possible and visits to places of interest and co-operation with local bakery and/or catering establishments are strongly recommended.

METHODS OF ASSESSMENT

This unit will be internally assessed and internally and externally moderated.

EVIDENCE OF ACHIEVEMENT

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes. Evidence is not prescribed but may include any or all of the following*

- Evidence of practical work
- Observation reports
- Oral/Written questions and answers
- Reports/Notes
- Worksheets/Workbooks
- Witness Statements
- Taped evidence (Video or Audio)
- Photographic evidence
- Case studies/Assignments
- Other suitable supplementary evidence
- Simulation (if stated as being acceptable)
- Role Play
- Interview/Discussion

*The most appropriate evidence for the qualification should be used

Appendices

1 Learner Portfolio Checklist and Declaration of Authenticity

The two-sided checklist should be copied and given to learners to complete and add to their evidence. The second side of the checklist is for tutors and moderators to complete.

The Declaration of Authenticity should be copied and given to learners to complete and sign prior to being countersigned by the tutor/assessor.

2 Assessment Documentation

Guidance on coursework assessment, internal assessment marking criteria and assessment mark sheets.

3 Wider Curriculum Signposting

For information purposes, this signposting shows how the ABC Level 3 Certificate in Cake Decoration provides opportunities for the learner to develop an understanding of the wider curriculum (spiritual, moral, ethical, social and cultural issues and an awareness of environmental issues, health and safety considerations and European developments).

4 Equipment Requirements

A list of essential and recommended equipment for both colleges and learners.

5 Glossary of Terms Specific to Cake Decoration

An explanation of terms used within this specification relating to Cake Decoration.

6 ABC Glossary and Acronyms

An explanation of some of the terms, phrases and abbreviations commonly used throughout ABC Awards' documentation.



1 ABC Level 3 Certificate in Cake Decoration

Learner Portfolio Checklist

Centre Name: _____ **Learner Name:** _____

Notes to learners – this checklist is for you to complete, to show that you have met all the requirements of the qualification you are studying. For each unit, you need to state where your assessor/tutor and moderator can find your evidence for the unit. This could be page numbers in your portfolio or a name for a piece of evidence. Some pieces of evidence will cover several different parts of the qualification. Remember to include evidence for learning outcomes and internal assessment. Your tutor/assessor can help you with this.

Unit No:	Where is my evidence for the Learning Outcomes?	Internal Assessment Evidence	Date this unit completed	Learner Signature

TUTOR COMMENTS:

Name:

Signature:

Date:

If chosen for sampling, Internal/External Moderators must complete the following:

INTERNAL MODERATOR COMMENTS:

Name:

Signature:

Date:

EXTERNAL MODERATOR COMMENTS:

Name:

Signature:

Date:

Please ensure these forms are copied and distributed to each learner



DECLARATION OF AUTHENTICITY

This declaration must be completed and signed by the learner and countersigned by the tutor/assessor.

Learner Name:

Learner Number:

Centre:

Learner statement of authenticity

I confirm that the attached assignment/portfolio is all my own work* and does not include any work completed by anyone other than myself. I have completed the assignment/portfolio in accordance with the Awarding Body instructions and within the time limits set by my Centre.

Signature:

Date:

Centre confirmation of authenticity

On behalf of(insert centre name), I confirm that the above mentioned learner, to the best of my knowledge, is the sole author of the completed assignment/portfolio attached.

Signed:

Date:

Name:

Job Description:

*Unless otherwise stated e.g. for some entry level qualifications learners can work together but should show sections which are their own work.

2 Assessment Documentation

COURSE WORK ASSESSMENT – LEVEL 3

1. PRACTICAL SKILLS

Throughout each unit, the centre will conduct systematic assessment of learners' skills and presentation in practical work. It is expected that this assessment will form part of the normal teaching/learning process. Assessment will also cover learners' organisation and hygiene in each unit.

2. THEORY AND DESIGN

For each unit, learners must keep a file or record book of written notes demonstrating knowledge and understanding of theory aspects together with a folder of design work and working drawings as relevant to areas of the specification. **The signed Declaration of Authenticity and the completed Learner Portfolio Checklist (found in Appendix 1) should be displayed at the front of the file.**

3. ASSESSMENT CRITERIA AND MARKING SCHEMES

The assessments will be made in accordance with the criteria and marking schemes shown and in more detail on pages 29 to 48.

3.1 Unit 1 **Advanced Techniques of Royal Icing for Cake Decoration**

		Practical Skills	Theory & Design
1.	(a) Double collars	25	10
	(b) Floating sugar pieces	25	10
	(c) Side panels	25	10
	(d) Elevated flanges	25	10
2.	Crest/badges	25	10
3.	Colouring	10	
4.	Collage	15	5
5.	Pressure piping	15	5
6.	Lettering and Monograms	15	5
7.	Oriental Stringwork	15	5
8.	Top ornaments	25	10
9.	Exhibition Cake (minimum of 4 of above skills)	80	20
	Total	<u>300</u>	<u>100</u>

3.2	Unit 2	Advanced Techniques in Sugar Paste Cake Decoration		
			Practical Skills	Theory and Design
	1.	Prepare pastes	15	5
	2.	Colouring, painting and airbrushing	20	
	3.	Extension work	20	10
	4.	Lace pieces	15	10
	5.	Ribbon insertion and quilling	20	15
	6.	Brush and Tube Embroidery	20	15
	7.	Collage work	20	15
		Total	<u>130</u>	<u>70</u>

3.3	Unit 3	Advanced Techniques of Modelling for Cake Decoration		
			Practical Skills	Theory and Design
	1.	Prepare pastes	15	5
	2.	Research		30
	3.	Colouring, painting	15	
	4.	Modelling techniques	15	
	5.	Animals	40	20
	6.	Figures	40	20
		Total	<u>125</u>	<u>75</u>

3.4	Unit 4	Design & Produce a Wedding Cake to Incorporate Pastillage Techniques		
			Practical Skills	Theory and Design
	1.	Prepare suitable pastes for pastillage	15	5
	2.	Colouring	10	
	3.	Working drawings for construction of pastillage exhibit		20
	4.	Pastillage exhibit	30	
	5.	Multi tier wedding cake	60	20
	6.	Costing		40
		Total	<u>115</u>	<u>85</u>

4. METHODS OF PRESENTATION

- 4.1 Within each unit, although each area must be assessed separately, it is permissible, where appropriate, for more than one area to be shown in one product.
- 4.2 The actual items or methods of presentation within each unit will be chosen by the learner in consultation with the centre staff and need not be identical for each learner. Information on the items or methods of presentation must be available for the moderator at the end of the course visit together with samples of finished products in the various units. Where it is impractical to retain finished products for review by the moderator because of their perishable nature, it is suggested that a photographic record be kept instead.
- 4.3 Samples of theory and design work must also be made available to the moderator.

5. RECORDING OF MARKS

- 5.1 A form is available for tutors/assessors to record the results of the internally assessed work – see Appendix 2. This will provide a detailed record of the breakdown of marks, and where appropriate these can also be used for discussion with the moderator at the end of course visit.
- 5.2 For Unit 1 (Royal Icing) the marks for assessment of Practical Skills and for Theory and Design are totalled separately, added together and divided by 4. For Unit 2 (Sugar Paste), Unit 3 (Modelling) & Unit 4 (Wedding Cake & Pastillage) the marks for assessment of Practical Skills and for Theory and Design are totalled separately, added together and divided by 2.
- 5.3 These final grades are then transferred to Form MS1 and returned to ABC Awards for certification purposes. The tutor/assessor and external moderator should sign both sheets.

Internal Assessment Marking Criteria

UNIT 1 ROYAL ICING LEVEL 3 Practical Criteria	Double Collars	Floating pieces	Side Panels	Elevated Flanges	Crest & Badges	Colouring	Collage	Pressure Piping	Lettering & Monograms	Oriental Stringwork	Top Ornaments
Marks out of:	25	25	25	25	25	10	15	15	15	15	25
Correct consistency of icing	4	4	4	4	4		3	3	2	2	4
Regular outline (e.g. not misshapen)	3	3	3	3	3		2		1	1	3
Outline covered (unless it is part of the design)	3	3							1		
Neat joins	4	4	4	4	4				2		4
Correctly filled (e.g. not over or under filled)	4	4	4	4	4		2		2		3
Correctly mixed colours	3	3	3	3	3		1		1		2
Correct surface finish e.g. good sheen, no air bubbles	4	4	4	4	4		2	1	2		3
Pieces good fit and correctly joined			3	3			3				4
Balance of lettering					3				2		
Legible monogram (not distorted)									2		
Airbrushing: Appropriate depth of colour						2					
Even colouring						2					
Painting: No pitting on surface						2					
Fineness of detail (e.g. face painting)						2	2				
Even colouring						2					
Correct size (in relation to design / cake)								1		2	2
Correct shape (in relation to design / cake)								2		1	
Appropriate colour/texture								2			
Good definition								3		1	
No bleeding of colours								1			
Correct spacing										2	
Correct position (in relation to design)										2	

UNIT 1 ROYAL ICING LEVEL 3 Practical Criteria	Double Collars	Floating pieces	Side Panels	Elevated Flanges	Crest & Badges	Colouring	Collage	Pressure Piping	Lettering & Monograms	Oriental Stringwork	Top Ornaments
No take off marks								2		1	
Complexity (i.e. not single loops)										3	

UNIT 1 ROYAL ICING LEVEL 3 EXHIBITION CAKE Practical Criteria	Skill 1 Choose 1 from: Double Collars Floating Pieces Side Panels Elevated Flanges	Skill 2 Choose 1 from: Crests & Badges Top Ornament	Skill 3 Chose 1 from: Collage Pressure Piping Lettering & Monograms Oriental Stringwork	Skill 4 Choose 1 from: Collage Pressure Piping Lettering & Monograms Oriental Stringwork
Marks out of	25	25	15	15
The work carried out has met the practical work criteria for that skill as defined above.	25	25	15	15

UNIT 1 ROYAL ICING LEVEL 3 Design Criteria	Double collar	Floating Sugar Pieces	Side panels	Elevated Flanges	Crest and Badges	Collage	Pressure Piping	Monogram and lettering	Oriental Stringwork	Run out top ornament	Exhibition Cake
Marks out of:	10	10	10	10	10	5	5	5	5	10	20
Design in proportion to a cake	2	2	2	2	1	1	1	1	1	2	3
Suitability for occasion	2	2	2	2	1	1	1			2	3
Balance of layout (in relation to size and shape of a cake)	2	2	2	2	1	1	1	1	1	2	4
Complete working drawing (to size)	3	3	3	3	1	1	1		1	3	6
Choice/suitability of colour	1	1	1	1			1		1	1	1
Transference of design (achievable)					2	1		1			2
Correctness of form					1			1	1		
Embellishment of form					1			1			
Correct use of Heraldic colours					2						
Colour Theory (e.g. harmony, contrast, tints / shades)											1

UNIT 2 SUGAR PASTE LEVEL 3 Practical Criteria	Prepare Paste	Colouring	Extension work	Lace pieces	Ribbon Insertion and Quilling	Brush and Tube Embroidery	Collage
Marks out of:	15	20	20	15	20	20	20
Correct consistency	3		3	3	3	3	3
Correctly mixed colours	2	3	2	1	1		2
Correct storage	3						
Balance of recipes (not too brittle / too sticky)	4						
Appropriate texture	3						
Fineness of rolled paste (i.e. not too thick)					3		
Regular line work – not misshapen			4	4			
Bridgework/extension work not sagging			2				
Appropriate sized dots (in relation to design)			2				
Correct shape and design of pieces			2		3		
Correct 'line' of pattern (in relation to design)			3				
Correct position (in relation to design)			2				
No take off marks				3			
Correct tube selection (e.g. > 0 tube)				3			
Appropriate colour		2		1			
Airbrushing:							
Appropriate depth of colour		3					
Even colouring		3					
Painting:							
No pitting on surface		3					
Fineness of detail (i.e. face painting)		2					

UNIT 2 SUGAR PASTE LEVEL 3 Practical Criteria	Prepare Paste	Colouring	Extension work	Lace pieces	Ribbon Insertion and Quilling	Brush and Tube Embroidery	Collage
Marks out of:	15	20	20	15	20	20	20
Even colouring		2					2
Appropriate 'depth/tone' of colour (in relation to design)		2				3	
Even thickness (of paste)					3		3
Even cutting					2		
Neatly cut edges					2		2
Evenly measured insertion cuts					2		
Clarity of design						2	
Similarity to embroidery techniques						4	
Correct surface finish (e.g. No cracks or ripples)							3
Complexity of design (i.e. built structure)							
Evenness of stitch pattern (in relation to design)						4	
Definition to brush marks						4	
Good proportions (in relation to limbs)							
Seams properly connected					1		3
Good definition (modelling using moulds)							2

UNIT 2 SUGAR PASTE LEVEL 3 Design Criteria	Prepare pastes	Extension work	Lace pieces	Ribbon Insertion and Quilling	Brush and Tube Embroidery	Collage
Marks out of:	5	10	10	15	15	15
Design in proportion to a cake		2		3	3	3
Suitability for occasion	2	1	2	2	3	2
Balance of layout (in relation to size and shape of a cake)		2	3	3	3	3
Complete working drawing (to size)		2	4	3	3	3
Choice/suitability of colour				1		1
Transference of design (achievable)		2		2	3	2
Figures/animals in proportion (limb sizes)						
Overall design is balanced						
Evidence of Research and Development	3	1	1	1		1

UNIT 3 MODELLING LEVEL 3 Practical Criteria	Prepare Paste	Colouring	Modelling Techniques	Animals	Figures
Marks out of:	15	15	15	40	40
Correct consistency	3		1	2	2
Correctly mixed colours	2	2	1	2	2
Correct storage	3		1	1	1
Balance of recipes (not too brittle / too sticky)	4				
Appropriate texture	3		1	3	3
Fineness of rolled paste (i.e. not too thick)					
Regular line work – not misshapen					
Bridgework/extension work not sagging					
Appropriate sized dots (in relation to design)					
Correct shape and design of pieces			1	3	3
Correct 'line' of pattern (in relation to design)			1	2	2
Correct position (in relation to design)				3	3
No take off marks					
Correct tube selection (e.g. > 0 tube)					
Appropriate colour		1			
Airbrushing:					
Appropriate depth of colour		3			
Even colouring		3			
Painting:					
No pitting on surface		2		3	3
Fineness of detail (i.e. face painting)		2	1	4	4
Even colouring		1		2	2

UNIT 3 MODELLING LEVEL 3 Practical Criteria	Prepare Paste	Colouring	Modelling Techniques	Animals	Figures
Marks out of:	15	15	15	40	40
Appropriate 'depth/tone' of colour (in relation to design)		1	1	2	2
Even thickness (of paste)			1	3	3
Even cutting					
Neatly cut edges			1	4	4
Evenly measured insertion cuts					
Clarity of design					
Similarity to embroidery techniques					
Correct surface finish (e.g. No cracks or ripples)			1	2	2
Complexity of design (i.e. built structure)					
Evenness of stitch pattern (in relation to design)					
Definition to brush marks					
Good proportions (in relation to limbs)			2	4	4
Seams properly connected					
Good definition (modelling using moulds)			2		

UNIT 3 MODELLING LEVEL 3 Design Criteria	Prepare Pastes	Animals	Figures	Research
Marks out of:	5	20	20	30
Design in proportion to a cake		4	4	
Suitability for occasion	2	4	4	
Balance of layout (in relation to size and shape of a cake)		3	3	
Complete working drawing (to size)		4	4	
Choice/suitability of colour				
Transference of design (achievable)				
Figures/animals in proportion (limb sizes)		5	5	
Overall design is balanced				
Evidence of Research and Development	3			
Evidence of research into modelling techniques, moulds (commercial and homemade) and tools including references				7
Evidence of research into body shapes and proportions (animal and human) including references				7
Evidence of research into colours and textures of skin/hair/fur/feathers (animal and human) including references				6
Evidence of research into clothing design including references and templates for clothing on figures produced				10

UNIT 4 WEDDING CAKE & PASTILLAGE LEVEL 3	Prepare Paste	Colouring	Pastillage	Multi tier Wedding Cake
Practical Criteria				
Marks out of:	15	10	30	60
Correct consistency	3		3	
Correctly mixed colours	2	3		
Correct storage	3			
Balance of recipes (not too brittle / too sticky)	4		3	
Appropriate texture	3		2	
Fineness of rolled paste (i.e. not too thick)			4	
Regular line work – not misshapen				
Bridgework/extension work not sagging				
Appropriate sized dots (in relation to design)				
Correct shape and design of pieces			2	
Correct 'line' of pattern (in relation to design)				
Correct position (in relation to design)				
No take off marks				
Correct tube selection (e.g. > 0 tube)				
Appropriate colour		3		
Airbrushing:				
Appropriate depth of colour				
Even colouring				
Painting:				
No pitting on surface				
Fineness of detail (i.e. face painting)				
Even colouring		2		

UNIT 4 WEDDING CAKE & PASTILLAGE LEVEL 3	Prepare Paste	Colouring	Pastillage	Multi tier Wedding Cake
Practical Criteria				
Marks out of:	15	10	30	60
Appropriate 'depth/tone' of colour (in relation to design)		2		
Even thickness (of paste)			4	
Even cutting				
Neatly cut edges			4	
Evenly measured insertion cuts				
Clarity of design				
Similarity to embroidery techniques				
Correct surface finish (e.g. No cracks or ripples)			4	
Complexity of design (i.e. built structure)			4	
Evenness of stitch pattern (in relation to design)				
Definition to brush marks				
Good proportions (in relation to limbs)				
Seams properly connected				
Good definition (modelling using moulds)				
Skill 1 has met the practical work criteria for that skill as defined in Sugarpaste Practical Criteria				20
Skill 2 has met the practical work criteria for that skill as defined in Sugarpaste Practical Criteria				20
Skill 3 has met the practical work criteria for that skill as defined in Sugarpaste Practical Criteria				20

UNIT 4 WEDDING CAKE & PASTILLAGE LEVEL 3	Prepare pastes	Construction of Pastillage Exhibit	Multi tier Wedding Cake	Costing
Design Criteria				
Marks out of:	5	20	20	40
Design in proportion to a cake		3	3	
Suitability for occasion	2	2	3	
Balance of layout (in relation to size and shape of a cake)				
Complete working drawing (to size)		3	4	
Staged diagrams of assembly of section of exhibit		4		
Choice/suitability of colour			2	
Transference of design (achievable)		3	2	
Figures/animals in proportion (limb sizes)				
Overall design is balanced		3	3	
All items costed (including evidence)				20
Costs realistic (including evidence)				10
Evidence of Research and Development	3	2	3	10

ASSESSMENT MARK SHEET Level 3 Certificate in Cake Decoration (Form to be photocopied by centres)

	UNIT 1 Advanced Techniques of Royal Icing for Cake Decoration											THEORY AND DESIGN	
	Double Collars	Floating Sugar Pieces	Side Panels	Elevated Flanges	Crest/Badges	Collage	Pressure Piping	Lettering and Monograms	Oriental Stringwork	Top Ornament	Exhibition Cake	TOTAL 2	TOTAL 1+2÷4
MAXIMUM MARK	10	10	10	10	10	5	5	5	5	10	20	100	Final Result
LEARNER NAME													

Assessor Signature

Date

External Moderator Signature

Date

The Final Result for Royal Icing is obtained by adding Total 1 and Total 2 together and dividing by 4

3 Wider Curriculum Signposting

With regard to the enhancement of spiritual understanding, two definitions within the Oxford English dictionary state *'of the human spirit or soul, not physical or worldly'* and *'of the Church or religion'*. This qualification does not contribute to an understanding of spiritual issues.

The word 'Moral' can be defined as *'of or concerned with the goodness and badness of human character or with the principles of what is right and wrong in conduct'*. In the delivery of the qualification a tutor must undertake to instil in a student the difference between good and bad practice, most significantly in those practices relating directly to their employment. So in the context of the latter definition, an understanding of moral issues may be gained from this award.

A definition of 'Ethical' is given as *'morally correct, honourable'* i.e. compliance with given procedures and processes. To integrate into a working environment, an individual will always be required to conform to accepted principles of conduct, professionally as well as personally, and the lessons learnt during this programme of study should stand them in good stead.

A definition of 'Social' is *'of the mutual relations of people or classes living in an organised community'*. There may be minimal understanding of social issues gained from working together as a team during delivery of the qualification.

'Cultural' can be defined as *'the customs and civilisation of a particular people or group'*. Cultural awareness does not prevail in this qualification.

European developments may have a bearing on this qualification in terms of changes in Health, Safety and Hygiene legislation that may occur.

Health and Safety issues run throughout this qualification and are of tremendous importance. The safe and correct use of equipment, safety of self and others, safe food handling etc should always be emphasised.

Environmental awareness runs throughout this qualification, in terms of safe disposal of waste products. Learners should also be made aware of the importance of a safe and clean environment and the consequences of unhygienic conditions.

4 Equipment Requirements

Essential

College

Turntables
Straight edges
Practice boards
Mixing bowls
Mixing machine
Airbrush
Food colours
Spatulas
Adequate storage space
Greaseproof paper
Waxed paper or cellophane film

Learner

Palette knives (assorted sizes)
Straight edge
Side scrapers - straight and fancy
Scissors
Sharp knife
Piping tubes - as recommended
Figure moulds
Other moulds as appropriate
Small rolling pin and board
Modelling tools and cocktail sticks
Small specialist tools
Storage containers for pastes
Storage containers for royal icing
Small & medium containers/boxes
Food colours
Dishcloth and tea towel
Protective clothing
Pens, pencils and paint brushes
Crayons and/or paints
Ruler, compass and protractor
A4 & A3 Paper and folders

Recommended

Palette knives
Dummies - various sizes and shapes
Cake drums/Cake boxes - various sizes
Containers with lids
Rolling pins and boards

Polystyrene dummies as appropriate
Cake drums and Cake boxes
Colour mixing palettes
Fine paint brushes
Greaseproof paper
Waxed paper or cellophane film
Recommended text books

5 Glossary of Terms Specific to Cake Decoration

Airbrush

Small fountain pen like implement that uses compressed air as a propellant to dispense dilute liquid paint in a fine spray pattern.

Airbrushing

The technique of using an airbrush to apply dilute liquid paint to a surface.

Badge

An emblem or insignia denoting membership or achievement.

Bridge Work

A platform of icing, usually in a scallop shape, extending outwards from the cake side, - commonly at the base - composed of several layers of piped lines executed with a size 2 or smaller writing tube.

Brush Embroidery

A technique of using a damp paintbrush to smooth a line of piping to give a semblance of embroidery.

Collage work (also known as decoupage)

A technique of causing a picture to have depth by placing three or more copies of the picture on top of the original, progressively cutting out more of the background from each layer.

Crest

A type of badge usually with heraldic origins.

Double Collars

Two run out collars of slightly differing sizes placed one on top of the other to allow part of the under collar to be seen.

Elevated Flanges (also known as splay work)

Narrow run out shapes, usually used in conjunction with side panels and double collars that are placed either

- a) On the cake board at a slight distance from the side and angled inwards to lean against the cake or
- b) On the top of the cake.

Embellished lettering

A style of writing that is decorated with additional piping to emulate illuminated lettering.

Extension work (also known as dropped string work or curtain borders)

Closely piped vertical lines of icing, executed with a fine writing tube to extend away from the cake side, which are often supported by bridge work.

Figure Moulds

Moulds used to make models of figures.

Floating Collars or Sugar Pieces

Run out collars or shapes, positioned directly one above another, separated and supported by closely piped vertical lines of icing, executed with a fine writing tube.

Lace pieces

Small lace shapes, piped with a fine writing tube off the cake and attached when dry.

Monogram

A design of two or more intertwined letters.

Mould

- a) A reverse-image preformed shape used to model shapes from a malleable medium
- b) The art of moulding.

Moulding

A technique using moulds/tools/hands to manipulate a malleable medium into a shape.

Oriental Stringwork

A technique of piping loops of icing from the top edge, side or base edge of the cake to form interlinking ovals or circles of piping.

Pastillage

A type of paste containing a hardening agent, traditionally gum tragacanth that is used for moulding or modelling decorative items.

Pressure Piping (also called figure piping)

A technique of piping half relief or three dimensional shapes - figures, birds, animals etc. without the use of an outline.

Quilling

The craft of rolling narrow strips of paper tightly around a quill or fine stick to produce rolls, which are pinched into various shapes, glued together and stuck on a surface to form pictures or decorations.

Ribbon insertion

The technique of inserting small pieces of ribbon into a soft paste surface to give the appearance of a single length of ribbon.

Side Panels

Run out decorative panels, usually used in conjunction with flanges and/or double collars that are fitted against or marginally away from the side of a cake.

Top Ornament

A three-dimensional free-standing ornament that is viewed from all round.

Tube embroidery

A technique, executed with fine writing tubes, of piping small lines and shapes to emulate embroidery stitches.

6 ABC Glossary and Acronyms

ABC

ABC Awards.

Accreditation

The process through which the regulatory authorities (QCA) confirm that a qualification and the associated specification conform to the regulatory criteria.

Accreditation of Prior Learning (APL)

The process of recognising a learner's previous achievements or learning.

Assessment

The process of making judgements about the extent to which a learner's work meets the assessment criteria (requirements that must be met in order to achieve success, or a given grade) for a qualification or unit, or part of a unit.

Assessment Criteria

In a unit, these explain how the assessment may be carried out, depth of coverage expected, what *should* be included and what *could* be included.

Awarding Body

An organisation or consortium that awards qualifications.

Basic Skills

Basic Skills refers to the ability to read, write and speak English/Welsh and use mathematics at a level necessary to function and progress at work and in society in general.

Centre

An organisation or consortium accountable to an awarding body for the assessment arrangements leading to a qualification or units.

Centre Recognition

A process through which a centre wishing to offer ABC's qualifications is confirmed as being able to maintain the required quality and consistency of assessment and comply with other expectations of the awarding body.

Declaration of Authenticity

A declaration from the learner, endorsed by the tutor/assessor, that the work submitted for assessment is the learner's own and that it has not been copied from someone else or allowed to be copied by another learner. This document needs to be completed and submitted with each learner's portfolio. It confirms that the work produced by the learner is their own work.

External Assessment

A form of independent assessment where assessment tasks are set, and learners' work assessed, by the awarding body.

External Moderator

An individual appointed by the awarding body to ensure accurate and consistent standards of assessment, across centres and over time.

Independent Assessment

Assessment of learners' work that is carried out by assessors who do not have a vested interest in the outcome.

Internal Assessment

Assessment where assessment tasks are set, and learners' work assessed, wholly within the learner's centre, subject where appropriate to external moderation.

Internal Moderator

An individual appointed by the centre to secure accurate and consistent standards of assessment, both between assessors operating within a centre and between centres offering the same award.

Key Skills

General skills that apply across occupational and academic fields and assist in improving learning and performance.

Learning and Skills Council (LSC)

The body responsible for funding and planning education and training for over 16-year-olds in England.

Learning Outcomes

The part of the ABC qualification that the learner needs to do.

Level

The level at which a qualification is positioned in the National Qualifications Framework.

Moderation

The process of checking that assessment standards have been applied correctly and consistently between assessors, between centres and over time, and making adjustments to results where required to compensate for any differences in standard that are encountered.

National Occupational Standards (NOS)

Statements which describe the outcomes of competent work in an occupational field.

National Qualifications Framework (NQF)

The framework used by the regulatory authorities to position qualifications in England, Wales and Northern Ireland.

National Vocational Qualification (NVQ)

NVQs are work-related, competence based qualifications that reflect the skills and knowledge needed to do a job effectively throughout the country. They represent the national standards recognised by employers.

Qualification Approval

A process through which a centre wishing to offer a particular qualification is confirmed as being able to maintain the required quality and consistency of assessment and has the correct resources, facilities and equipment specific to the qualification.

Qualifications and Curriculum Authority (QCA)

Government-designed statutory organisation required to establish national standards for qualifications in England and secure consistent compliance with them (the regulatory authorities in Wales and Northern Ireland are ACCAC and CCEA respectively).

Sector Skills Council (SSC)

A body recognised by the regulatory authorities as responsible for formulating and reviewing standards of occupational competence for an employment sector.

Unit

The smallest part of a qualification that is (generally) capable of certification in its own right.

Vocationally Related Qualification (VRQ)

VRQs are linked to NVQs but are different. They are designed to underpin much of the knowledge for the National Occupational Standards (NOS) and assist in the development of practical skills and do not have to be delivered in the workplace.