



**Maldives National Skills Development Authority**



# **National Competency Standard for Cake Decoration**

**Standard Code: TOU11S18V1**

**Qualification Name: National Certificate III in Cake Decoration**  
**Qualification Code: TOU11SQ1L318**

## PREFACE

Technical and Vocational Education and Training (TVET) Authority was established with the vision to develop a TVET system in the Maldives that is demand driven, accessible, beneficiary financed and quality assured, to meet the needs of society for stability and economic growth, the needs of Enterprise for a skilled and reliable workforce, the need of young people for decent jobs and the needs of workers for continuous mastery of new technology.

TVET system in the Maldives flourished with the Employment Skills Training Project (ESTP) funded by ADB with the objective of increasing the number of Maldivians, actively participating in the labor force, employed and self-employed. The Project supported expansion of demand driven employment-oriented skills training in priority occupations and to improve the capacity to develop and deliver Competency Based Skill Training (CBST). The project supported delivery of CBST programs to satisfy employer demand-driven needs. The National Competency Standards (NCS) provide the base for this training. Currently CBST is offered for five key sectors in the Maldives: Tourism, Fisheries and Agriculture, Transport, Construction and the Social sectors. These sectors are included as priority sectors that play a vital role in the continued economic growth of the country.

The NCS are developed in consultation with Employment Sector Councils representing employers. They are designed using a consensus format endorsed by the Maldives Qualifications Authority (MQA) to maintain uniformity of approach and the consistency of content amongst occupations. This single format also simplifies benchmarking the NCS against relevant regional and international standards. NCS specify the standards of performance of a competent worker and the various contexts in which the work may take place. NCS also describes the knowledge, skills and attitudes required in a particular occupation. They provide explicit advice to assessors and employers regarding the knowledge, skills and attitudes to be demonstrated by the candidates seeking formal recognition for the competency acquired following training or through work experience. By sharing this information, all participants in the training process have the same understanding of the training required and the standard to be reached for certification. Certification also becomes portable and can be recognized by other employers and in other countries with similar standards. NCS are the foundation for the implementation of the TVET system in Maldives. They ensure that all skills, regardless of where or how they were developed can be assessed and recognized. They also form the foundation for certifying skills in the Maldives National Qualification Framework (MNQF).

TOU11S18V1 is the first version of the NCS for Cake Decoration (**L3**), and has been developed and endorsed in the year 2018. This standard includes two Qualification at Level 3 and Level 4 of Maldivian National Qualifications Framework.

## KEY FOR CODING

### Coding Competency Standards and Related Materials

DESCRIPTION	REPRESENTED BY
Industry Sector as per ESC (Three letters)	Construction Sector ( <b>CON</b> ) Fisheries and Agriculture Sector ( <b>FNA</b> ) Transport sector ( <b>TRN</b> ) Tourism Sector ( <b>TOU</b> ) Social Sector ( <b>SOC</b> ) Foundation ( <b>FOU</b> )
Competency Standard	<b>S</b>
Occupation with in a industry Sector	<b>Two digits 01-99</b>
Unit	<b>U</b>
Common Competency	<b>1</b>
Core Competency	<b>2</b>
Optional/ Elective Competency	<b>3</b>
Assessment Resources Materials	<b>A</b>
Learning Resources Materials	<b>L</b>
Curricula	<b>C</b>
Qualification	<b>Q1, Q2 etc</b>
MNQF level of Qualification	<b>L1, L2 etc</b>
Version Number	<b>V1, V2 etc</b>
Year of endorsement of standard, qualification	<b>By two digits Example- 07</b>

**1. Endorsement Application for Qualification 01****2. NATIONAL CERTIFICATE III in Cake Decoration****3. Qualification code:** TOUT11SQ1L318**Total Number of Credits: 63****4. Purpose of the qualification**

The holders of the level three qualifications will provide wide range of practical skills and supporting knowledge to execute rolled fondant techniques to cover cakes that meet saleable production standards and apply different decorating techniques such as crimping, embossing, quilting, embroidery, and appliqué work, as well as use various molds in creating quick cake decorations, pearls, borders, drapes and bows, ribbons, ropes, and tassels

**5. Regulations for the qualification**

National Certificate III in Cake Decoration will be awarded to those who are competent in units  
1+2+3+4+5+6+7+8+9+10+11+12+13+14

**6. Schedule of Units**

Unit No	Unit Title	Code
1	Hygiene and health in cake decoration	TOUT11S1U01V1
2	Practice effective workplace communication	TOUT02S1U04V2
3	Perform computer operations	TOUT02S1U05V2
4	Weight and scale and measures commodities for pastry and bakery products	TOUT02S2U01V2
5	Prepare, tray up and handle baking of breads and pastry products	TOUT02S2U02V2
6	Prepare creams, sauces, glaze and fillings	TOUT02S2U03V2
7	Basic cake decorating equipment	TOUT11S1U02V1
8	Baking perfect cakes	TOUT11S1U03V1
9	Baking cake and baking science	TOUT11S1U04V1
10	Levelling and fondant swag drapes	TOUT11S1U05V1
11	Heavy petal: Essential tools for making sugar flowers	TOUT11S1U06V1
12	Butter cream piping	TOUT02S2U06V2
13	Royal icing, rolled fondant and pastillage	TOUT11S1U07V1
14	Modelling with marzipan and sugar paste	TOUT11S1U08V1

**7. Accreditation requirements**

The training provider should have cake baking and decoration workplace or similar training facility to provide the trainees the hands-on experience related to this qualification

**8. Recommended sequencing of units**

As appearing under the section 06

**1. Endorsement Application for Qualification 02****2. NATIONAL CERTIFICATE IV in Cake Decoration****3. Qualification code:** TOU11SQ2L418**Total Number of Credits: 183****4. Purpose of the qualification**

The holders of the level three qualifications will provide wide range of practical skills and supporting knowledge to execute rolled fondant techniques to cover cakes that meet saleable production standards and apply different decorating techniques such as crimping, embossing, quilting, embroidery, and appliqué work, as well as use various molds in creating quick cake decorations, pearls, borders, drapes and bows, ribbons, ropes, and tassels

**5. Regulations for the qualification**

National Certificate IV in Cake Decoration will be awarded to those who are competent in units

1+2+3+4+5+6+7+8+9+10+11+12+13+14+15+16+17+18+19+20

**6. Schedule of Units**

Unit No	Unit Title	Unit Code
1	Hygiene and health in cake decoration	TOU11S1U01V1
2	Practice effective workplace communication	TOU02S1U04V2
3	Perform computer operations	TOU02S1U05V2
4	Weight and scale and measures commodities for pastry and bakery products	TOU02S2U01V2
5	Prepare, tray up and handle baking of breads and pastry products	TOU02S2U02V2
6	Prepare creams, sauces, glaze and fillings	TOU02S2U03V2
7	Basic cake decorating equipment	TOU11S1U02V1
8	Baking perfect cakes	TOU11S1U03V1
9	Baking cake and baking science	TOU11S1U04V1
10	Levelling and fondant swag drapes	TOU11S1U05V1
11	Heavy petal: Essential tools for making sugar flowers	TOU11S1U06V1
12	Butter cream piping	TOU02S2U06V2
13	Royal icing, rolled fondant and pastillage	TOU11S1U07V1
14	Modelling with marzipan and sugar paste	TOU11S1U08V1
15	Garrett frills	TOU11S2U09V1
16	String work	TOU11S2U10V1
17	Working with edible lace for cakes	TOU11S2U11V1
18	Colorful cake painting techniques	TOU11S2U12V1
19	Quilling	TOU11S2U13V1
20	Cake curving	TOU11S2U14V1

<b>7. Accreditation requirements</b>	The training provider should have cake baking and decoration workplace or similar training facility to provide the trainees the hands-on experience related to this qualification
<b>8. Recommended sequencing of units</b>	As appearing under the section 06

## UNITS DETAILS

Unit	Unit Title	Code	Level	No of Credits
1	Hygiene and health in cake decoration	TOU11S1U01V1	3	3
2	Practice effective workplace communication	TOU02S1U04V2	3	3
3	Perform computer operator	TOU02S1U05V2	3	3
4	Weight and scale and measures commodities for pastry and bakery products	TOU02S2U01V2	3	3
5	Prepare, tray up and handle baking of breads and pastry products	TOU02S2U02V2	3	3
6	Prepare creams, sauces, glaze and fillings	TOU02S2U03V2	3	3
7	Basic cake decorating equipment	TOU11S1U02V1	3	3
8	Baking perfect cakes	TOU11S1U03V1	3	6
9	Baking cake and baking science	TOU11S1U04V1	3	6
10	Levelling and fondant swag drapes	TOU11S1U05V1	3	6
11	Heavy petal: Essential tools for making sugar flowers	TOU11S1U06V1	3	6
12	Butter cream piping	TOU02S2U06V2	3	6
13	Royal icing, rolled fondant and pastillage	TOU11S1U07V1	3	6
14	Modelling with marzipan and sugar paste	TOU11S1U08V1	3	6
15	Garrett frills	TOU11S2U09V1	4	18
16	String work	TOU11S2U10V1	4	21
17	Working with edible lace for cakes	TOU11S2U11V1	4	21
18	Colorful cake painting techniques	TOU11S2U12V1	4	21
19	Quilling	TOU11S2U13V1	4	18
20	Cake Carving	TOU11S2U15V1	4	21

### Packaging of National Qualifications:

National Certificate III in Cake Decoration will be awarded to those who are competent in units

1+2+3+4+5+6+7+8+9+10+11+12+13+14

Qualification Code: TOU11SQ1L318

National Certificate IV in Cake Decoration will be awarded to those who are competent in units

1+2+3+4+5+6+7+8+9+10+11+12+13+14+15+16+17+18+19+20

Qualification Code: TOU11SQ2L418

# Competency Standard for

## Cake Decoration

Unit No	Unit Title
1	Hygiene and health in cake decoration
2	Practice effective workplace communication
3	Perform computer operator
4	Weight and scale and measures commodities for pastry and bakery products
5	Prepare, tray up and handle baking of breads and pastry products
6	Prepare creams, sauces, glaze and fillings
7	Basic cake decorating equipment
8	Baking perfect cakes
9	Baking cake and baking science
10	Levelling and fondant swag drapes
11	Heavy petal: Essential tools for making sugar flowers
12	Butter cream piping
13	Royal icing, rolled fondant and pastillage
14	Modelling with marzipan and sugar paste
15	Garrett frills
16	String work
17	Working with edible lace for cakes
18	Colorful cake painting techniques
19	Quilling
20	Cake Carving



## Description of a Cake Decoration

Cake decoration and custom cake design courses has a great demand in Maldives. There is a wide diversity of enterprise across the culinary education

Likely functions within the culinary industry for those who achieve this level of competency include:

- Pastry chef
- Cake Decorator

## Competency Standard Development Process

The competencies were determined based on the analysis of the tasks expected to be performed by the Horticulture professional in the Maldives. The task analysis was based on the existing documents prepared among the experts in the industry and on the advice of the experts in the field of Horticulture training in Maldives. Competency standards used for similar type of training in other countries were also examined

## UNIT- 01

<b>UNIT TITLE</b>	<b>Hygiene and Health in Cake Decorating</b>				
<b>DESCRIPTOR</b>	In cake decorating one of the most important aspect is keeping kitchen safe from dangerous food borne illnesses such as salmonella, practicing good hygiene in the kitchen. This unit will describe how to limit the contamination of your ready-to-eat product and ensuring correct temperature control of the ingredients and finished products where appropriate				
<b>CODE</b>	TOU11S1U01V1	<b>LEVEL</b>	3	<b>CREDIT</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Personal Hygiene	<ul style="list-style-type: none"><li>1.1. Should wash hands thoroughly using hot water and antibacterial soap before commencing work and after handling potentially contaminated foods such as raw egg or raw vegetables/fruits/salads.</li><li>1.2. Clean aprons or clean clothing should be changed into prior to starting work. Dirty overalls or clothing can contaminate food with anything from bacteria to hairs.</li><li>1.3. Hair should be tied back and/or a hat worn and jewelry should be removed prior to commencing work. (Except for a plain wedding band). Loose stray hair can contaminate food and jewelry can entrap dirt and bacteria</li><li>1.4. Food handlers who are or have been ill within the last 48 hours should not handle foods. This includes diarrhea and vomiting illnesses and colds/flu. Some diseases are contagious and can be passed on to customers through handling food. You should make sure that anyone who handles food has been symptom free for 48 hours before resuming work. (You may require a back-up plan to ensure orders are met if you are unwell)</li></ul>
2. Contamination and Maintenance	<ul style="list-style-type: none"><li>2.1. Check your working area for anything (particularly very small items), that could drop into your products. Food could become physically contaminated, posing a risk to customers.</li><li>2.2. Repair or replace any equipment or utensils that are damaged or have loose parts. Loose parts may get into food by accident.</li><li>2.3. Throw away any cracked or chipped dishes and other equipment. Dirt and harmful bacteria can collect in cracks or chips in damaged equipment.</li></ul>

<p>3. Pest Control</p>	<p>3.1. Domestic pets should be removed from the food preparation area before commencing work. Animals can carry potentially dangerous bacteria which could contaminate work surfaces. Their hair/fur can also be a source of contamination.</p> <p>3.2. Flowers and plants should be removed from the food preparation area before commencing work. Flowers and soil can harbor potentially dangerous bacteria which could contaminate work surfaces.</p> <p>3.3. Ensure all windows and doors are closed while you are handling /cooling food (unless fitted with insect proof screens)</p> <p>3.4. Dry goods once opened should be stored in washable containers with lids Packaging e.g. cake boxes should be stored so it does not get dusty/allow items to fall into it or allow pests e.g. spiders to enter it.</p> <p><b>Note:</b> If you think any equipment, surfaces or utensils have been touched by pests; they should be washed, disinfected and dried to stop harmful bacteria spreading. If you think food has been touched by pests in anyway, throw it away.</p>
<p>4. Supply and Storage</p>	<p>4.1. The starting point for making food safely is to be confident about the safety of your raw ingredients and any ready-made products buy in.</p> <p>4.2. Buy ingredients from reputable reliable suppliers and make sure raw materials are fresh and have sufficient shelf life on them e.g. a use by date.</p> <p>4.3. Catering premises should be using good quality, fresh, Grade A eggs.</p> <p>4.4. Ungraded eggs can be from flocks at risk of avian diseases and Salmonella which can contaminate eggs and the foods produced with them.</p> <p>4.5. Storage of your ingredients and your finished cakes must protect them from outside contamination.</p> <p>4.6. Storing dried goods in plastic lidded containers helps protects them from things like moulds, pests and chemicals such as cleaning chemicals.</p> <ul style="list-style-type: none"> <li>- Where finished products or ingredients are stored in the fridge, raw meats should either be stored elsewhere or on the bottom shelves of the fridge to prevent cross contamination. Cross contamination can easily occur during storage.</li> </ul>

	<ul style="list-style-type: none"> <li>- Finished products should be boxed or wrapped in fresh, clean, non-toxic, food grade packaging during storage and transit</li> </ul>
5. Cleaning	<p>5.1. Domestic kitchen equipment and surfaces including sinks and taps must be thoroughly cleaned and sanitized/disinfected prior to use.</p> <p>5.2. Bacteria from raw meat or unwashed vegetables can contaminate work surfaces, fridges and equipment, which can then be spread onto the food (e.g. cakes) being prepared.</p> <p>5.3. Follow the manufacturer's instructions on how to use and store cleaning chemicals.</p> <p>5.4. Store cleaning chemicals separately from food and make sure they are clearly labelled.</p> <p>5.5. Clean cloths should be used when cleaning down prior and during your work.</p> <p>5.6. Cloths should be changed regularly during your operations and after cleaning up contaminated areas e.g. raw egg spills</p> <p>5.7. Reusable cloths should be changed regularly and washed at a hot temperature (boil washed). Alternatively, single use, disposable cloths may be used. Bacteria can easily survive and spread from cleaning cloths onto food or work surface.</p> <p>5.8. Fridge shelves must be cleaned regularly. Fridge shelves can become contaminated with bacteria. This can easily pass onto hands and other products stored in the fridge.</p>
6. Freezing and Deforesting	<p>6.1. Most cakes will freeze well, even most iced cakes. Things to consider are:</p> <ul style="list-style-type: none"> <li>- Un-iced cakes are fine to freeze apart from those with little or no fat.</li> <li>- Iced/frosted cake: most frosting is okay to freeze, however do not freeze icing/frosting that contains cream cheese, egg, fresh cream or boiled versions. Buttercream frostings freeze very well for a couple of months.</li> <li>- Record on the wrapping of the cake the date it was frozen and the type of cake.</li> </ul> <p>6.2. Ensure they are wrapped in moisture proof wrapping, examples include:</p>

	<ul style="list-style-type: none"> <li>- Greaseproof paper thoroughly covering the cake and taped.</li> <li>- Aluminum foil, or aluminum foil and plastic wrap/greaseproof paper underneath it</li> <li>- Plastic self-sealing bag.</li> <li>- Placement of wrapped cake into a metallic tin if desired (protects the cakes from being knocked by other items, makes it very easy to find and provides added protection from moisture and freezer odors, such as seafood).</li> </ul> <p>6.3. Recommended time frames for frozen cakes:</p> <ul style="list-style-type: none"> <li>- Freeze un-iced /undecorated cakes for up to three months.</li> <li>- Freeze iced cakes for up to two months.</li> </ul> <p>6.4. Defrosting a frozen cake:</p> <ul style="list-style-type: none"> <li>- For an un-iced cake: leave it on a wire rack in a clean part of the kitchen.</li> <li>- Do not microwave or oven heat a frozen cake. It will take about 2 hours for a large cake to thaw under normal room temperature conditions.</li> <li>- For an iced cake: let it thaw in the refrigerator. This will prevent condensation from forming on the icing/frosting</li> </ul>
7. Preparation and Handling	<p>7.1. Raw egg products, such as some chocolate mousses and cheesecakes should be avoided (unless you can demonstrate how you are making them safely).</p> <ul style="list-style-type: none"> <li>- Raw egg whites should not be used as a glaze.</li> <li>- Products made with uncooked or lightly cooked eggs can carry salmonella bacteria which can cause food poisoning.</li> </ul> <p>7.2. Ensure that a satisfactory cooking temperature is achieved for your products and that they are cooked evenly</p> <ul style="list-style-type: none"> <li>- A visual check is adequate for both sponge and fruit cake (when a skewer comes away clean the cake is cooked)</li> <li>- Failure to adequately cook food can lead to the survival and growth of bacteria.</li> </ul>

	<p>7.3. Fresh raw salad/fruit/vegetables must be washed thoroughly before use, particularly where they are to be eaten raw.</p> <ul style="list-style-type: none"> <li>- These foods are grown outside, often in the ground and could have soil/fertilizers on them. Both can contain bacteria sufficient to cause illness</li> </ul>
8. Glitters, dust and colors	<p>8.1. Ensure that no decorations, edible or non-edible are a choking hazard.</p> <p>8.2. Any non-edible decorations must be capable of being removed from the product before it is eaten</p> <p>8.3. Glitters must be edible and for food use, so always read the label when buying them. If there is any doubt then do not buy them.</p> <p>8.4. Keep details of the glitters and decorations you are using in the form of the original packaging, as this is proof that the products are labelled as edible</p>

#### Range statement

- Personal Hygiene measures in handling food and working in the kitchen
  - Washing hands
  - Wearing clean aprons and changing it once contaminated
  - Tying hair/hat
  - Removal of jewelry
  - If ill within the last 48 hours keep away from food handling and food handling area
- Contamination and Maintenance procedure: checking and maintaining and replacing any utensils that are damaged or chipped.
- Measures to prevent contamination of workplace and food from pest such as removing domestic pets and flowers and plants and ensuring all windows and doors are closed while you are handling /cooling food (unless fitted with insect proof screens)
- Supply and storage of **ingredients and finished cakes**
- Cleaning domestic **kitchen equipment and surfaces including sinks and taps**
- Freezing and deforesting cakes / measures to ensure and maintain the moisture of the cake/time
- frames for frozen cakes, dos and don'ts in deforesting a frozen cake
- Preparation and handling of ingredients such as raw eggs, cooking temperature, fruits, vegetables
- Use of edible glitters and measures to be taken when using on cake.

#### Assessment guide

##### Form of assessment

- Assessment for the unit needs to be holistic and must be observed through real or simulated workplace activities.
- Any written or oral examinations may include questions related to personal hygiene, maintaining health & safety requirements

### *Assessment context*

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

### *Critical aspects*

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- Maintain personal hygiene and safety requirements
- Identifying and assessing hazardous situations and rectifying, or reporting to the relevant persons.
- Safely handling and storage of foods and equipment
- Applying hygiene food and equipment handling practices.

### *Assessment conditions*

- Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.
- Assessment of hygienic work practices must be constantly evaluated.
- Assessment must reflect and events processes that occur over a period of time

## UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none"> <li>• General knowledge of personal hygiene measures when working in kitchen area and handling food</li> <li>• Basic knowledge of preventing contamination of the working place and food</li> <li>• Common knowledge of disinfecting drying working area and food to stop harmful bacteria spreading</li> <li>• Common knowledge of supply and storage of dried, fresh and raw ingredients.</li> <li>• Common knowledge of domestic kitchen equipment and surfaces including sinks and taps cleaning methods to prevent harmful bacteria.</li> <li>• Common knowledge of freezing and deforesting cake safely.</li> <li>• Common knowledge of preparation and handling raw egg products</li> <li>• Common knowledge of right temperature and time duration for cooking evenly.</li> <li>• Use of glitters, dust and colors in cakes ensuring that no decorations, edible or non- edible are a choking hazard.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to follow safety and hygiene measures in maintaining clean working place, handling food and equipment</li> <li>• Ability to maintain right temperature in storing food</li> </ul>



## Unit 02

<b>UNIT TITLE</b>	Practice effective workplace communication				
<b>DESCRIPTOR</b>	This unit addresses the need for effective communication in the f hospitality industry. It describes the ethics of communication and shows the importance of selecting the best method of communication during various situations. It also identifies the barriers to communication and explains how to overcome them. The unit also describes how to use the telephone; the procedures for answering, transferring and holding calls, making outgoing calls and taking messages. In addition, it also highlights the need for cleaning telephone equipment.				
<b>CODE</b>	TOU02S1U04V2	<b>Level</b>	3	<b>Credit</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Communicate with customers and colleagues	1.1. Proper channels and methods of communication used 1.2. Workplace interactions with customers and colleagues appropriately made 1.3. Appropriate non-verbal communication used 1.4. Appropriate lines of communication followed
2. Participate in workplace meetings and discussions	2.1 Meetings and discussions attended on time 2.2 Procedures to expressing opinions and following instructions clearly followed 2.3 Questions asked and responded to effectively 2.4 Meeting and discussion outcomes interpreted and implemented correctly
3. Handle relevant work related documentation	3.1 Conditions of employment understood correctly 3.2 Relevant information accessed from appropriate sources 3.3 Relevant data on workplace forms and other documents filled correctly 3.4 Instructions and guidelines understood and followed properly 3.5 Reporting requirements completed properly
4. Handle telephone	4.1 Procedures for taking messages and making outgoing calls followed correctly 4.2 Incoming calls answered correctly 4.3 Calls put on hold and transferred properly 4.4 Outgoing calls made efficiently 4.5 Communication in both English and Dhivehi demonstrated correctly

## Range Statement

### *Procedures included:*

- Organizational hierarchy and reporting order
- Communications procedures
- Telephone handling procedures

### *Aspects evaluated:*

- Non-verbal communication
- Interpersonal skills
- General attitude to customers, colleagues and work
- Conformity to policies and procedures

### *Tools, equipment and material used in this unit may include*

- Telephone
- Note pads
- Pens
- Forms and formats related to inter-personal communication

## ASSESSMENT GUIDE

### *Forms of assessment*

Assessment for the unit needs to be continuous and holistic and must include real or simulated workplace activities.

### *Assessment context*

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of opportunities for communication.

### *Critical aspects (for assessment)*

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of communicating effectively with others involved in or affected by the work. This unit may be assessed in conjunction with all and units which form part of the normal job role.

### *Assessment conditions*

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances.

Special notes for assessment

Evidence of performance may be provided by customers, team leaders/members or other persons, subject to agreed authentication arrangements

### *Resources required for assessment*

The following should be made available:

- A workplace or simulated workplace
- Materials and equipment

## UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none"><li>• General knowledge of English and Divehi grammar</li><li>• General knowledge of common telephone equipment</li><li>• General knowledge on effective communication</li></ul>	<ul style="list-style-type: none"><li>• Undertake effective customer relation communications</li><li>• Competent in communicating basic with customers</li><li>• Fluency in English and Dhivehi language usage</li></ul>

### Unit 03

<b>UNIT TITLE</b>	Perform Computer Operations				
<b>DESCRIPTOR</b>	This unit covers the knowledge, skills and attitudes and values needed to perform computer operations that include inputting, accessing, producing and transferring data using the appropriate hardware and software.				
<b>CODE</b>	TOU02S1U05V2	<b>Level</b>	3	<b>Credit</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Input data into computer	1.1. Data entered into the computer using appropriate program/application in accordance with company procedures 1.2. Accuracy of information checked and information saved in accordance with standard operating procedures 1.3. Input data stored in storage media according to requirements
2. Access information using computer	2.1 Correct program/application selected based on job requirements 2.2 Program/application containing the information required accessed according to company procedures 2.3 Desktop icons correctly selected, opened and closed for navigation purposes
3. Produce/output data using computer system	3.1 Entered/stored data processed using appropriate software commands 3.2 Data printed out as required using computer hardware/peripheral devices in accordance with standard operating procedures 3.3 Files and data transferred between compatible systems using computer software, hardware/ peripheral devices in accordance with standard operating procedures

### Range Statement

This unit covers computer hardware to include personal computers used independently or within networks, related peripherals, such as printers, scanners, keyboard and mouse, and storage media such as disk drives and other forms of storage. Software used must include but not limited to word processing, spreadsheets, database and billing software packages and Internet browsing software.

### *Tools, equipment and materials required may include:*

- Storage device
- Different software and hardware
- Personal computers system
- Laptop computer
- Printers
- Scanner
- Keyboard
- Mouse
- Disk drive /CDs, DVDs, compressed storage device

### ASSESSMENT GUIDE

#### *Forms of assessment*

The assessor may select two of the following assessment methods to objectively assess the candidate:

- Observation
- Questioning

- Practical demonstration

### *Assessment context*

Assessment may be conducted out of the workplace preferably in a computer classroom

### *Critical aspects (for assessment)*

Assessment must show that the candidate:

- Selected and used hardware components correctly and according to the task requirement
- Identified and explain the functions of both hardware and software used, their general features and capabilities
- Produced accurate and complete data in accordance with the requirements ☐ Used appropriate devices and procedures to transfer files/data accurately

### *Assessment conditions*

Assessment may be conducted out of the work environment and may include assignments and projects.

Special notes for assessment

During the assessment the trainees shall:

- Carry out all the tasks according to the industry and organizational policies and procedures
- Meet the performance criteria of all competence
- Demonstrate accepted level of performance determined by the assessors

### *Resources required for assessment*

Computer hardware with peripherals and appropriate software

## UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"> <li>• Basic ergonomics of keyboard and computer use</li> <li>• Main types of computers and basic features of different operating systems</li> <li>• Main parts of a computer</li> <li>• Storage devices and basic categories of memory</li> <li>• Relevant software</li> <li>• General security and computer</li> <li>• Viruses</li> </ul>	<ul style="list-style-type: none"> <li>• Reading skills required to interpret work instruction</li> <li>• Communication skills</li> <li>• Keyboard skills</li> </ul>

## Unit 04

<b>UNIT TITLE</b>	Weight and Scale and measure commodities for pastry and bakery products				
<b>DESCRIPTOR</b>	This unit describes a set of elementary tasks handled by assistant cooks at entry level in bakery and pastry sections of complex kitchens. People credited with this unit are able to provide basic level assistant to senior cooks in their daily jobs with assembling commodities required for preparation.				
<b>CODE</b>	TOU02S2U01V2	<b>Level</b>	3	<b>Credit</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Select, scale and measure commodities	1.1. Dry ingredients scaled according to recipe specifications and placed in appropriate containers 1.2. Liquid ingredients measured or weighed in appropriate containers according to recipe specifications 1.3. Ingredients combined or kept separate according to mixing requirements

### Range Statement

#### *Procedures and recipes included:*

- Scaling of dry ingredients
- Measuring or weighing of liquid ingredients

Tools, equipment and material used in this unit may include:

#### *Tools and equipment:*

- Receptacles for keeping scaled/measured commodities
- Measuring jugs

#### *Scales Materials:*

- General pastry and bakery commodities listed through this document

## ASSESSMENT GUIDE

### *Forms of assessment*

- Observation of practical demonstration by the candidate of activities and procedures specified in the range statement.
- Questions to determine the underpinning knowledge of the candidate related to tasks to be performed.
- Third party/workplace reports of on-the-job performance of the candidate

### *Assessment context*

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

### *Critical aspects (for assessment)*

It is essential that the candidate applied safety and hygiene guidelines effectively

### *Assessment conditions*

Assessment is conducted in examination situation where strict examination rules are followed.

Resources required for assessment

The following should be made available:

- A workplace or simulated workplace
- Situations requiring safe working practices

- Instructions on safe working practice
- Related food service equipment

### *UNDERPINNING KNOWLEDGE AND SKILLS*

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"> <li>• General knowledge on safe and hygienic practices</li> <li>• Knowledge of pastry and bakery commodities</li> <li>• Conversation tables, ratios and measures</li> <li>• Basic product characteristics and usage</li> </ul>	<ul style="list-style-type: none"> <li>• Arithmetic and numeric skills</li> <li>• Undertake safe manual handling jobs</li> <li>• Competent to follow safety regulations</li> <li>• Competent to work safely with workplace equipment, materials and colleagues</li> </ul>

## Unit 05

<b>UNIT TITLE</b>	Prepare, tray up and handle baking of breads and pastry products				
<b>DESCRIPTOR</b>	This unit describes the elementary tasks handled by assistant cooks at entry level in bakery and pastry sections of complex kitchens. People credited with this unit are able to provide basic level assistant to senior cooks in their daily jobs with baking and handling finished products.				
<b>CODE</b>	TOU02S2U02V2	<b>Level</b>	3	<b>Credit</b>	1

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Prepare trays and moulds	1.1. Trays and moulds washed, dried and placed on racks to established standards of hygiene 1.2. Trays greased and set for placing dough or other mixes to establishment standards
2. Tray up breads and other mixes for baking	2.1 Bread dough scaled to establishment and recipe standards. 2.2 Dough moulded and placed properly in the correct trays 2.3 Proving of dough timed as prescribed 2.4 Pastry mixes for baking placed in appropriate trays according to instructions
3. Bake and finish breads and pastry products	3.1 Correct oven temperatures required for specific products known and applied 3.2 Proved dough and other pastry products placed in and removed from the oven safely, at the correct times 3.3 Finishing procedures for various products known and practiced according to recipe instructions
4. Prepare trays and moulds	4.1 Trays and moulds washed, dried and placed on racks to established standards of hygiene 4.2 Trays greased and set for placing dough or other mixes to establishment standards

### Range Statement

#### *Procedures and recipes included:*

- Cleaning and greasing of trays and moulds
- Moulding, shaping and traying up of loaf breads, rolls and specialty breads
- Traying up of short pastry for flans and tarts
- Traying up of choux pastry products
- Traying up of cakes, sponges, biscuits and cookies

Tools, equipment and material used in this unit may include

#### *Tools and equipment:*

- Baking trays
- Bread tins, open and closed
- Cake tins
- Flan rings, tartlet and barquette trays
- Industrial bakery ovens
- Industrial pastry ovens

- Pastry brush
- Relevant recipe manuals

#### *Scales Materials:*

- Bread dough for basic white and brown breads and rolls
- Short and sugar pastry
- Choux pastry
- Puff and Danish pastry
- Greaseproof paper
- Pan lubricant or suitable fat
- Cake and sponge mixes
- Fat for glazing
- Biscuit and cookie dough and pastes

## ASSESSMENT GUIDE

### *Forms of assessment*

- Observation of practical demonstration by the candidate of activities and procedures specified in the range statement.
- Questions to determine the underpinning knowledge of the candidate related to tasks to be performed.
- Third party/workplace reports of on-the-job performance of the candidate

### *Assessment context*

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

Critical aspects (for assessment)

It is essential that the candidate applied safety and hygiene guidelines effectively

Assessment conditions

Assessment is conducted in examination situation where strict examination rules are followed.

Resources required for assessment

The following should be made available:

- A workplace or simulated workplace
- Situations requiring safe working practices
- Instructions on safe working practice
- Related food service equipment

## UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none"> <li>• General knowledge on safe and hygienic practices</li> <li>• Basic product characteristics and usage</li> </ul>	<ul style="list-style-type: none"> <li>• Undertake safe manual handling jobs</li> <li>• Competent to follow safety regulations</li> <li>• Competent to work safely with workplace equipment, materials and colleagues</li> </ul>



## Unit 06

<b>UNIT TITLE</b>	Prepare creams, sauces, glazes and fillings				
<b>DESCRIPTOR</b>	This unit deals with the skills and knowledge required by patissiers in hospitality establishments to prepare and produce a variety of creams, sauces, glazes and sweet and savoury fillings for filling varieties of pastry and bakery products.				
<b>CODE</b>	TOU02S2U03V2	<b>Level</b>	3	<b>Credit</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Prepare creams and fillings	1.1. A variety of creams, sauces, glazes and fillings prepared according to standard recipes and desired product characteristics 1.2. Ingredients selected, measured and weighed according to recipe requirements and established standards and procedures 1.3. Appropriate equipment used according to required pastry and bakery products and standard operating procedures 1.4. Batter and dough prepared in accordance with enterprise standards 1.5. Products are proofed according to specified temperature and other conditions 1.6. Creams, sauces, glazes and fillings are cooked according to techniques and appropriate conditions 1.7. Required oven temperature selected to bake goods on accordance with the desired characteristics, standards recipe specifications and enterprise practices
2. Use creams, sauces, glazes and fillings in pastry and bakery products	2.1 Pastry and bakery goods filled and decorated, where required and appropriate, in accordance with standard recipes and/or enterprise standards and customer preferences 2.2 Pastry and bakery goods finished and presented according to established standards and procedures
3. Store creams, sauces, glazes and fillings products	3.1 Pastry and bakery products stored according to established standards and procedures 3.2 Food safety and hygiene procedures demonstrated

### Range Statement

Recipes and products handled and prepared.

The following recipes or their substitute applications must be practiced:

- Apricot glaze
- Arrowroot glaze
- Butter Cream
- Caramel sauce
- Chantilly cream
- Chocolate sauce
- Custard sauce
- Frangipane
- Ganache
- Imitation cream

- Jam sauce
- Lemon curd
- Lemon/Orange sauce
- Mango sauce
- Melba sauce
- Melted chocolate
- Pastry cream
- Royal icing
- Sabayon sauce
- Sauce anglaise
- Water icing

### *Techniques practiced*

The following techniques must be practiced:

- Beating
- Blending
- Filling
- Folding
- Stirring
- Topping
- Whipping
- Whisking

Tools, equipment and material used in this unit may include

### *Tools and equipment:*

- Beaters
- Bowls
- Commercial mixers and attachments
- Cutting implements
- Graters
- Measures
- Range
- Piping bags and attachments
- Scales
- Spatulas, wooden spoons
- Various shapes and sizes of pans
- Whisks

### *Materials:*

- Almond-ground
- Apricot jam
- Apricot glaze
- Arrowroot
- Butter
- Chocolate-cooking
- Corn flour
- Custard powder
- Eggs
- Flour
- Fondant
- Icing sugar
- Jam-apricot
- Lemon/lime

- Mace
- Milk /powder
- Orange
- Raspberries
- Sugar-castor/granulated
- Vanilla pod/essence
- Vinegar
- Whipping cream
- Wine

## ASSESSMENT GUIDE

### *Forms of assessment*

- Observation of practical demonstration by the candidate on preparing, cooking and baking, filling, finishing, decorating and presenting specialized pastry and bakery products
- Questions to determine the underpinning knowledge of the candidate related to tasks to be performed
- Third party/workplace reports of on-the-job performance of the candidate

### *Assessment context*

Assessment may be done in the workplace or a simulated work environment.

Critical aspects (for assessment)

Assessment requires evidence that the candidate:

- Demonstrated ability to produce a range of creams, sauces, glazes and fillings used in the pastry kitchen according to standard recipes and establishment's procedures
- Demonstrated ability to package and store pastry products according to establishment's standards and procedures
- Performed preparatory task of calculating recipes, planning the work, assembling commodities and utensils prior to starting food preparation.
- Demonstrated application of hygiene and safety principles according to established standards and procedures

### *Assessment conditions*

Assessment is conducted in examination situation where strict examination rules are followed.

Resources required for assessment

Commercial kitchen environment and industrial equipment and utensils for preparing creams, sauces, glazes and fillings and using these in filling and finishing related products.

Use of pastry and bakery products for using creams sauces, glazes and fillings

## UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none"><li>• Properties of the ingredients used</li><li>• Varieties and characteristics of bakery products</li><li>• Principles and practices of hygiene particularly in relation to filling and decorating finished products</li><li>• Portion control and yield</li><li>• Creative, artistic skills in decoration and presentation</li><li>• Related culinary terms</li></ul>	<ul style="list-style-type: none"><li>• Portion control and yield determination</li><li>• Safe work practices, particularly in relation to handling products that will not be cooked further</li><li>• Safe use of equipment and utensils</li><li>• Storage conditions for pastry and bakery products and optimizing shelf life</li><li>• Routine maintenance and handling of equipment and utensils</li></ul>

## UNIT- 07

<b>UNIT TITLE</b>	<b>Basic Cake Decorating Equipment</b>				
<b>DESCRIPTOR</b>	This unit describes the basic cake decorating equipment and how this equipment are used in cake decorating				
<b>CODE</b>	TOU11S1U02V1	<b>LEVEL</b>	3	<b>CREDIT</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Cake pans	<p>1.1. Choose professional cake pan</p> <p>1.2. Choose cake pans that have straight sides instead of slanted. This helps to keep the sides of your cake straight after it is stacked, reducing or eliminating the need to carve down the edges to get perfectly even sides</p>
2. Parchment paper	<p>2.1. Use parchment paper in cutting circles and placing them in the bottom of cake pans for a perfect release every</p> <p>2.2. Have a piece of parchment to set it on while you cut off the top and torte your cake. The parchment paper will catch the mess, making a super easy cleanup</p> <p>2.3. place the cakes on large pieces of parchment paper when covering them in fondant so the fondant does not stick to the surface and cause tearing</p> <p>2.4. Do not put wax paper in the oven or it will smoke up your house.</p>
3. Sharp knife/ x-acto blade	<p>3.1. Use a knife to help release the cakes from pans by running the blade around the edge, with parchment paper in the bottom, it should fall right out when you flip it over.</p> <p>3.2. Clean, sharp knives are also very useful when working with fondant. Use them to cut shapes, stripes and to add detail. X-Acto knives are perfect when precise or smooth lines are required</p> <p>3.3. Be careful when using knives, especially X-Acto knives, as it will cut right through silicone mats</p>

4. Cake Boards/Drums	<p>4.1. Personal protective equipment suited to the task is selected and fitted or worn.</p> <p>4.2. Selected hazardous substance is removed from storage and utilized in accordance with the label instructions or workplace requirements.</p> <p>4.3. Containers and unused hazardous substances are disposed of in accordance with established workplace procedures.</p>
5. Off-set spatula and/or bench scraper	<p>5.1. Spread the buttercream icing using the offset spatula.</p> <p>5.2. Use a bench scraper to smooth when u have a thick coat of icing.</p>
6. Turntable or Lazy Susan	<p>6.1. Use a turntable to torte, fill, crumb coat and decorate your cake</p>
7. Large and small fondant rollers	<p>7.1. Use a roller which has handles</p> <p>7.2. Use a fairly long rolling pin to cover cakes in fondant.</p> <p>7.3. Use small rollers for rolling out just enough fondant for decorations</p> <p>7.4. Large rollers for rolling out enough fondant to cover an entire cake.</p>
8. Fondant smoothers	<p>8.1. Use fondant smoothers when covering a cake in fondant. They help smooth the fondant onto the cake and help to release air bubbles from under the fondant.</p>

### Range statement

Use basic cake decorating equipment in baking and decorating as described in elements

Tools, equipment and materials required may include:

- Cake pans
- Parchment paper
- Sharp knife/ x-acto blade
- Cake Boards/Drums
- Off-set spatula and/or bench scraper
- Turntable or Lazy susan
- Large and small fondant rollers
- Fondant smoothers

### Assessment guide

#### *Form of assessment*

The assessor may use the following assessment methods to objectively assess the candidate:

- Observation
- Questioning
- Practical demonstration

#### *Assessment context*

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of practices using cake decorating equipment

#### *Critical aspects*

It is essential that competence is demonstrated in the knowledge and skills defined in this unit. These may include the ability to:

- Assessment requires evidence that the candidate:
- Complied with occupational, health and hygiene practices
- Handles and used the cake decorating tools appropriately

## UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
A basic working knowledge of: <ul style="list-style-type: none"><li>- When and how to use equipment according to requirement</li></ul>	The ability to: <ul style="list-style-type: none"><li>- Handle cake decorating equipment</li><li>- Maintain health and safety skill while using cake decorating equipment</li></ul>

## UNIT- 08

<b>UNIT TITLE</b>	<b>Baking Perfect Cakes</b>				
<b>DESCRIPTOR</b>	This unit gives skills and knowledge required in measuring, sifting, and mixing involved in cake				
<b>CODE</b>	TOU11S1U03V1	<b>LEVEL</b>	3	<b>CREDIT</b>	6

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Know your oven	<p>1.3. Get an oven thermometer—it's the best way to be sure your oven is calibrated correctly.</p> <p>1.4. Bake the cake in the middle (too close to the top or bottom can cause overbrowning)</p> <p>1.5. Gently close the oven door—a hard slam can release air bubbles trapped in the batter. To check for doneness</p> <p>1.6. lightly press the center of the cake; if it springs back, it's done. Or insert a wooden pick; it should come out clean.</p>
2. Choose the proper pan size (and color)	<p>2.1. Choose the right pan depending the cake size. Pan size is specified in recipes because a cake increases in volume 50 to 100 percent during baking; if your pan is too small the cake could overflow.</p> <p>2.2. Choose silver-colored aluminum pans: glass or dark non-stick pans usually require a 25-degree reduction in baking temperature versus silver-colored aluminum pans.</p>
3. Use the right flour for the recipe	<p>3.1. Choose bread flour for making cake: Different flours contain varying percentages of protein—the more protein, the more gluten. Cake flour has the least protein and yields extra-light baked goods, like angel food cake. Bread flour has the most and is used for denser items; all-purpose is in the middle and produces tender cakes.</p>
4. Weigh, don't measure, flour.	<p>4.1. Use a kitchen scale: weight is the is the only accurate way to measure flour.</p> <p>4.2. Depending on how tightly flour is packed into a measuring cup, you can end up with double the amount intended. That's why we give flour measurements in ounces first</p>



5. Chemistry counts	<p>5.1. Don't over mix: it can cause the cake to turn tough. Flour thickens the batter and provides gluten, a protein that gives the cake structure. It forms when flour is combined with a liquid and agitated.</p> <p>5.2. Understand the chemistry of ingredients and how it effects cake texture</p> <ul style="list-style-type: none"> <li>- Leaveners, like baking soda or powder, produce carbon dioxide bubbles, which are trapped by the starch in the batter and expand during baking, causing the cake to rise.</li> <li>- Fats, like butter, shortening, or oil, help retard gluten formation while providing moisture for the cake. This ensures a tender texture.</li> <li>- Sugar breaks up gluten, keeping the texture tender; it absorbs liquid, keeping the cake moist; and it caramelizes in baking, enriching flavours and helping the cake brown.</li> <li>- Eggs firm up when cooked, helping cake batters set in the oven.</li> <li>- Egg yolks contain fat, as well as lecithin, an emulsifier that allows fats and water to mix smoothly and ensures even texture</li> </ul>
6. Cake Cooldown	<p>6.1. Cool cakes in the pan on a wire rack for 20 minutes, then remove from pan</p> <p>6.2. Once cooled, place a plate on top, invert the pan, and gently tap or shake it to release the cake</p> <p>6.3. Angel food cakes are usually baked in tube pans, then inverted either on feet attached to the pan or over a bottle to cool upside down while still in the pan—gravity helps the cake keep its volume.</p> <p>6.4. Run a narrow spatula around the edges, and release onto a plate when it has cooled</p>

## Range statement

### Cake making procedure

- Choose the proper pan depending the size of the cake
- Choose the right flour. Note: Choose bread flour for a tender cake Recording may be in writing or verbal

- Use a kitchen scale: weight is the only accurate way to measure flour
- Don't over mix: it can cause the cake to turn tough. Flour thickens the batter and provides gluten, a protein that gives the cake structure.
- Personal hygiene
- Cool cakes in the pan on a wire rack for 20 minutes, then remove from pan

#### Cake baking procedure

- Get an oven thermometer—it's the best way to be sure your oven is calibrated correctly
- Bake the cake in the middle (too close to the top or bottom can cause overbrowning)

#### Tools, equipment and materials required may include:

- Oven
- Cake mixing ingredients
- Cake mixing tools
- Kitchen scale
- Wooden pick
- Cake pan

#### Assessment guide

##### *Form of assessment*

The assessor may use the following assessment methods to objectively assess the candidate:

- Observation
- Questioning
- Practical demonstration

##### *Assessment context*

- Assessment for the unit needs to be holistic and observed in a simulated working environment (making and baking a cake)
- Assessment may be done in workplace or a simulated work environment

##### *Critical aspects*

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- Making cake: Choosing right amount of ingredients and mixing the cake ingredients well
- Baking cake: Choose the right temperature and bake the cake to prepare a tender cake.

### *Assessment conditions*

Assessment of using cake making and baking tools, cake mixing and cake baking practices must be constantly evaluated.

## UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none"><li>• Working knowledge of chemistry behind cake ingredients and how it effects cake texture</li><li>• Knowledge of mixing right amount of cake ingredients</li><li>• Knowledge of baking the cake at right temperature and for the right amount of time</li></ul>	<ul style="list-style-type: none"><li>• Cake ingredients measuring skill</li><li>• Cake mixing skill</li><li>• Cake baking skill.</li></ul>

**UNIT- 09**

<b>UNIT TITLE</b>	<b>Baking Cake and Baking Science</b>				
<b>DESCRIPTOR</b>	This unit describes how the quality of cakes depend factors such as ingredients used, mixed method, batter temperature, baking etc. This unit describes skills and knowledge required in baking a perfect cake				
<b>CODE</b>	TOU11S1U04V1	<b>LEVEL</b>	3	<b>CREDIT</b>	6

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Formula Balance	1.1. Equal or exceed the weight of the sugar and the weight of flour. 1.2. Use higher the sugar-flour ratio when more cocoa or chocolate is used in the formula 1.3. Increase the amount eggs as the percentage of shortening is increased 1.4. The combined weight of the eggs plus the liquid should equal or exceed the weight of the sugar
2. Sponge Cake	2.1. Choose the Basic spong formula in bakers percent <ul style="list-style-type: none"> <li>- Flour, cake ( 100)</li> <li>- Sugar ( 166)</li> <li>- Eggs ( 166)</li> <li>- Salt ( 3)</li> </ul> 2.2. Follow the mixing procedure <ul style="list-style-type: none"> <li>- Heat equal parts of sugar and eggs to 110 degrees</li> <li>- Whip the egg and sugar mixture until a crease forms and remains without closing up when a couple of fingers are dragged across the top of the mixture</li> <li>- Dissolve the added sugar and liquid milk and add alternatively with the flour when the flour is folded in</li> <li>- Do not over mix</li> </ul>
3. Pound cake	3.1. Collect the pound Cake ingredients <ul style="list-style-type: none"> <li>- Flour, cake</li> <li>- Sugar</li> <li>- Shortening, emulsified</li> <li>- Eggs, Whole</li> <li>- Salt</li> </ul>

	<ul style="list-style-type: none"> <li>- Baking Powder</li> <li>- Liquids-water+eggs</li> </ul> <p>3.2. The bowl must be scraped frequently to keep the batter smooth all times</p> <p>3.3. The shortening must be plastic not too hard or too soft</p> <p>3.4. Start the mixer and run in slow speed until all the ingredients are combined to prevent splashing</p> <p>3.5. Use correct size bowl for the amount of batter being mixed</p> <p>3.6. The finished batter should be between 72 and 78 degrees</p> <p>3.7. Cake mixing procedure</p> <ul style="list-style-type: none"> <li>- Two Stage method</li> <li>- Sift all dry ingredients together to include the dry milk when used</li> <li>- Place shortening dry ingredients and about 75 percent of the water into the mixing bowl</li> <li>- Mix for 3 minutes at medium speed ( 2nd speed in a 3 speed machine)</li> <li>- Scrape bowl down thoroughly</li> <li>- Combine eggs remaining water and vanilla</li> <li>- Add slowly to ingredients in mixing bowl while mixing in slow speed.</li> <li>- Scrape bowl down again</li> <li>- Mix for 3 minutes in medium speed</li> <li>- Streamlined method</li> <li>- Using the wire beater attachment, beat the batter at high speed for about 1 minute</li> <li>- Add the eggs and stir in slow speed for about 1 minute</li> <li>- Slightly reduce in baking powder (about 20 percent less) due to the greater aeration of the batter during mixing</li> <li>- Sugar Water Method</li> <li>- Place all of the sugar and slightly half the weight of the water in the mixing bowl</li> <li>- Agitate the mixture for about 30 seconds, or until the sugar is dissolved</li> <li>- Reduce the baking powder by approximately 20 percent</li> </ul>
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	<ul style="list-style-type: none"> <li>- Add the dry ingredients and the shortening and mix until the batter is smooth</li> <li>- Add the eggs and the remaining water and mix until the batter is smooth</li> <li>- Flour-Shortening Method (Blending Method)</li> <li>- Place the flour and shortening in the mixing bowl</li> <li>- Blend them together until the flour particles are thoroughly coated by the fat</li> <li>- Blend the remaining dry ingredients</li> <li>- About 75 percent of the liquid is added and the mixture is mixed until it is homogeneous</li> <li>- Add the remaining liquid, including the eggs is added in small portions</li> <li>- Mixing is continued for about 5 minutes</li> <li>- Make sure to scrape the bowl occasionally to assure a smooth batter</li> </ul>
4. Sponge Cake- Regular mixing method	<p>4.1. Using a wire beater, beat the egg whites, cream of tartar, salt and vanilla until foamy. The egg whites should be fairly cool (about 70 degrees F)</p> <p>4.2. Add proximately one half the sugar in a slow stream and beat to a wet peak. Note: when the peak feels dry to the finger, the mixture has been overbeaten After completing the folding step, deposit the mixture into grease free angel food pans and bake at about 400 degrees F</p> <p>4.3. Place baked cake upside down on a wire cooling rack until thoroughly cooled before removing from the pan. If this is not done the cake will shrink and be low in volume</p>
5. Chiffon Cake mixing procedure	<p>5.1. All the ingredients except the egg whites and about one half the sugar are mixed to form a batter</p> <p>5.2. To make a lemon or orange chiffon cake, a small amount of lemon juice or orange juice may be added or the extract can be used</p> <p>5.3. The egg whites the remaining one half of the sugar the cream of tartar and vanilla are whipped separately to form a medium peak</p>

	5.4. The batter which was mixed previously is gently folded into the beaten meringue.
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### Range statement

- Correct formula, correct amount of ingredients in mixing ingredients for different cakes
- Sponge cake ingredients and sponge cake mixing procedure
- Pound cake mixing procedure which include streamlines method and sugar water method and flour shortening method
- Sponge cake regular mixing method

### Tools, equipment and materials required may include:

- Cake mixing tools:
- Ingredients for pound cake and sponge cake
- Cake oven
- Assessment guide

### Form of assessment

- Assessment for the unit needs to be holistic and must be observed through real or simulated workplace activities. Observation

### Assessment context

Assessment must reflect and events processes that occur in a simulated working environment and the must provide all the cake mixing and baking tools\

- Practical assessment of this unit must reflect the candidates' ability in handling cake tools, mixing method and baking of cakes.
- Assessment of hygienic work practices must be constantly evaluated.

### Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- Choose the right amount and the right ingredients for different types of cakes
- Follow the mixing procedure for pound cake and sponge cake

### Assessment conditions

Assessment must reflect and events processes that occur in a simulated working environment and the must provide all the cake mixing and baking tools

- Practical assessment of this unit must reflect the candidates' ability in handling cake tools, mixing method and baking of cakes.
- Assessment of hygienic work practices must be constantly evaluated.

## UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none"><li>• General knowledge on safe practices</li><li>• General knowledge of using cake formula</li><li>• General knowledge of how to make sponge cake, pound cake and chiffon cake</li></ul>	<ul style="list-style-type: none"><li>• Able to use cake tools</li><li>• Able to mix the cake ingredients</li><li>• Able to measure correct amount of ingredients</li></ul>



## UNIT-10

<b>UNIT TITLE</b>	<b>Leveling and Fondant Swag Drapes</b>				
<b>DESCRIPTOR</b>	This Unit of Competency is concerned with the control of layering cake, making fondant swag drapes and technique for adding beauty to any cake				
<b>CODE</b>	TOU11S1U05V1	LEVEL	3	CREDIT	6

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Leveling Cake	<p>1.1. Trim the thick and dry top crust top of the cake before layering a cake</p> <p>1.2. Put the soft interior of the cake in direct contact with the filling, so that the cake can readily absorb both moisture and aroma</p> <p>1.3. Cool the cake before u start the levelling cake. Leveling works best on a completely cool cake; a warm and fragile cake will shed a mountain of crumbs as it's sliced.</p>
2. Fondant Swag Drapes	<p>2.1. Gather the materials required to make fondant swag drapes</p> <ul style="list-style-type: none"> <li>- A cake covered in fondant and mostly decorated. (I find it best to put the swags on last.)</li> <li>- Fondant</li> <li>- A sharp knife</li> <li>- A fondant roller</li> <li>- A spritzer with water in it (You can also use a paintbrush to brush on the water. Or feel free to use the sugar glue of your choice. Alcohols or extracts tend to evaporate too quickly and the swags don't stick to the cake.)</li> </ul> <p>2.2. Follow the step by step procedure</p> <ul style="list-style-type: none"> <li>- <b>Step 1:</b> Roll out your fondant very thinly in 3 long strips. Your strips need to be at least 3" wide but the length depends on how large and tall your cake is. It is best to measure the dimensions with a fabric tape measure to get an approximate length before cutting your strips.</li> <li>- <b>Step 2:</b> Once your strips are cut, fold them in half, but leave the folded edge rounded. Do not make a crease in the fondant.</li> <li>- <b>Step 3:</b> Spray the entire tier with water so that the swag will stick all along the cake. It needs to adhere to the cake at every point or the swag</li> </ul>

	<p>will be too heavy and stretch, rip, and maybe even fall off of the cake</p> <ul style="list-style-type: none"> <li>- Gently pick up the swag, and attach the top of the swag first. Then let it swoop down and attach the bottom of the piece, making sure to gently attach the swag all along the cake. Place the lowest swag on first and work your way up</li> <li>- <b>Step 4:</b> Continue with the rest of the swoops on the following tiers. Remember to drape in increments of odd numbers. In design, odd numbers are more appealing to the eye</li> <li>- <b>Step 5:</b> Once you have finished your draping, don't just walk away. Remember, no matter how thin your swags are, they are still pretty heavy and may pull away from the cake. Keep an eye on your cake for about 10 minutes to make sure the swags are staying in place or gravity may win</li> </ul>
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#### Range statement

- Procedure in leveling a cake
- Procedure in making fondant swag drapes

#### Tools, equipment and materials required may include:

- A cake
- Fondant
- A sharp knife
- A fondant roller
- A spritzer with water in it

#### Assessment context

- Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices, leveling cake and making fondant drape.
- Competency needs to be holistic and must be demonstrated in a suitable workplace condition with equipment

## UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<p>A basic working knowledge of:</p> <ul style="list-style-type: none"> <li>• Leveling cake</li> <li>• Making Fondant Drapes</li> </ul>	<p>An ability to:</p> <ul style="list-style-type: none"> <li>• Cut the top of the cake concisely</li> </ul>

	<ul style="list-style-type: none"><li>• Roll the fondant and cut the drapes out of fondant</li><li>• Attaching the swag carefully on the cake</li></ul>
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## UNIT- 11

<b>UNIT TITLE</b>	<b>Heavy Petal: Essential Tools for Making Sugar Flowers</b>				
<b>DESCRIPTOR</b>	When it comes to cake design, gum paste florals are essential, and master the technique for creating sugar flowers requires a lot of patience, time, skill and the right tools				
<b>CODE</b>	TOU11S1U06V1	<b>LEVEL</b>	3	<b>CREDIT</b>	6

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. <b>Modeling Tools</b>	<p>1.1. Gather modeling tools</p> <ul style="list-style-type: none"> <li>- Ball tools (used to ruffle petal edges)</li> <li>- Veiners (used to etch ‘veins’ into petals and leaves).</li> </ul> <p>1.2. Foam pads and celboard: Roll out gum paste over the appropriate hole on the pad to create flat piece with a shape like the peak of a Mexican hat, which becomes the fluted part of a flower.</p> <p>1.3. Paintbrushes:</p> <ul style="list-style-type: none"> <li>- Get good quality paintbrushes.</li> <li>- For flowers, there are three kinds of brushes: flat brushes, for adding color to the edges of petals; fine tapered brushes, for adding dots of color (like orchids); and large brushes, for overall dustings.</li> </ul> <p>1.4. Fondant Rolling Pin:</p> <ul style="list-style-type: none"> <li>- A small fondant rolling pin is also a top essential tool for making sugar flowers. You can purchase these with, or without, removable guides on the ends (they look like rubber bands) to help roll straight edged fondant.</li> </ul>
2. <b>Floral wire and tape</b>	<p>2.1. o creating floral sprays, you’ll need things like floral wire and floral tape</p> <p>2.2. Have a piece of parchment to set it on while you cut off the top and torte your cake. The parchment paper will catch the mess, making a super easy cleanup</p> <p>2.3. place the cakes on large pieces of parchment paper when covering them in fondant so the fondant does not stick to the surface and cause tearing</p> <p>2.4. Do not put wax paper in the oven or it will smoke up your house.</p>

### Range statement

- Use basic cake decorating equipment in baking and decorating as described in elements

### Tools, equipment and materials required may include:

- Cake pans
- Parchment paper
- Sharp knife/ x-acto blade
- Cake Boards/Drums
- Off-set spatula and/or bench scraper

- Turntable or Lazy susan
- Large and small fondant rollers
- Fondant smoothers

#### Assessment guide

##### Form of assessment

The assessor may use the following assessment methods to objectively assess the candidate:

- Observation
- Questioning
- Practical demonstration

##### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of practices using cake decorating equipment

##### Critical aspects

It is essential that competence is demonstrated in the knowledge and skills defined in this unit. These may include the ability to:

- Assessment requires evidence that the candidate:
- Complied with occupational, health and hygiene practices
- Handles and used the cake decorating tools appropriately

#### UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
A basic working knowledge of: <ul style="list-style-type: none"> <li>- When and how to use equipment according to requirement</li> </ul>	The ability to: <ul style="list-style-type: none"> <li>- Handle cake decorating equipment</li> <li>- Maintain health and safety skill while using cake decorating equipment</li> </ul>

**UNIT- 12**

<b>UNIT TITLE</b>	<b>BUTTER CREAM PIPING</b>				
<b>DESCRIPTOR</b>	How to prepare several different types of buttercream as well as prepare all types of piped borders and flowers. Through repetition and practice the student will build their skills and develop confidence. Icing cakes, pressure control piping and learning food color applications are a few of the key elements to compliment butter cream use.				
<b>CODE</b>	TOU02S2U06V2	<b>LEVEL</b>	3	<b>CREDIT</b>	6

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Preparing and Using Buttercream Icings	<p>1.1. Collect all necessary equipment and ingredients to prepare butter cream</p> <p>1.2. Necessary equipment includes:</p> <ul style="list-style-type: none"> <li>- an electric hand beater,</li> <li>- food processor or food mixer for best results.</li> <li>- Note: need to really whip the butter to get it creamy and pale and its near impossible to do it by hand.</li> </ul> <p>1.3. Collect the required ingredients which include:</p> <ul style="list-style-type: none"> <li>- 125g softened butter</li> <li>- 1 1/2 Cups Icing Sugar (you are supposed to sift I never do!)</li> <li>- 2 TBSP milk</li> <li>- 1 tsp vanilla</li> <li>- Food Coloring</li> <li>- Note: sing the best icing sugar you can find – some brands are definitely better than others and will effect the outcome. Also you use imitation vanilla essence but you will need to use more for flavor than a quality vanilla. Taste as you go for the flavor you prefer</li> </ul> <p>1.4. Buttercream icing procedure:</p> <ul style="list-style-type: none"> <li>- Add the butter to a large bowl and begin to blend on high until it begins to go pale and creamy – approx. 2-5 minutes</li> <li>- Add half of your icing sugar and mix well again for at least 60 seconds</li> <li>- Add the first portion of icing sugar and mixing it to get a paler color as the mixing blades have more to work with.</li> <li>- Add the last measure of icing sugar, milk, vanilla and food coloring</li> </ul>

	<ul style="list-style-type: none"> <li>- Continue to add food coloring a few drops at a time until you get the desired color.</li> <li>- Try not to overmix too much once all ingredients are together to avoid overly aerated icing</li> <li>- Once the color and consistency is right prepare piping bag.</li> </ul> <p>1.5. Variation</p> <p><b>Chocolate buttercream:</b></p> <ul style="list-style-type: none"> <li>- Add 6 to 8 tbsp of sifted cocoa powder to the icing above and beat until the cocoa powder is well blended in the icing.</li> </ul> <p><b>Coffee buttercream:</b></p> <ul style="list-style-type: none"> <li>- Prepare the butter icing as above, but omit vanilla essence. Instead, add 4 tsp of instant coffee powder into the icing. Beat well.</li> </ul> <p><b>Mocha buttercream:</b></p> <ul style="list-style-type: none"> <li>- Add 4 tbsp of sifted cocoa powder into the coffee buttercream above. Beat well. Use as desired.</li> </ul> <p>1.6. Prepare piping bag:</p> <ul style="list-style-type: none"> <li>- use a plate to practice on before ice onto the cake – this allows me time to get the feel of how to hold the bag</li> <li>- also make sure correct tip is being used ( try out a few different ones to see which one you like the best).</li> </ul> <p>1.7. When icing with a piping bag make sure to</p> <ul style="list-style-type: none"> <li>- twist the top tightly</li> <li>- no air is trapped in the bag</li> <li>- a firm grip on the bag itself</li> </ul> <p>1.8. Covering Cakes with Buttercream Icing</p> <ul style="list-style-type: none"> <li>- Place your cake on a cake board that is of the same diameter as your cake. For example, if your cake is 6 inches in diameter, place it on a 6 inches round cake board.</li> <li>- Next, place the cake and the cake board on a larger cake board. And by larger I mean at least about 3 to 5 inches extra all around. The larger cake board here is really to help in the smoothing process.</li> <li>- Spread a generous amount of buttercream on the top surface of the cake. Smooth with a spatula. For best results, hold the spatula lightly pressing on the icing and rotate your turntable without stopping until the top is really smooth. Gently move the spatula away.</li> <li>- Next, take considerably large amounts of icing and cover thickly along the sides of the cake. Hold your spatula upright at 90 degrees and with the blade slanted at 45 degrees on the side surface the cake,</li> </ul>
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	<p>rotate your turntable without stopping to smoothen the sides of the cake. I prefer to use a dough scraper for this process.</p> <ul style="list-style-type: none"> <li>- Gently scrap off excess buttercream that has moved to the top of your cake, moving the spatula or scraper inwards to the centre of the cake. Scrap the excess icing off the spatula/scraper into a mixing bowl.</li> <li>- Repeat the smoothening process for the top of the cake again. Make sure you do not exert too much pressure when holding the spatula/scraper to the surface of the cake, or else you end up scraping off all the icing on the cake as you rotate your turntable.</li> <li>- Repeat the process until you have achieved your desired level of smoothness. Given the thin consistency of the icing, it takes quite a bit of practice to master the art of smoothening this icing on cakes.</li> </ul>
2. Pressure Control Piping, Cornet Preparation	<p>2.1 Practice when to squeeze and when to relax your hand in order to create perfectly-formed decorations. In addition to having the proper icing consistency and the correct bag position, you'll need to master three types of pressure control: heavy, medium and light.</p> <p>2.2 Pressure Control:</p> <ul style="list-style-type: none"> <li>- The size and uniformity of your icing designs are affected by the amount of pressure you apply to the bag and the steadiness of that pressure. (In other words, how you squeeze and relax your grip on the decorating bag.)</li> <li>- Learn to apply pressure so consistently that you can move the bag in a free and easy glide while just the right amount of icing flows through the tip.</li> <li>- Practice will help you achieve this control.</li> </ul> <p>2.3 Cornet preparation:</p> <ul style="list-style-type: none"> <li>- Cut parchment paper into a right-triangle (one corner 90-degrees, the two short sides equal in length)</li> <li>- Hold the triangle with the "peak" at the top. Label the points:</li> <li>- A (bottom right)</li> <li>- B (bottom left) and</li> <li>- C (top peak).</li> <li>- With your dominant hand (your "writing" hand), hold the triangle like a pyramid. This will have the "north" peak (corner C) pointing towards you.</li> </ul>



	<ul style="list-style-type: none"> <li>- With your non-writing hand, bring the bottom right corner (corner A) up to meet the top corner C or "north" peak.</li> </ul> <p>2.4 Fill 'er up: Fill the cone with your chocolate (or frosting). Go no more than two-thirds of the way up. Unless you want a gross, overflow accident.</p> <p>2.5 Seal the Cone: Fold the opening over at least twice to close the cone.</p> <p><b>Note:</b> If your cone starts pouring chocolate out of the point, it means it wasn't rolled tightly enough. If it's just dripping, it may be fine—just skip the next step.</p> <p>2.6 Snip: With a pair of scissors, snip off the very tip of the cone—just the tip. Start very, very small; you can always widen the opening, but once it's cut, there's no going back.</p> <p>Slow and steady: Stand at a countertop and support the wrist with your other hand, guiding it in slow, rounded motions.</p> <p>2.7 Stop regularly to rest and keep from shaking. That said, chocolate's actually pretty forgiving, so if you have a gap or wobble in your writing or drawing, just go back over it.</p> <p>2.8 Don't squeeze: Gravity will be nearly enough to guide the chocolate out of the cone.</p> <p>2.9 2.10. Exert some gentle pressure, but a squeeze will cause it to gush out or, at the very least, leave you with uneven decoration.</p>
3. Icing Consistency	<p>3.1 Many factors can affect icing consistency, such as humidity, temperature, ingredients and equipment.</p> <p>3.2 Try using different icing consistencies when decorating to determine what works best</p> <p>3.3 As a general guideline, if icing is too thin, add a little more confectioner's sugar.</p> <p>3.4 If your icing is too thick, add a little more liquid.</p> <p>3.5 In royal icing recipes, if adding more than 1/2 cup confectioner's sugar to thicken icing, also add 1-2 additional teaspoons of Meringue Powder.</p> <p>3.6 Stiff icing is used for figure piping and string work and for decorations like roses, carnations and sweet peas with upright petals. If icing is not stiff enough, flower petals will droop. If icing cracks when piped out, icing is probably too stiff.</p> <p>3.7 Add light corn syrup to icing used for string work to give strings greater elasticity so they will not break</p>

4. Basic Cake Borders	<p>4.1 SHELL BORDER:</p> <ul style="list-style-type: none"> <li>- hold the piping bag at a 45 degree angle</li> <li>- Squeeze and allow the frosting to fluff out</li> <li>- Stop and swipe to create a tail.</li> <li>- Start the next shell at the end of the previous shells tail so there's enough room for the frosting to fluff out and cover the end of the previously piped shell</li> <li>- Repeat around the entire cake</li> </ul> <p>4.2. ROPE BORDER:</p> <ul style="list-style-type: none"> <li>- Hold the piping bag at a 45-degree angle</li> <li>- Squeeze out frosting using even pressure and create a rolling motion</li> <li>- Do not lift too high or too low, make sure you keep an even level</li> </ul> <p>4.3. MOTION BORDER:</p> <ul style="list-style-type: none"> <li>- Hold the bag at a 45° angle</li> <li>- Squeeze icing while creating a lowercase and cursive “e”</li> <li>- You can continue this motion using an even pressure around the cake OR you can do a triple e-motion border.</li> <li>- To do that use the same technique mentioned above, but create three “e’s” instead of one.</li> <li>- Once you reach the third “e” squeeze out frosting to create an elongated tail.</li> <li>- Begin the next set at the end of the previous tail.</li> </ul> <p>4.4. RUFFLE BORDER:</p> <ul style="list-style-type: none"> <li>- Using a large petal tip, hold piping tip up at a 90-degree angle slightly above the edge of a cake</li> <li>- Squeeze out frosting and move bag in a side to side motion to create ruffles. Repeat around the entire cake.</li> </ul> <p>4.5. STAR BORDER:</p> <ul style="list-style-type: none"> <li>- Hold piping bag at a 90-degree angle slightly above the surface of the cake.</li> <li>- Squeeze out frosting using an even pressure.</li> <li>- Slowly release pressure while lifting piping bag to create a point.</li> </ul> <p>4.6. POOF BORDER:</p> <ul style="list-style-type: none"> <li>- This border follows the same technique as the star border except we use a large round tip.</li> <li>- Squeeze out the frosting until you reach the desired size of your poof.</li> </ul>
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	<ul style="list-style-type: none"> <li>- slowly lift the bag while squeezing, then release pressure while lifting piping bag to create a point.</li> </ul> <p>4.7. REVERSE SHELL BORDER:</p> <ul style="list-style-type: none"> <li>- Hold the piping bag at a 45-degree angle</li> <li>- Squeeze frosting out and move the tip in a counter-clockwise motion.</li> <li>- Stop and pull tip away to create a tail. Basically, creating a 9.</li> <li>- Start the next shell at the bottom of the previous tail, this time moving clockwise.</li> <li>- Repeat around the entire cake transitioning between counter-clockwise and clockwise shells.</li> </ul> <p>4.8. STRAIGHT AND REVERSE SHELL BORDER:</p> <ul style="list-style-type: none"> <li>- Follow the steps above to create a reverse shell.</li> <li>- Once you reach the end create a basic shell right next to the reverse shell.</li> </ul> <p>4.9. SWOOP" OR "BANNER" BORDER:</p> <ul style="list-style-type: none"> <li>- Hold piping bag at a 180-degree angle up the side of your cake</li> <li>- Squeeze a small amount of frosting out then squeeze more frosting on top of that</li> <li>- Create a 'U' motion and release pressure once you reach the end</li> <li>- Start next swoop at the end of the previous tail</li> </ul> <p>4.10. FLEUR DE LIS BORDER:</p> <ul style="list-style-type: none"> <li>- Pipe a basic shell with an elongated tail in the middle</li> <li>- then you could either pipe a reverse shell or a basic</li> </ul> <p>4.11. SWIRL BORDER:</p> <ul style="list-style-type: none"> <li>- Hold piping bag at a 90-degree angle slightly above cake</li> <li>- Squeeze out frosting and create a swirl like you would on a cupcake</li> <li>- Slowly release pressure while lifting bag away.</li> <li>- Repeat around entire cakeshell on both sides of the middle shell.</li> </ul>
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### Range statement

- Butter cream ingredients
- Buttercream icing procedure
- Buttercream icing with different variation procedure
- proper icing consistency and the correct bag position
- apply pressure so consistently that you can move the bag in a free and easy glide while just the right amount of icing flows through the tip.

- different icing consistencies when decorating to determine what works best
- Basic Cake Borders: SHELL BORDER, ROPE BORDER, MOTION BORDER, RUFFLE BORDER, STAR BORDER, POOF BORDER, REVERSE SHELL BORDER, STRAIGHT AND REVERSE SHELL BORDER, SWOOP” OR “BANNER” BORDER, SWIRL BORDER

### *Assessment guide*

#### *Form of assessment*

The assessor may use the following assessment methods to objectively assess the candidate:

- Observation
- Questioning
- Practical demonstration

#### *Assessment context*

- Assessment of this unit must be completed on the job or in a simulated work environment which reflects candidates’ ability in preparing and using buttercream icings, pressure control piping, cornet preparation and making different cake borders
- The assessment environment should not disadvantage the candidate.

#### *Tools, equipment and materials required may include:*

- Cake mixing tools:
- Ingredients for buttercream icing
- Cake oven
- Icing bag
- Cornet paper, scissor
- Different flavors for preparing variety of buttercream icing (coffee, chocolate and mocha)

## UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<p>A basic working knowledge of:</p> <ul style="list-style-type: none"> <li>• preparing butter cream icing</li> <li>• Buttercream icing procedure</li> <li>• Buttercream icing variation to bring different flavor</li> <li>• Icing with piping bag</li> <li>• Icing Consistency</li> </ul> <p>Basic cake borders</p>	<p>An ability to:</p> <ul style="list-style-type: none"> <li>• combine ingredients to produce royal icing</li> <li>• select and combine butter cream icing ingredients</li> <li>• Combine different flavors to make different variation of butter cream icing</li> <li>• Decorate cake with butter cream icing</li> <li>• Use cornet to make different cake borders</li> </ul> <p>icing consistency and the correct bag position</p>

**UNIT- 13**

<b>UNIT TITLE</b>	<b>Royal Icing, Rolled Fondant and Pastillage</b>				
<b>DESCRIPTOR</b>	This course will introduce students to all aspects of Royal Icing, from elementary flooding techniques, flowers and lace to advanced techniques such as brush embroidery and string work. The intricacies of the advanced techniques require precision, and steadiness, that students will develop with time and practice. Students will also be introduced to working with rolled fondant, and using it to cover a Styrofoam cake and boards. They will also be introduced to different methods for preparing Pastillage and use these to create plaques				
<b>CODE</b>	TOU11S1U07V1	<b>LEVEL</b>	3	<b>CREDIT</b>	6

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Rolled Royal Icing	<p>1.1. Collect the required ingredients and equipment.</p> <p><b>Ingredients</b></p> <ul style="list-style-type: none"> <li>- 2 1/2 tbsp of Meringue Powder</li> <li>- 2 tbsp tepid water (between warm and cold)</li> <li>- 2 tbsp light corn syrup</li> <li>- 2 tsp gelatine dissolved in 1 tbsp warm water.</li> <li>- Pinch of salt</li> <li>- 1/8 tsp cream of tartar or 1/2 tsp of lemon juice</li> <li>- 1 tbsp vanilla or clear extract</li> <li>- 4 cups powdered sugar</li> <li>- 3 tbsp veg shortening (more if needed when rolling)</li> </ul> <p>1.2. Follow the step by step <b>procedure</b> in mixing the ingredients to make royal icing</p> <ul style="list-style-type: none"> <li>- Have all your ingredients ready.</li> <li>- Place the Gelatine in warm water. Let soak.</li> <li>- Dissolve in microwave at 30 sec until completely dissolved. Let cool slight.</li> <li>- Place two cups powder sugar in a bowl, add the meringue powder, salt, cream of tartar.</li> <li>- Stir to combine.</li> <li>- Use an electric mixer to mix together the light corn syrup, gelatine mixture and extract.</li> <li>- Place in the center of the bowl.</li> </ul>

	<ul style="list-style-type: none"> <li>- Using a wooden spoon or firm spatula.</li> <li>- Stir until well combined.</li> <li>- Continue to mix well for about 2 to 3 minutes until you have a thick, sticky and almost double in volume mixture. (This is double strength royal icing)</li> <li>- Next add in another cup of powder sugar. Mix it in thoroughly</li> <li>- Now add another cup of powder sugar.</li> <li>- Add the veg shortening and continue to knead in.</li> <li>- This time you might need to knead with your hands.</li> <li>- If needed use more powder sugar.</li> <li>- Note: Avoid the temptation of adding powder sugar or it will crumble and become dry.</li> <li>- Once it turns into a soft but firm ball – transfer to a firm surface and knead well.</li> <li>- Divide this into two and store them wrapped in cling wrap first, then in a zip lock bag, then in box with a tight-fitting lid.</li> <li>- Let rest for 8 to 10 hours before you use it.</li> </ul>
<b>2. Rolled Fondant</b>	<p>2.1. Collect the required ingredients and equipment</p> <p><b>Ingredients</b></p> <ul style="list-style-type: none"> <li>- 1 kg icing sugar sieved</li> <li>- Extra icing sugar for dusting and rolling the fondant.</li> <li>- 4 Tablespoons water</li> <li>- 1 Tablespoon gelatin</li> <li>- 1 Tablespoon glycerin</li> <li>- 1 Teaspoon vanilla essence</li> <li>- ½ Cup glucose syrup</li> <li>- 2 Tablespoon Butter(optional)</li> </ul> <p>2.2. Follow the step by step procedure in mixing the ingredients to make rolled icing</p> <ul style="list-style-type: none"> <li>- In a small pan put the water and gelatin and let it stand for a few minutes till it dissolves</li> <li>- Place the pan with gelatin in another pan with boiling water, stir it until it's smooth, clear and completely dissolved.</li> </ul>

	<ul style="list-style-type: none"> <li>- Add the glucose and glycerin and mix.</li> <li>- Remove from heat. Add the shortening(butter) and your desired flavour (I used vanilla essence)</li> <li>- Pour half the icing sugar in a bowl, make a well and add in the gelatin paste. Mix well. With a wooden spoon, continue adding the remaining icing sugar.</li> <li>- use hands to knead, if it's too soft add the icing sugar and knead, it's too hard/firm, add water but little by little (like a drop).</li> <li>- Rub a little butter on hands to help knead.</li> <li>- The final fondant should be soft and elastic</li> <li>- play around with colours of your choice, just put little colour and knead</li> <li>- not using it at that moment, put it in a plastic bag and then in an airtight container and refrigerate it until the day you want to use it</li> <li>- Before rolling out the fondant, measure the circumference of the cake, this is important because you will use the same measurements on the fondant.</li> <li>- Roll out the fondant and cover your cake</li> </ul>
3. Luster Dust Tips	<p>3.1. Luster dust gives colors a high sheen metallic-like finish. It can be used either alone or mixed with similar colored matte dusts to create a lustrous sheen, without lightening the color. They can also be used on gum paste, royal icing or any frosting recipe that dries hard and is firm to the touch. It is nontoxic.</p> <p>3.2. Luster dusts can be incorporated into buttercreams to add shimmer cake decorations.</p> <p>3.3. When using luster dust, use an airbrush, blush brush or a small artist paintbrush to apply.</p> <p>3.4. Because luster dust is not water soluble, never mix them together to make paint colors. Instead, use white spirits like vodka, gin, clear vanilla extract or lemon extract - the dust will absorb into these liquids and result in a more intense color. They also dry faster</p> <p>3.5. Procedure on how to use luster dust tip</p>

	<ul style="list-style-type: none"> <li>- Use a bowl, mix a small amount of the dusting powder with a clear spirit.</li> <li>- Luster dust comes in small, 2-gram tubs. Carefully open the cap and, without breathing, put about 1/4 teaspoon into a very small cup.</li> <li>- Add a few drops of vodka, lemon extract or clear vanilla extract. Use a small clean paintbrush to mix the liquid with the dust. Proceed to paint and decorate.</li> </ul>
4. Pastillage	<p>3.6. Pastillage is rolled fondant without any of the softening ingredients (glycerin, corn syrup or shortening).</p> <p>3.7. Use pastillage sculptures, showpieces, three-dimensional shapes, ribbons and bows</p> <p>3.8. To prepare pastillage make ready ingredients and equipment</p> <p><b>Ingredients</b></p> <ul style="list-style-type: none"> <li>- 1 tablespoon gelatin scant</li> <li>- 1/3 cup water</li> <li>- 4 cups (lightly spooned into cup) powdered sugar</li> <li>- 1/2 cup (lightly spooned into cup) cornstarch</li> <li>- optional: pinch cream of tartar</li> </ul> <p>3.9. Follow the step by step procedure in mixing ingredients to make pastillage</p> <ul style="list-style-type: none"> <li>- sprinkle gelatin over water in a 2-cup heatproof glass measure and let stand for 5 minutes.</li> <li>- Set into a small pan of simmering water and stir until gelatin is dissolved. (This can be done in a microwave on high for a few seconds).</li> <li>- Combine the sugar, cornstarch and optional cream of tartar in a large bowl and make a well in the center.</li> <li>- Add the gelatin mixture and stir with a lightly greased wooden spoon until blended.</li> <li>- Mix lightly with greased hand and knead vigorously in the bowl until most of the sugar is incorporated.</li> <li>- Turn onto a smooth, lightly greased surface (such as Formica or marble) and knead until smooth and satiny.</li> </ul>



	<ul style="list-style-type: none"> <li>- If the pastillage seems dry, add several drops of water and knead well. If it seems too sticky, knead in more powdered sugar. The pastillage will resemble a smooth, well-shaped stone. When dropped, it should not spread.</li> <li>- Rolled pastillage may be used at once but seems to work more easily when allowed to rest for several hours.</li> <li>- It is important to keep pastillage covered to prevent it from drying.</li> <li>- Wrap tightly in plastic wrap and place in an airtight container. It will firm slightly upon standing.</li> <li>- When ready to roll out, spray the work surface and rolling pin with nonstick vegetable spray.</li> </ul>
5. Sugar Paste	<p>5.1. Collect the required ingredients and equipment</p> <p><b>Ingredients and Equipment</b></p> <ul style="list-style-type: none"> <li>- A heavy-duty mixer with a paddle attachment is essential for texture</li> <li>- Spatula</li> <li>- 1/2 cup egg whites</li> <li>- 6 2/3 cups confectioner's sugar (sifted)</li> <li>- 3 tablespoons tylose powder (Tylose powder is a very specific cake decorating supply item which can only be bought from online sources or specialty stores. It works very well in most gum paste recipes although other gum agents such as gum tragacanth could be substituted if you cannot find this ingredient.)</li> <li>- 2 tablespoons vegetable shortening</li> <li>- Large zip-lock bags</li> </ul> <p>5.2. Follow the step by step procedure in mixing ingredients to make Sugar Paste</p> <ul style="list-style-type: none"> <li>- Pour the egg whites into the mixer bowl and beat with paddle or scraper attachment for about 10 seconds at high speed.</li> <li>- Turn mixer to low speed and slowly add powdered sugar; once sugar is thoroughly mixed in, turn up mixer speed</li> </ul>

	<p>and beat for about two minutes until the mixture is shiny and makes soft, collapsible peak</p> <ul style="list-style-type: none"> <li>- If coloring the gum paste, add slightly more color than you will want in the end, as it will fade. Either gel or liquid color is appropriate.</li> <li>- Turn mixer to slow speed and slowly at the tylose. Then turn up the mixer speed until the mixture is thickened to the texture you prefer.</li> <li>- Turn out the mixture onto a work surface covered with powdered sugar. With shortening on your hands to avoid sticking, knead the paste until you have formed a soft dough that is not sticky.</li> <li>- Store gum pastes in a sealable plastic bag for at least 24 hours before using. It can be kept frozen for up to two years if desired. When you are ready to use the gum paste, knead in vegetable shortening to soften it.</li> <li>- Follow these tips for the Perfect Gum Paste</li> <li>- Adjust the amount of sugar you use based on the humidity of your environment. Add more if there is a lot of moisture in the air; add less if it is dry</li> <li>- Always scrape the sides of the bowl down, as with any recipe, to ensure all the powdered sugar is mixed with the eggs.</li> <li>- Do not under-mix the eggs and sugar. When finished the mixture will be very thick and glossy and look like meringue. Undermixing will produce gum paste which is not pliable or easy to handle.</li> <li>- Sprinkle the tylose powder into the mixing bowl while running the paddle at low speed. Do not simply dump the powder in or it will clump up.</li> <li>- Take the extra time to scrape off the paddle and gather as much gum paste as possible because even a tiny amount can create a few flowers.</li> <li>- Separate the gum paste into at least two smaller balls so it is easier to knead.</li> </ul>
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	<ul style="list-style-type: none"> <li>- Add extra powdered sugar in very small amounts as you knead the gum paste because it is hard to remove too much sugar if your texture becomes dry!</li> </ul>
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### Range statement

- Procedure for making rolled royal icing
- Collect the required ingredients and equipment
- Follow the step by step procedure in mixing the ingredients as outlined in the element section
- Procedure for making rolled fondant
- Collect the required ingredients and equipment
- Follow the step by step procedure in mixing the ingredients as outlined in the element section
- Use luster dust gives colors a high sheen metallic-like finish
- Luster Dust Procedure
- Procedure for making pastillage
- Procedure for making sugar paste
- Follow steps to make perfect gum paste

### Assessment guide

#### *Form of assessment*

The assessor may use the following assessment methods to objectively assess the candidate:

- Observation
- Questioning
- Practical demonstration
- Any written or oral examinations may include questions related

### Assessment context

- Assessment of this unit must be completed on the job or in a simulated work environment which reflects candidates' ability to carry out different procedures of making different types of icing successfully. The assessment environment should not disadvantage the candidate.
- Competency needs to be holistic and must be demonstrated in a suitable workplace condition where candidates have access to a working area with required working equipment.

### Tools, equipment and materials required may include:

- Ingredients and equipment for rolled royal icing
- Ingredients and equipment for rolled fondant
- Luster Dust
- Ingredients and equipment for Pastillage
- Ingredients and equipment for sugarpaste

## UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<p>A basic working knowledge of:</p> <ul style="list-style-type: none"><li>• preparing rolled royal icing and the mixing technique</li><li>• Preparing rolled fondant and the right mixing technique</li><li>• Adding luster dust to create lustrous technique</li><li>• Luster dust tips mix the liquid with the dust in painting and decorating.</li><li>• Preparing pastillage and the correct of pastillage</li><li>• Storing rolled fondant, pastillage, sugar paste</li><li>• Preparing sugar paste and step by step procedure in mixing ingredients to make sugar paste</li></ul>	<p>An ability to:</p> <ul style="list-style-type: none"><li>• Choose right amount of right ingredients when preparing icing and gum paste</li><li>• Mixing technique and accuracy skill when mixing ingredients</li><li>• execute rolled fondant techniques to cover cakes that meet saleable production standards.</li><li>• Follow step by step procedure in preparing the icing while maintaining the health and safety standard of the kitchen or working place</li></ul>

## UNIT- 14

<b>UNIT TITLE</b>	<b>Modelling with marzipan and sugar paste</b>				
<b>DESCRIPTOR</b>	In this unit, learners will develop skills to produce and store simple sugar paste and marzipan models for cake decoration				
<b>CODE</b>	TOU11S1U08V1	<b>LEVEL</b>	3	<b>CREDIT</b>	6

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Making Models with Marzipan and Sugar paste	<p>1.1. Use at room temperature (may be microwaved for a few seconds to soften if hard)</p> <p>1.2. Keep covered whilst using to prevent it crusting over</p> <p>1.3. Colors may be kneaded in and/or dusted on top</p> <p>1.4. Use icing sugar to prevent sticking, or if it dries out, knead in a little white vegetable fat</p> <p>1.5. Simple models will stick without the use of glue</p> <p>1.6. Basic shapes for modelling are the ball, cone and sausage shapes, from which the majority of figures or animals can be created! It is important that the marzipan is kneaded well to eliminate any cracks before starting.</p> <p>1.7. Use a glaze on the finished item to give a professional looking finish</p> <p>1.8. Idea: Mix with chocolate modelling paste (Coco form) 50:50 for a delicious tasting chocolate marzipan!</p> <p>1.9. Marzipan is available in two colors – white and yellow. The white is generally better for cake decorating purposes as it is easier to color accurately. Indeed, when icing a cake over a marzipan coating, if white marzipan is used, there is no chance of the color ‘bleeding ’through to the surface.</p>
2. Marzipan /sugar paste models	<p>2.1. Making small fruits using marzipan</p> <p>2.2. Use a ‘walnut’ size piece for each fruit</p> <p>2.3. Color with color Splash gel, shape and add a stalk if wished before dusting</p> <p>2.4. if necessary, with some color Splash food coloring powder.</p> <p>2.5. Add to the cake or cupcakes as toppers, or pop into mini foil sweet cases inside a gold box to give as the perfect Christmas gift!</p> <p>2.6. Making a simple rose using marzipan</p>

	<p>2.7. Gather required materials such as marzipan/fondant and a piece of cellphone or a small plastic bag</p> <p>2.8. Start by making a small sausage shaped piece of marzipan, approx. 4 inches/10 cm</p> <p>2.9. Cover the marzipan with the cellophane and use your thumb to flatten. Make one of the longer sides thinner than the other.</p> <p>2.10. Remove the plastic and roll the marzipan into a spiral shape, thin side up.</p> <p>2.11. This will form the center of the rose. Don't roll it too tightly</p> <p>2.12. Now you will need three small balls of marzipan.</p> <p>2.13. Cover the balls with the cellophane and push them down with your thumb.</p> <p>2.14. Continue flattening the balls with your thumb until they are quite thin. Make one side thinner than the other.</p> <p>2.15. Brush some edible glue onto the thicker edge of the petals.</p> <p>2.16. Take one of the petals, thin side up, and lay it around the center over the seam. Leave the edge slightly open.</p> <p>2.17. Then tuck the second petal slightly inside the first petal and squeeze it around the center. Make sure the petal is slightly higher than the bud.</p> <p>2.18. Repeat with the third petal.</p> <p>2.19. Slightly curve the edge of the petals out with your fingertips.</p> <p>2.20. Pinch or cut excess marzipan off the bottom of the rose</p> <p><b>Making ball</b></p> <p>2.21. Take a piece of sugar paste, marzipan and cup the ball in the palm</p> <p>2.22. Roll it until it has formed perfect sphere</p> <p><b>Making Cone</b></p> <p>2.23. Take a piece of sugar paste, marzipan and cup the ball in palms</p> <p>2.24. Roll it until it has formed a perfect sphere</p> <p>2.25. Making Cylinder</p> <p>2.26. Place a ball of sugar paste, marzipan on a clean work surface</p> <p>2.27. Use a smoother, roll the ball until it forms a cylinder.</p> <p>2.28. Slice off the ends with a sharp knife</p> <p>2.29. Continue to roll the cylinder with the finger until it is the size required</p> <p>2.30. Making Teddy Bear</p>
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	<p>2.31. Make a large ball out of sugar paste</p> <p>2.32. Form four medium cylinders. Two of the arms and two for the legs</p> <p>2.33. Gently press on the ends of the legs with the finger to create the feet</p> <p>2.34. Use the wide end of a piping tube (nozzle)</p> <p>2.35. Cut four small disks out of sugar paste</p> <p>2.36. Using a paintbrush dab their undersides with a little sugar glue or warm, previously boiled water and set them in place on the arms and legs</p> <p>2.37. Attach the arms and legs to the body in the same way</p> <p>2.38. Use half the amount of sugar paste used to create the body.</p> <p>2.39. Make another ball for the head</p> <p>2.40. Hollow out the eye sockets using the end of a paintbrush handle</p> <p>2.41. Attach the head to the body with the sugar glue or water and leave both to dry.</p>
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### Range statement

- Use equipment for simple modelling
- Simple marzipan and sugar paste models eg:
  - Balls, cylinder, cones
  - Simple roses/flowers
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## Assessment guide

### *Form of assessment*

The assessor may use the following assessment methods to objectively assess the candidate:

- Observation
- Questioning
- Practical demonstration of making simple models using marzipan and sugar paste

### *Assessment context*

- Assessment of this unit must be completed on the job or in a simulated work environment which reflects candidates ability to use modeling equipment in making ball, cylinders, cones , flowers and teddy bear. The assessment environment should not disadvantage the candidate.
- Competency needs to be holistic and must be demonstrated in a suitable cake making and cake decoration workplace condition.

### *Tools, equipment and materials required may include:*

- small rolling pin
- dog bone tool
- simple cutting tools
- shape cutters

## UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<p>A basic working knowledge of:</p> <ul style="list-style-type: none"><li>• Making marzipan and sugar paste non-stick when making model</li><li>• Using glaze on the finished item to give a professional looking finish</li><li>• Mixing chocolate modelling paste</li></ul>	<p>An ability to:</p> <ul style="list-style-type: none"><li>• knead colors in and dust on top of marzipan and sugar paste</li><li>• make delicious tasting chocolate marzipan</li><li>• make small marzipan fruits as cake or cupcake toppers</li><li>• make simple rose using marzipan</li><li>• make ball, cone cylinder and teddy bear out of marzipan</li><li>• handle food in line with safety work and health practices.</li></ul>



**UNIT- 15**

<b>UNIT TITLE</b>	<b>Garrett Frills</b>				
<b>DESCRIPTOR</b>	Garret frills can be a tricky decorating technique to master. They're a little fiddly and it can take some time to get them just right. However, once you've got used to the ruffling technique, the resulting pretty frills are very eye-catching and versatile. In this unit it will describe how you can roll your newly created garret frills into ruffled flowers, place them on the side of a decorated cake to create a ruffled swag or even create a dramatic ruffle cake with them; the possibilities are endless!				
<b>CODE</b>	TOU11S2U09V1	<b>LEVEL</b>	4	<b>CREDIT</b>	18

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Garrett Frills Tools and equipment:	1.1. Flat surface or cake decorating mat 1.2. Garret Frill Cutter 1.3. Paintbrush/cell stick 1.4. Non-stick rolling pin 1.5. Knife 1.6. Rolled fondant/gum paste 1.7. Cornstarch/ icing sugar for dusting
2. Procedure in making Garrett frills	2.1. Step one: Start by lightly dusting the flat surface with cornstarch to prevent the gum paste from sticking. Then, taking your small ball of gum paste, begin to knead it until it's soft and pliable 2.2. Step two: After you've finished kneading the ball of gum paste, take a non-stick rolling pin and begin to gently roll out the gum paste until it's around 2cm thick. It doesn't matter too much if it's not quite the right size; you'll just create a thicker or thinner ruffle. 2.3. Step three: Once you've rolled out the gum paste to the appropriate size, take the garret frill cutter and press down firmly, like you would with a cookie cutter. After you've done this, gently peel away the excess gum paste including the cut-out circle in the center; you won't need this. 2.4. Step Four: So, now you have your basic garret frill cut-out. The first thing you want to do is to take a cell stick or paintbrush and gently dust a little cornstarch over them to prevent any sticking. Next, the trickiest bit so far, actually creating the ruffles. This is probably one of the more difficult

	<p>cake decorating techniques and a lot of people struggle with ruffling gum paste.</p> <p>2.5. Secondly, take a cell stick and gently begin to roll it across the scalloped edges of the gum paste. Try not to press too firmly as what you're trying to achieve is a light ruffling motion. It can take a few tries to get the technique just right, but persevere as it is well worth the result. Keep rolling the cell stick over the scalloped edges until you've completed the whole circle. It should look like the frill in the picture. There are actually different gum paste tools which will create different types of ruffled effects. The cone tool works great for this technique.</p> <p>2.6. Step Five: Lastly, take a sharp knife and cut a slit in the frill so that you can lay it into a single line.</p>
3. Applying Garrett frill to the cake	<p>3.1. Mark the cake where you would like to place them.</p> <p>3.2. Turn the Garrett frill over and brush a small amount of water on the back of the straight part of the Garrett frill.</p> <p>3.3. Pick the frill up from the two ends and hold it so it lays against the marked spot on the cake.</p> <p>3.4. Press the frill on to the cake, first with you finger and then use a ball tool all along the straight edge to adhere it to the cake.</p> <p>3.5. This will also create a nice finish on the frill. The end of the frill should bend downwards so the next frill can meet that end and be hidden with a clean edge</p>

### Range statement

- Hygienic measures in working in kitchen and handling food
- Garrett Frills Tools and equipment
- Step by step procedure in making Garrett frills
- Application of Garret frills to the cake.

## Assessment guide

### *Form of assessment*

The assessor may use the following assessment methods to objectively assess the candidate:

- Observation
- Questioning
- Practical demonstration
- Any written or oral examinations may include questions related

### *Assessment context*

- Assessment of this unit must be completed on the job or in a simulated work environment which reflects Garret frill making practice and applying it in to the cake The assessment environment should not disadvantage the candidate. Must provide necessary decoration equipment and ingredients.
- Competency needs to be holistic and must be demonstrated in a suitable cake decoration workplace condition.

## UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<p>A basic working knowledge of:</p> <ul style="list-style-type: none"><li>• Personal hygienic measures</li><li>• Hygienic measures in handling food</li><li>• Maintaining the cleanliness of the working place</li><li>• Correct use of Garret frills tools and equipment</li><li>• Step by step procedure in making Garret frills</li><li>• Applying Garret frills on to the cake.</li></ul>	<p>An ability to:</p> <ul style="list-style-type: none"><li>• Maintain hygienic measures while working in the kitchen</li><li>• knead ball from gum paste and make ruffle.</li><li>• Use garret frill cut and cut the Garrett frill</li><li>• Scallop the edges of the gum paste.</li><li>• Paste the garret frill smoothly precisely to the cake.</li></ul>

## UNIT- 16

<b>UNIT TITLE</b>	<b>String Work</b>				
<b>DESCRIPTOR</b>	This unit describes the skills requires for basic stringwork, stringwork with a bridge, bridgeless stringwork and oriental stringwork.				
<b>CODE</b>	TOU11S2U10V1	<b>LEVEL</b>	4	<b>CREDIT</b>	21

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1.Starting with strings	<p>1.1. To begin stringwork, touch the end of piping tip to the cake</p> <p>1.2. Begin applying pressure to the piping bag.</p> <p>1.3. As the icing comes out of the tip, slowly move away from the cake, allowing the icing to come out in a string.</p> <p>1.4. Continue to squeeze the bag, move the piping tip to the right, allowing the icing to naturally sag.</p> <p>1.5. To finish the string, touch the piping tip to the surface of the cake and stop squeezing the bag</p> <p>1.6. Resist the urge to trace the icing line! Your stringwork will look SO much better if you just move horizontally. It's tough to grasp at first, but you'll be so happy with the result!</p>
2.Cake Dividing Set	<p>2.1. If you're not good at making uniform strings on your own, mark your cake before you get started using cake dividing set.</p> <p>2.2. Cake Dividing set:</p> <ul style="list-style-type: none"> <li>- Provides an easy method for evenly dividing cakes into symmetrical segments, allowing for precise placement of decorative elements</li> <li>- Ideal for guiding string work, garlands and many other techniques</li> <li>- Provides divisions for round cakes with up to 20-inch diameter</li> </ul> <p>2.3. How to use cake dividing set:</p> <ul style="list-style-type: none"> <li>- Take a long piece of paper (or multiple pieces taped together) that is long enough to wrap completely around the circumference of your cake.</li> <li>- Fold it in half...and in half again...and in half again...etc... until the segments on your paper are the size you'd like for your strings to be.</li> </ul>

	<ul style="list-style-type: none"> <li>- Then, wrap the paper back around your cake. Using a straight pin or safety pin, poke small holes around the top edge of your cake at each paper crease.</li> <li>- These holes are where you will start and stop each string. No one will ever know that you poked holes in the fondant - you'll cover the holes with royal icing! Now, remove the paper and begin your strings.</li> </ul>
4. Damage control	<p>4.1. When one of the string does not go well follow correct the damage</p> <p>4.2. Using a clean, dry paint brush, gently swipe the string off the cake. Be careful not to smear the icing - just pull it off the cake.</p> <p>4.3. Now use a slightly damp paint brush and paint water over the mark where the string used to be. Be patient. You can completely erase the line, but it may take some time. Also, try not to use an abundance of water. Water will stain your fondant.</p> <p>4.4. See how the line is coming right off but you can see the water mark? If you cover the water mark with strings later, it's no problem. It all depends on your cake design.</p>

### Range statement

- Apply pressure to the piping bag to squeeze the bag, move the piping tip to the right, allowing the icing to naturally sag. making strings
- Make uniform string on the cake
- Able to use cake dividing set if it is not possible to make uniform string
- Follow the correcting procedure when one of the string does not go well

### Assessment guide

#### *Form of assessment*

The assessor may use the following assessment methods to objectively assess the candidate:

- Observation
- Questioning
- Practical demonstration
- Any written or oral examinations may include questions related

#### *Assessment context*

- Assessment of this unit must be completed on the job or in a simulated work environment which reflects candidate's ability in making uniform strings on the cake. The assessment environment should not disadvantage the candidate.
- Competency needs to be holistic and must be demonstrated in a suitable cake decoration workplace condition.

## UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<p>A basic working knowledge of:</p> <ul style="list-style-type: none"><li>• What needs to be done when string goes wrong</li><li>• Using cake dividing set if not good at making uniform strings on your own</li></ul>	<p>An ability to:</p> <ul style="list-style-type: none"><li>• Make uniform strings on cake</li><li>• Use cake dividing set as a guide in making uniform string</li><li>• Apply the string on the cake precisely</li><li>• Be consistent in applying pressure on to the icing bag in making the strings</li><li>• Correct strings when it goes wrong</li></ul>

**UNIT- 17**

<b>UNIT TITLE</b>	<b>Working with Edible Lace for Cakes</b>				
<b>DESCRIPTOR</b>	There are many ways to achieve that elegant lace look on cakes, and when it comes down to it its is only the matter of preference. This unit will describe three popular cake lace techniques.				
<b>CODE</b>	TOU11S2U11V1	<b>LEVEL</b>	4	<b>CREDIT</b>	21

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1.Brush Embroidery	<p>1.1. Use a bit of royal icing, a piping bag and a paintbrush found in your local craft store,</p> <p>1.2. This technique is easily done on your upright cake surface and produces a simply elegant texture and feel.</p> <p>1.3. Brush embroidery procedure:</p> <ul style="list-style-type: none"> <li>- Use a flat, angled brush to pull your royal icing. It will create some beautiful texture as it cuts through and drags the icing, without flattening and spreading it out.</li> <li>- If you don't have a specific pattern you need to use, browse the lace fabric section at your local craft store. There are TONS of different designs; some are more classic with traditional flowers and blossoms, and some are more modern with scrolls and designs incorporated</li> <li>- Don't be afraid to create your own mesh-style netting with royal icing. It couldn't be easier to lay down lines of piped royal to fill in a bit of open space.</li> <li>- Practice on a little square of dried fondant if you're unsure or just want a bit of practice.</li> </ul>
2.Applique	<p>2.1. The most common method of adding lace designs to a cake is likely the trusty mold technique.</p> <p>2.2. The amount of fine detail in a mold cannot be matched — seeing fine threads and embellishing them with a bit of luster dust to truly bring out their glory.</p> <p>2.3. There are some tricks to making this lace technique delicate and to trick the viewer's eye into believing they're looking at real lace.</p> <p>2.4. The key to much of the molding technique is achieving the proper thickness (or thinness) of sugar paste before molding</p> <p>2.5. Applique procedure</p> <ul style="list-style-type: none"> <li>- Use a pasta roller (dedicated to sugar work only) and roll your paste evenly to the third-to-thinnest setting. This can be different depending on the brand of roller.</li> <li>- To fit the paste into the mold easier, use a similarly shaped petal or shape cutter before placing it into the mold. It reduces the amount of "cleaning up" of the edges of the piece you'll have to do later. Also, you won't have excess sugar paste exposed to air and drying out.</li> </ul>

	<ul style="list-style-type: none"> <li>- Use some of your standard modeling tools to tuck the edges into the mold to avoid scraggly edges and help impress the detail from the mold</li> <li>- Luster dust brings out the fine details like no other. I prefer a plain pearl luster</li> </ul>
3. Edible Lace Material	<p>3.1. Keep the sugar paste at room temperature</p> <p>3.2. After the paste is rested, transfer the paste to the silicone lace mold. Using plastic dough scraper spread the paste so it fills all the holes in the mold. Keep on applying until you are satisfied that the paste is filled uniformly.</p> <p>3.3. Scrape the remaining paste holding the scraper at 90°.</p> <p>3.4. Leave it overnight to dry and wait until sugar lace starts to release itself from the mold or you can bake it to speed up the process.</p> <p>3.5. Preheat the oven at 212°F (100°C) and bake it for about three minutes. Take it out from the oven and test it with your finger. If the lace is still sticky bake it for another 3 minutes. Sugar lace must be firm to the touch but don't bake it too long because it will lose its elasticity. Never bake it at higher temperatures and never longer than 6 minutes.</p> <p>3.6. Leave it to cool completely and then carefully remove the sugar lace from the mold starting from the corner.</p> <p>3.7. Sugar lace is ready for decorating immediately after removing from the mold. Don't leave it on the air too long after removing from the mold, it's best that you use it within two hours</p> <p>3.8. If making sugar lace in advance then store it in a plastic zip lock bag. It will be stiff when take it out from the fridge. To restore the elasticity, just place a damp kitchen towel on top for about 15 minutes.</p>
4. Chocolate Lace	<p>4.1 Roll Real Chocolate Sugarpaste into a sausage shape slightly shorter than the length of the mould and use a rolling pin to flatten the Sugarpaste into it.</p> <p>Ensure the Real Chocolate Sugarpaste is evenly distributed in the mould and that all the edges are covered.</p> <p>Remove the excess Sattina Real Chocolate Sugarpaste away from the edges of the mould using a flicking action with your thumb</p> <p>Tidy up the edges by pushing the Sattina Real Chocolate Sugarpaste back into the mould so that a clear outline of the mould can be seen all the way around.</p> <p>Turn the mould upside down and allow the Sattina Real Chocolate Sugarpaste to drop away from it onto the work surface</p> <p>Fix the chocolate cake lace to the cake with melted chocolate or edible glue.</p>



### Range statement

- Brush embroidery procedure.
- adding lace designs to a cake
- Applique procedure
- Edible lace preparing technique
- Chocolate lace making procedure

### Assessment guide

#### *Form of assessment*

The assessor may use the following assessment methods to objectively assess the candidate:

- Observation
- Questioning
- Practical demonstration

#### *Assessment context*

- Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of hygiene working practices, cake embroidery skills and edible lace making procedure. The assessment environment should not disadvantage the candidate.
- Competency needs to be holistic and must be demonstrated in a suitable cake decoration workplace condition.

#### *Tools, equipment and materials required may include:*

- Sugar Paste
- Plastic dough scraper
- Piping bag
- Paintbrush

## UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<p>A basic working knowledge of:</p> <ul style="list-style-type: none"><li>• Embroidery procedure</li><li>• Edible lace procedure</li><li>• Chocolate lace making procedure</li></ul>	<p>An ability to:</p> <ul style="list-style-type: none"><li>• Use paint brush to make brush embroidery</li><li>• Achieving the proper thickness (or thinness) of Sugar paste before molding.</li><li>• Produces a simply elegant texture</li><li>• Creating a flexible and impossible lace look</li><li>• Beautiful patterns, long strips of stunning mesh</li><li>• Patience in working with paint brush, making lace.</li></ul>

## UNIT- 18

<b>UNIT TITLE</b>	<b>Colorful Cake Painting Techniques</b>				
<b>DESCRIPTOR</b>	Edible gel food coloring mixed with a small amount of alcohol creates a brightly hued paint that can be thinned out further if need be, and painted with just as you would watercolor paints. This unit describe different techniques in painting.				
<b>CODE</b>	TOU11S2U12V1	<b>LEVEL</b>	4	<b>CREDIT</b>	21

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Tools and equipment	1.1. Gather the tools and equipment  1.2. A fondant-covered cake (I used a 3-inch tall 8" round cake 1.3. A printed design to copy from 1.4. A bowl of water 1.5. Icing colors 1.6. Cocktail sticks 1.7. Food safe rubber gloves 1.8. Various size food-safe paint brushes 1.9. A turntable (not essential, but makes life easier) 1.10. Something to mix your colors on. You can buy plastic palettes, or use greaseproof paper!
2. Painting procedure	2.1. Place the cake on a turntable or if you're not using one 2.2. place it on a stack of books or a cake stand so that it sits at the right height to paint when leaning on elbow. 2.3. It can be difficult to paint the sides of a cake if at table height. 2.4. Mix the colors. 2.5. use a separate cocktail stick for taking the gel out of each pot, so that the colors don't get mixed up. 2.6. Use the water to get the right sort of consistency for painting. 2.7. With the smallest brush and a very pale, watered down color, draw the outline of the design 2.8. Start with the lightest colors in the design and paint in the highlights. 2.9. Then build up the design using gradually darker shades 2.10. Every time you want to use a different color, use the water to wash your brush and mix up the new colors. 2.11. Add some finer detail with a very small brush. If your design has some intricate lines, then you can paint these now using a deep, rich color (I used black). 2.12. Let the cake dry. This will take a few hours, or possibly longer if applied the color quite heavily
3.Painting simple flower	3.1. Take a large paintbrush and a pale, watered down color and paint a large petal. 3.2. Repeat this 4 or 5 times until you have all your petals.

	<p>3.3. Now use a slightly darker shade of the same color, and a slightly smaller brush, and go over the top of the petals you already did, but leaving the outer edges of the paler color showing.</p> <p>3.4. Now mix a very dark shade of the same color (or take the color straight from the pot) and use sweeping motions from the center of the flower into the center of each petal to make some dark creases.</p> <p>3.5. Finally, mix a nice shade of green and use a large brush to paint some very simple leaves around the edge of your flower with just two or three strokes of the paintbrush.</p>
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### Range statement

Required tools and equipment for painting technique

Cake painting procedure

Painting simple procedure

### Assessment guide

#### *Form of assessment*

The assessor may use the following assessment methods to objectively assess the candidate:

- Observation
- Questioning
- Practical demonstration
- Any written or oral examinations may include questions related.

#### *Assessment context*

- Assessment of this unit must be completed on the job or in a simulated work environment which reflects painting techniques including painting simple flowers. The assessment environment should not disadvantage the candidate.
- Competency needs to be holistic and must be demonstrated in a suitable cake decorating workplace condition.

#### *Tools and Equipment*

- Greaseproof paper
- Icing colors
- Cocktail sticks
- Food safe rubber gloves
- Various size food-safe paint brushes
- A turntable (not essential, but makes life easier)

## UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
A basic working knowledge of: <ul style="list-style-type: none"><li>• Correct size of paint brush to be used in painting cakes</li></ul>	An ability to: <ul style="list-style-type: none"><li>• build up the design</li><li>• Mix the colors</li><li>• Use paint brush for according to the required type of shading (light shading/dark shading)</li></ul>

## UNIT- 19

<b>UNIT TITLE</b>	<b>Quilling</b>				
<b>DESCRIPTOR</b>	This unit describes the quilling technique to create 3D look.				
<b>CODE</b>	TOU11S2U13V1	<b>LEVEL</b>	4	<b>CREDIT</b>	18

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Quilling	1.1. Roll out a piece of gum/sugar paste until it is wafer thin. 1.2. Using a pizza wheel, cut the gum/sugar paste into several very fine strips 1.3. Roll the strips round a cocktail stick (toothpick), coiling tightly at first then allowing the coil to loosen at the end 1.4. Gently remove the coils from the cocktail stick, dab them with a paintbrush ad a little previously boiled water and either attach them to an insert or covered cake or board.
2. Quilled flower	2.1. For this quilled flower cake tutorial, you will need the following ingredients and supplies: 2.2. Steps in making quilled flower <ul style="list-style-type: none"><li>- Roll out fondant or gum paste.</li><li>- Use a pizza cutter to cut thin strips (they should all be the same size).</li><li>- Brush a bit of water on one end of the strip.</li><li>- Fold the other end of strip together into a loop shape.</li><li>- Continue to make many loops in different colors.</li><li>- To make the center of this quilled flower, roll out fondant and press an impression mat on top of it.</li><li>- Use a circle cutter to cut out two pieces.</li><li>- Brush water on back of one circle piece.</li><li>- Stick the fondant loops, just the way I did in this picture.</li><li>- Stick the other circular pice on top, using very little water.</li><li>- Allow this fondant quilled flower to dry overnight or until it hardens.</li><li>- Stick a lollipop stick inside the quilled flower with royal icing or melted chocolate and let it set.</li><li>- Then push these flowers onto your cake and you are done making an easy quilled flower cake.</li></ul>

### Range statement

- Quilling technique
- Quilled flower

### Assessment guide

#### *Form of assessment*

The assessor may use the following assessment methods to objectively assess the candidate:

- Observation
- Questioning
- Practical demonstration

#### *Assessment context*

- Assessment of this unit must be completed on the job or in a simulated work environment which reflects candidate's ability in quilling sugar or gum paste. The assessment environment should not disadvantage the candidate.
- Competency needs to be holistic and must be demonstrated in a suitable cake decorating workplace condition.

## UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<p>A basic working knowledge of:</p> <ul style="list-style-type: none"><li>• Quilling technique</li><li>• Making a quilled flower</li></ul>	<p>An ability to:</p> <ul style="list-style-type: none"><li>• Use the roller and cutter to roll the sugar/gum paste and cut the shapes</li><li>• Make loops</li></ul>

**UNIT- 20**

<b>UNIT TITLE</b>	<b>Cake Curving</b>				
<b>DESCRIPTOR</b>	This Unit of will describe the carving technique in cake decoration				
<b>CODE</b>	TOU11S2U15V1	<b>LEVEL</b>	4	<b>CREDIT</b>	21

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Having a plan	1.1. Make a plan before applying the knife to the cake 1.2. Research the shape you want to create from every angle 1.3. Try to get images of the shape from every angle. Print off pictures or use real objects as guides whenever possible
2. Choose the best shape	2.1. Decide which base shape will work best for the finished cake. For example, a heart shape is easiest to cut out from a round cake. 2.2. Design needs to be created from different shapes that are put together rather than one big cake cut down. For instance, the easiest way to make an "S" shaped cake is, to begin with a round cake. 2.3. Cut it in half, then move the halves apart with the edges still touching. 2.4. Use dowels whenever possible for stability and carve your cake on the prepared cake board to avoid moving the finished shape too much.
3. Choose the right recipe	3.1. Choose a cake recipe with a dense crumb that will stand up to cutting 3.2. A light chiffon cake with silky mousse filling would not be a feasible choice for carving. This type of cake won't usually stand up to being covered with fondant or heavy icing either.
4. Avoid fillings	4.1. Don't fill the cake unless it is necessary. 4.2. Rich icing between their cake layers, but this addition can make carving very messy and difficult. 4.3. Fill the cake, use the icing, jam, or glaze layer thin to prevent the layers from slipping 4.4. Chill the cake completely. Stability is the key to a good cake carving.
5. Don't cut fresh cakes	5.1. Never attempt to carve freshly baked and filled cakes because this type of cake will usually crumble. 5.2. Freeze the cakes will ensure that the carved edges are sharp and accurate. It will also make more detailed and complex designs possible 5.3. Use a very sharp knife to carve the cakes. 5.4. Can also use an assortment of knives for intricate details or awkward edges. 5.5. A serrated knife can be a good choice too.
6. Clean Edges for Fondant	6.1. Make sure cut edges are clean if you are covering the finished cake with fondant. 6.2. Carve with a bit of exaggeration in the shape, almost like a caricature of the finished shape. This is important because details will be lost when you coat the cake with icing and fondant.

### Range statement

- Plan for cutting and curving the cake
- Cake recipe for curving the cake
- Filling and curving the cake

### Assessment guide

#### *Form of assessment*

The assessor may use the following assessment methods to objectively assess the candidate:

- Observation
- Questioning
- Practical demonstration

#### *Assessment context*

- Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices. The assessment environment should not disadvantage the candidate.
- Competency needs to be holistic and must be demonstrated in a suitable horticulture workplace condition.

## UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<p>A basic working knowledge of:</p> <ul style="list-style-type: none"><li>• Make a plan before applying the knife to the cake</li><li>• Decide which base shape will work best for the finished curved cake</li><li>• Curving a cake and curving the edges of a cake</li><li>• Filling the layers of cake in curving cake</li></ul>	<p>An ability to:</p> <ul style="list-style-type: none"><li>• Curve the cake to get images of the shape from every angle</li><li>• Fill the cake layers to prevent slipping</li></ul>