



# Prepare and display sugar work

D1.HPA.CL4.03

Assessor Manual





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**Assessor Manual**



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for foods, tourism  
& hospitality

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# Competency Based Assessment (CBA) – An Introduction for Assessors

Assessment is the process of identifying a participant's current knowledge, skills and attitudes sets against all elements of competency within a unit of competency.

## Suggested Assessment Methods

For each unit of competency a number of assessment tools have been identified including:

- Work Projects
- Oral Questions
- Written Questions
- Third Party Statements
- Observation Checklists.

Instructions and Evidence Recording Sheets have been identified in this Assessment Manual for use by Assessors.

## Alternative Assessment Methods

Whilst the above mentioned assessment methods are suggested assessment methods, the assessor may use an alternate method of assessment taking into account:

- a) The nature of the unit
- b) The strengths of participants
- c) The number of participants in the class
- d) Time required to complete assessments
- e) Time dedicated to assessment
- f) Equipment and resources required.

Alternate assessment methods include:

- Practical demonstrations
- Practical demonstrations in simulated work conditions
- Problem solving
- Portfolios of evidence
- Critical incident reports
- Journals
- Oral presentations
- Interviews
- Videos
- Visuals/slides/audiotapes
- Case Studies

- Log books
- Projects and Role plays
- Group projects
- Recognition of Prior Learning.

Whilst there is no specific instruction or evidence collection documents for all the alternative assessment methods, assessors can record competency in the 'Other' section within the 'Competency Recording Sheet'.

## Selection of Assessment Methods

Each assessor will determine the combination of Assessment Methods to be used to determine Competency for each Competency Unit on a student by student basis.

'Sufficient' evidence to support the 'Pass Competent'/'Not Yet Competent' decision must be captured.

In practice this means a minimum of 2 – 3 Assessment Methods for each candidate for each Competency Element is suggested.

At least one method should provide evidence of practical demonstration of competence.

The following assessment methods deemed to provide evidence of practical demonstration of competence include:

- Practical Work Projects
- Third Party Statement
- Observation Checklist.

## Assessing Competency

Competency based assessment does not award grades, but simply identifies if the participant has the knowledge, skills and attitudes to undertake the required task to the specified standard.

Therefore, when assessing competency, an assessor has two possible results that can be awarded:

- 'Pass Competent' (PC)
- 'Not Yet Competent' (NYC).

### ***Pass Competent (PC)***

If the participant is able to successfully answer or demonstrate what is required, to the expected standards of the performance criteria, they will be deemed as 'Pass Competent' (PC).

The assessor will award a 'Pass Competent' (PC) if they feel the participant has the necessary knowledge, skills and attitudes in all assessment tasks for a unit.

### ***Not Yet Competent' (NYC)***

If the participant is unable to answer or demonstrate competency to the desired standard, they will be deemed to be 'Not Yet Competent' (NYC).

This does not mean the participant will need to complete all the assessment tasks again. The focus will be on the specific assessment tasks that were not performed to the expected standards.

The participant may be required to:

- a) Undertake further training or instruction
- b) Undertake the assessment task again until they are deemed to be 'Pass Competent'.

## Regional Qualifications Framework and Skills Recognition System

The 'Regional Qualifications Framework and Skills Recognition System', also known as the 'RQFSRS' is the overriding educational framework for the ASEAN region.

The purpose of this framework is to provide:

- A standardised teaching and assessment framework
- Mutual recognition of participant achievement across the ASEAN region. This includes achievement in individual Units of Competency or qualifications as a whole.

The role of the 'RQFSRS' is to provide, ensure and maintain 'quality assurance' across all countries and educational providers across the ASEAN region.

## Recognition of Prior Learning (RPL)

Recognition of Prior Learning is the process that gives current industry professionals who do not have a formal qualification, the opportunity to benchmark their extensive skills and experience against the standards set out in each unit of competency/subject.

This process is a learning and assessment pathway which encompasses:

- Recognition of Current Competencies (RCC)
- Skills auditing
- Gap analysis and training
- Credit transfer.

## Code of Practice for Assessors

This Code of Practice provides:

- Assessors with direction on the standard of practice expected of them
- Candidates with assurance of the standards of practice expected of assessors
- Employers with assurance of the standards maintained in the conduct of assessment.

The Code detailed below is based on the International Code of Ethics and Practice (The National Council for Measurement in Education [NCME]):

- The differing needs and requirements of the person being assessed, the local enterprise and/or industry are identified and handled with sensitivity
- Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary
- All forms of harassment are avoided throughout the planning, conducting, reviewing and reporting of the assessment outcomes
- The rights of the candidate are protected during and after the assessment
- Personal and interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes
- The candidate is made aware of rights and process of appeal

- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency
- Assessment decisions are based on available evidence that can be produced and verified by another assessor
- Assessments are conducted within the boundaries of the assessment system policies and procedures
- Formal agreement is obtained from both the candidate and the assessor that the assessment was carried out in accordance with agreed procedures
- The candidate is informed of all assessment reporting processes prior to the assessment
- The candidate is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment
- Confidentiality is maintained regarding assessment results
- The assessment results are used consistently with the purposes explained to the candidate
- Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

## **Instructions and Checklist for Assessors**

### ***Instructions***

General instructions for the assessment:

- Assessment should be conducted at a scheduled time that has been notified to the candidate
- Facilitators must ensure participants are made aware of the need to complete assessments and attend assessment sessions
- If a participant is unable to attend a scheduled session, they must make arrangements with the Assessor to undertake the assessment at an alternative time
- At the end of the assessment the Assessor must give feedback and advise the participant on their PC/NYC status
- Complete the relevant documentation and submit to the appropriate department.

### ***Preparation***

- Gain familiarity with the Unit of Competency, Elements of Competency and the Performance Criteria expected
- Study details assessment documentation and requirements
- Brief candidate regarding all assessment criteria and requirements.

### ***Briefing checklist***

- Begin the assessment by implementing the following checklist and then invite the candidate to proceed with assessment.

## Checklist for Assessors

	Tick (✓)	Remarks
<b>Prior to the assessment I have:</b>		
Ensured the candidate is informed about the venue and schedule of assessment.		
Received current copies of the performance criteria to be assessed, assessment plan, evidence gathering plan, assessment checklist, appeal form and the company's standard operating procedures (SOP).		
Reviewed the performance criteria and evidence plan to ensure I clearly understood the instructions and the requirements of the assessment process.		
Identified and accommodated any special needs of the candidate.		
Checked the set-up and resources for the assessment.		
<b>During the assessment I have:</b>		
Introduced myself and confirmed identities of candidates.		
Put candidates at ease by being friendly and helpful.		
Explained to candidates the purpose, context and benefits of the assessment.		
Ensured candidates understood the assessment process and all attendant procedures.		
Provided candidates with an overview of performance criteria to be assessed.		
Explained the results reporting procedure.		
Encouraged candidates to seek clarifications if in doubt.		
Asked candidates for feedback on the assessment.		
Explained legal, safety and ethical issues, if applicable.		
<b>After the assessment I have:</b>		
Ensured candidate is given constructive feedback.		
Completed and signed the assessment record.		
Thanked candidate for participating in the assessment.		

## Instructions for Recording Competency

### *Specifications for Recording Competency*

The following specifications apply to the preparation of Evidence Gathering Plans:

- A Competency Recording Sheet must be prepared for each candidate to ensure and demonstrate all Performance Criteria and Competency Elements are appropriately assessed. This Sheet indicates how the Assessor will gather evidence during their assessment of each candidate
- This Competency Recording Sheet is located at the end of the Assessment Plan
- It is the overriding document to record competency
- The Assessor may vary the Competency Recording Sheet to accommodate practical and individual candidate and/or workplace needs
- Assessor must place a tick (✓) in the 'Assessment Method' columns to identify the methods of assessment to be used for each candidate
- Multiple Competency Elements/Performance Criteria may be assessed at the one time, where appropriate
- The assessor and participant should sign and date the Competency Recording Sheet, when all forms of evidence and assessment have been completed
- The assessor may provide and feedback or clarify questions which the participant may have in regards to the assessment grade or findings
- All documents used to capture evidence must be retained, and attached to the Competency Recording Sheet for each candidate for each Competency Unit.

## Instructions for Different Assessment Methods

### *Specifications for Work Project Assessment*

These guidelines concern the use of work projects.

The work projects identified in the Training Manuals involve a range of tasks, to be performed at the discretion of the Assessor.

Work project tasks can be completed through any form of assessment as identified in the Trainer and Trainee Manuals and stated at the start of this section.

Assessors should follow these guidelines:

- Review the Work Projects at the end of each 'Element of Competency' in the Trainee Manual to ensure you understand the content and what is expected
- Prepare sufficient resources for the completion of work activities including:
  - Time – whether in scheduled delivery hours or suggested time participants to spend outside of class hours
  - Resources – this may involve technical equipment, computer, internet access, stationery and other supplementary materials and documents
- Prepare assessment location (if done in class) making it conducive to assessment
- Explain Work Projects assessment to candidate, at the start of each Element of Competency. This ensures that participants are aware of what is expected and can collate information as delivery takes place

- Assessors can use the following phrase as a guide (where an 'X' is identified, please input appropriate information):  
 “At the end of each Element of Competency there are Work Projects which must be completed. These projects require different tasks that must be completed.  
 These work projects are part of the formal assessment for the unit of competency titled X:
  - You are required to complete these activities:
    - a) *Using the 'X' method of assessment*
    - b) *At 'X' location*
    - c) *You will have 'X time period' for this assessment*
  - You are required to compile information in a format that you feel is appropriate to the assessment
  - Do you have any questions about this assessment?”
- Commence Work Project assessment:
  - The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
  - Participants complete work projects in the most appropriate format
  - Participants must submit Work Project evidence to the assessor before the scheduled due date
- Assessor must assess the participant's evidence against the competency standards specified in each Element of Competency and their own understanding. The assessor can determine if the participant has provided evidence to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

### ***Specifications for Oral Question Assessment***

These guidelines concern the use of oral questioning.

Assessors should follow these guidelines.

- Prepare Assessment Record for Oral Questioning. One record for each candidate:
  - Enter Student name
  - Enter Assessor name
  - Enter Location
- Familiarise self with Questions to be asked
- Prepare assessment location (table and chairs) making it conducive to assessment

- Explain Oral Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):  
*“These oral questions are part of the formal assessment for the unit of competency titled X.*  
*There are X questions and you are required to answer all of them to the best of your ability and I will record whether or not you have answered correctly.*  
*We have 60 minutes for this assessment.*
  - I will give you feedback at the end of the assessment
  - Do you have any questions about this assessment?”
- Commence Oral Questioning assessment:
  - Complete Assessment Record for the Oral Questioning by:
    - a) Ticking PC or NYC, as appropriate
    - b) Entering 'Remarks' as required
    - c) Completing Oral Questioning within 60 minutes
- Complete Oral Questioning and provide feedback to candidate
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

### **Specifications for Written Question Assessment**

These guidelines concern the use of written questioning.

Assessors should follow these guidelines:

- Familiarise self with Questions and Answers provided
- Print and distribute copies of 'Written Questions' for participants. Ideally this should take place with adequate time for participants to answer all questions before the expected due date
- Explain Written Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

*“These written questions are part of the formal assessment for the unit of competency titled X.*

*There are X questions and you are required to answer all of them to the best of your ability.*

*You may refer to your subject materials, however where possible try to utilise your existing knowledge when answering questions.*

*Where you are unsure of questions, please ask the Assessor for further instruction. This may be answering the question orally or asking the assessor to redefine the question.*

*We have X time for this assessment:*

- The due date for completion of this assessment is X
- On this date you must forward the completed questions to the assessor by X time on the date of X
- Do you have any questions about this assessment?”

- The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
- Participants may record written answers (where possible)
- Participants must submit the written answers to the assessor before the scheduled due date
- Assessor must assess the participant's written answers against the model answers provided as a guide, or their own understanding. The assessor can determine if the participant has answered the questions to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

### ***Specifications for Observation Checklist***

These specifications apply to the use of the Observation Checklist in determining competency for candidates.

Only an approved assessor is authorised to complete the Observation Checklist.

The assessor is required to observe the participant, ideally in a simulated environment or their practical workplace setting and record their performance (or otherwise) of the competencies listed on the Observation Checklist for the Competency Unit.

To complete the Observation Checklist the Assessor must:

- Insert name of candidate
- Insert assessor name
- Insert identify of location where observations are being undertaken
- Insert date/s of observations – may be single date or multiple dates
- Place a tick in either the 'Yes' or 'No' box for each listed Performance Criteria to indicate the candidate has demonstrated/not demonstrated that skill
- Provide written (and verbal) feedback to candidate – as/if appropriate
- Sign and date the form
- Present form to candidate for them to sign and date
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Observation Checklist.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the participant.

### ***Specifications for Third Party Statement***

These specifications relate to the use of a relevant workplace person to assist in determining competency for candidates.

The Third Party Statement is to be supplied by the assessor to a person in the workplace who supervises and/or works closely with the participant.

This may be their Supervisor, the venue manager, the Department Manager or similar.

The Third Party Statement asks the Supervisor to record what they believe to be the competencies of the participant based on their workplace experience of the participant. This experience may be gained through observation of their workplace performance, feedback from others, inspection of candidate's work etc.

A meeting must take place between the Assessor and the Third Party to explain and demonstrate the use of the Third Party Statement.

To complete the Third Party Verification Statement the Assessor must:

- Insert candidate name
- Insert name and contact details of the Third Party
- Tick the box to indicate the relationship of the Third Party to the candidate
- Present the partially completed form to the Third Party for them to finalise
- Collect the completed form from the Third Party
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Third Party Statement.

The Third Party must:

- Record their belief regarding candidate ability/competency as either:
  - Pass Competent = Yes
  - Not Yet Competent = No
  - Unsure about whether candidate is competent or not = Not Sure
- Meet briefly with the assessor to discuss and/or clarify the form.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the candidate.

A separate Third Party Statement is required for each Competency Unit undertaken by the candidate.

## Competency Standard

<b>UNIT TITLE:</b> PREPARE AND DISPLAY SUGAR WORK		<b>NOMINAL HOURS:</b> 55
<b>UNIT NUMBER:</b> D1.HPA.CL4.03		
<b>UNIT DESCRIPTOR:</b> This unit deals with skills and knowledge required by cooks, chefs and <i>patissiers</i> to prepare, display and store sugar based display pieces in a commercial food production environment		
<b>ELEMENTS AND PERFORMANCE CRITERIA</b>	<b>UNIT VARIABLE AND ASSESSMENT GUIDE</b>	
<p><b>Element 1: Prepare sugar for boiling</b></p> <p>1.1 Select and weigh <i>ingredients</i></p> <p>1.2 Combine ingredients and prepare sugar for boiling</p> <p>1.3 Collect <i>equipment</i> required to prepare sugar</p> <p><b>Element 2: Boil sugar</b></p> <p>2.1 Collect equipment required to boil sugar</p> <p>2.2 Follow specified method of sugar boiling</p> <p>2.3 Use colours appropriately</p> <p>2.4 Handle boiled sugar solution safely</p> <p><b>Element 3: Pull boiled sugar</b></p> <p>3.1 Collect equipment required to pull boiled sugar</p> <p>3.2 <i>Manipulate boiled sugar</i></p> <p>3.3 <i>Store/hold</i> pulled sugar</p>	<p><b>Unit Variables</b></p> <p>The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment</p> <p>This unit applies to all industry sectors that are responsible for preparing, displaying and storing sugar work within the labour divisions of the hotel and travel industries and may include:</p> <p>1. Food Production</p> <p><i>Ingredients</i> will include:</p> <ul style="list-style-type: none"> <li>• Sugar</li> <li>• Water</li> <li>• Glucose</li> <li>• Colouring agents</li> <li>• Calcium carbonate</li> <li>• Cream of tartar.</li> </ul>	

<p><b>Element 4: Use pulled sugar to produce display sugar work</b></p> <p>4.1 Collect equipment required to produce display sugar pieces</p> <p>4.2 Produce <i>blown sugar shapes</i></p> <p>4.3 Produce <i>ribbons and bows</i></p> <p>4.4 Shape sugar pieces into <i>leaves and flowers</i></p> <p>4.5 Weave <i>sugar</i> to form baskets</p> <p><b>Element 5: Pour boiled sugar to produce cast display sugar work</b></p> <p>5.1 Collect equipment required to produce cast display sugar work pieces</p> <p>5.2 Add specific ingredients to create effects</p> <p>5.3 Pour and set sugar</p> <p>5.4 Release sugar from forms</p> <p><b>Element 6: Plan sugar display piece</b></p> <p>6.1 Plan <i>display piece</i> appropriate to client, occasion or theme able to be produced in time available using a <i>variety of techniques</i></p> <p>6.2 Prepare a sketch or outline of display</p> <p>6.3 Prepare forms and shapes as required by the design</p> <p>6.4 Calculate quantities required for components of display piece</p>	<p><i>Equipment</i> may be related to:</p> <ul style="list-style-type: none"> <li>• Copper pots</li> <li>• Sugar thermometer</li> <li>• Heat proof gloves</li> <li>• Cold water bath</li> <li>• Marble slab</li> <li>• Oil</li> <li>• Pulling hook</li> <li>• Metal, plaster, plasticine and rubber moulds</li> <li>• Mouth or hand pump</li> <li>• Weaving board</li> <li>• Pallet knife/spatula</li> <li>• Heat lamp</li> <li>• Sugar box</li> <li>• Patterns</li> <li>• Scissors</li> <li>• Rubber mats</li> <li>• Foil</li> <li>• Silicone paper.</li> </ul> <p><i>Manipulate boiled sugar</i> should relate to:</p> <ul style="list-style-type: none"> <li>• Turn out sugar</li> <li>• Pour sugar</li> </ul>
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**Element 7: Assemble and display sugar work piece**

7.1 Assemble sugar work

7.2 Decorate sugar work piece

7.3 Display sugar work piece

**Element 8: Store sugar display pieces**

8.1 Store according to enterprise and standard industry practice

8.2 Store in appropriate conditions

8.3 Store to maintain maximum quality and appearance

- Manipulate sugar
- Pull sugar
- Standard practices and safety requirements.

*Store/hold* should include:

- Keep warm under lamp
- Allow to cool for use later
- Re-heat for use
- Store moisture free.

*Blown sugar shapes* may include:

- Fruits
- Animals
- Figures.

*Ribbons and bows* may relate to:

- Preparing colours
- Joining colours
- Pulling ribbons to required length and width
- Joining ribbons
- Folding ribbon to form bows.

*Leaves and flowers* may relate to:

- Use of hands or moulds
- Produce petals
- Produce leaves
- Join pieces to form flowers.

	<p><i>Weave sugar</i> may relate to:</p> <ul style="list-style-type: none"><li>• Correct temperature</li><li>• Correct consistency</li><li>• Preparing weaving frame</li><li>• Ensuring consistent thickness of weave</li><li>• Joining sugar</li><li>• Finishing top and base</li><li>• Joining handle.</li></ul> <p><i>Display piece</i> may include:</p> <ul style="list-style-type: none"><li>• Size</li><li>• Shape</li><li>• Style</li><li>• Theme.</li></ul> <p><i>Variety of techniques</i> may include:</p> <ul style="list-style-type: none"><li>• Blown</li><li>• Woven</li><li>• Cast</li><li>• Blown.</li></ul> <p><i>Assemble</i> may relate to:</p> <ul style="list-style-type: none"><li>• Using warm sugar to join pieces</li><li>• Using a heat lamp to melt edges to join pieces</li><li>• Using royal icing to join pieces.</li></ul>
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*Decorate* may include:

- Using warm sugar, piped
- Using royal icing.

*Display* may relate to the use of:

- Ceramic
- Glass
- Mirrors
- Wood
- Fabric.

Appropriate conditions relates to:

- As appropriate to each type of petit fours
- Cool
- Dry
- Moisture free
- Low humidity.

#### **Assessment Guide**

The following skills and knowledge must be assessed as part of this unit:

- Ability to use safe sugar boiling and handling techniques
- Knowledge of sugar crystallisation during sugar preparation, boiling and production and prevention methods
- Knowledge of the ingredients used and reactions between them
- Knowledge of cleanliness in the preparation and production of sugar

	<ul style="list-style-type: none"><li>• Knowledge of commodities</li><li>• Ability to maintain hygiene and food safety requirements</li><li>• Ability to maintain safety requirements in relation to the preparation, cooking and handling of hot sugar solutions</li><li>• Knowledge of historical and cultural aspects of sugar work and its role in the industry and the menu</li><li>• Ability to use creative and artistic skills in the design, preparation, decoration and display of sugar work</li><li>• Ability to produce a range of sugar display pieces including casting, pulling, weaving and blowing.</li></ul> <p><b>Linkages To Other Units</b></p> <ul style="list-style-type: none"><li>• Comply with workplace hygiene procedures</li><li>• Implement occupational health and safety procedures</li><li>• Prepare and store food</li><li>• Work effectively with colleagues and customers</li><li>• Present and display food products</li><li>• Apply basic techniques of commercial cookery</li><li>• Other food units as appropriate, such as pastry, cakes, yeast goods, desserts, buffet and food service operation.</li></ul> <p><b>Critical Aspects of Assessment</b></p> <p>Evidence of the following is essential:</p> <ul style="list-style-type: none"><li>• Demonstration of commodity knowledge including quality aspects</li><li>• Demonstrated ability to safely and hygienically handle products</li><li>• Knowledge of terminology related to sugar work</li></ul>
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- Demonstrated ability to prepare a variety of sugar pieces for at least two different events or occasions
- Demonstration of creative and artistic skills in the preparation, decoration and display of sugar work pieces
- Demonstrated ability to store sugar work pieces to industry and enterprise standards.

#### **Context of Assessment**

This unit may be assessed on or off the job

- Assessment should include practical demonstration either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge
- Assessment must relate to the individuals work area or area of responsibility
- Preparation, decoration and display of sugar display pieces with typical workplace conditions and timeframes
- Demonstration of skills on more than one occasion.

#### **Resource Implications**

Training and assessment must include access and use of a fully equipped commercial kitchen; and use of real ingredients and service equipment; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

#### **Assessment Methods**

The following methods may be used to assess competency for this unit:

- Observation of practical candidate performance
- Oral and written questions
- Third party reports completed by a supervisor
- Project and assignment work.

<b>Key Competencies in this Unit</b>		
<i>Level 1 = competence to undertake tasks effectively</i>		
<i>Level 2 = competence to manage tasks</i>		
<i>Level 3 = competence to use concepts for evaluating</i>		
<b>Key Competencies</b>	<b>Level</b>	<b>Examples</b>
Collecting, organising and analysing information	2	Determine requirements of standard recipes and/or menu requirements; collect equipment, commodities and ingredients; select and obtain commodities; organise ingredients and task sheets
Communicating ideas and information	1	Share information with other kitchen and floor service staff; read recipes, menus, instructions and orders
Planning and organising activities	2	Complete preparation <i>mise-en-place</i> and organise for the production of sugar work pieces; work within time constraints in a logical sequence
Working with others and in teams	1	Work cooperatively with other team members
Using mathematical ideas and techniques	1	Calculate quantities and portions against standard recipes and/or menu requirements
Solving problems	1	Identify and correct problems in the preparation and production of sugar work such as ingredient quality
Using technology	1	Use mechanical kitchen equipment including weighing equipment

## Oral Questions

<b>Student name</b>	
<b>Assessor name</b>	
<b>Location/venue</b>	
<b>Unit of competency</b>	Prepare and display sugar work D1.HPA.CL4.03
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Ask student questions from the attached list to confirm knowledge, as necessary</li> <li>2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC')</li> <li>3. Write short-form student answer in the space provided for each question.</li> </ol>

Questions	Response	
	PC	NYC
1. What ingredients need to be selected and weighed when preparing sugar for boiling?	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe the process of combining ingredients in readiness for boiling sugar.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
3. Identify the role/function of a cold water batch in sugar work.	<input type="checkbox"/>	<input type="checkbox"/>
4. Why is a sugar thermometer important in sugar work?	<input type="checkbox"/>	<input type="checkbox"/>
5. Describe the method for boiling sugar for sugar work.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
6. Give an example of the appropriate use of colour in sugar work identifying the colouring agent used.	<input type="checkbox"/>	<input type="checkbox"/>
7. Describe the practices and procedures for the safe handling of boiled sugar.	<input type="checkbox"/>	<input type="checkbox"/>
8. Describe the use of the pulling hook in boiled sugar work.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
9. Detail activities involved in the manipulation of pulled sugar.	<input type="checkbox"/>	<input type="checkbox"/>
10. How should pulled sugar be kept warm for future, short-term use?	<input type="checkbox"/>	<input type="checkbox"/>
11. List equipment required for producing display sugar pieces explaining what each item is used for.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
12. Identify three types of blown sugar shapes.	<input type="checkbox"/>	<input type="checkbox"/>
13. Describe the procedure for producing sugar work 'ribbon'.	<input type="checkbox"/>	<input type="checkbox"/>
14. Describe the process for making a sugar work 'flower'.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
15. Identify factors to ensure about the sugar used, and the finished product, when producing a woven sugar basket.	<input type="checkbox"/>	<input type="checkbox"/>
16. What equipment might you collect in order to prepare to produce cast display sugar work pieces?	<input type="checkbox"/>	<input type="checkbox"/>
17. Give an example of a specific ingredient you have added to boiled sugar to create a specific/special effect.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
18. When producing cast sugar display work, describe the pouring and setting process.	<input type="checkbox"/>	<input type="checkbox"/>
19. What tips would you give an apprentice regarding releasing sugar pieces from forms when making cast sugar pieces?	<input type="checkbox"/>	<input type="checkbox"/>
20. What factors would you take into account when planning a sugar display piece for a specific occasion?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
21. Why is there a need to prepare a sketch/outline of a planned sugar display piece?	<input type="checkbox"/>	<input type="checkbox"/>
22. What would you use to determine the forms and shapes to be produced for a planned display sugar piece?	<input type="checkbox"/>	<input type="checkbox"/>
23. Give an example of how you would calculate 'quantities required' for a planned sugar display.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
24. Describe the activities involved in assembling a sugar work display piece you have created or helped to create.	<input type="checkbox"/>	<input type="checkbox"/>
25. For the sugar display piece identified in the answer to the previous question, how did you decorate this piece?	<input type="checkbox"/>	<input type="checkbox"/>
26. How did you display the sugar work piece identified in the answer to the previous two questions? What equipment and/or techniques were used?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
27. What workplace-specific requirements apply to the storage of sugar work?	<input type="checkbox"/>	<input type="checkbox"/>
28. What are the appropriate conditions for the overnight storage of a sugar work piece?	<input type="checkbox"/>	<input type="checkbox"/>
29. What techniques can be used to maintain maximum quality and best appearance of sugar work piece?	<input type="checkbox"/>	<input type="checkbox"/>

# Written Questions

## Prepare and display sugar work – D1.HPA.CL4.03

Student Name: \_\_\_\_\_

Answer all the following questions and submit to your Trainer.

1. Name 3 basic ingredients required for sugar boiling  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. What is the best metal pot to use when boiling sugar?  
\_\_\_\_\_  
\_\_\_\_\_
3. Why is water placed in the pot before the sugar?  
\_\_\_\_\_  
\_\_\_\_\_
4. When is the best time to add the liquid glucose to the sugar solution?  
\_\_\_\_\_  
\_\_\_\_\_
5. What is the benefit of adding glucose to the sugar solution?  
\_\_\_\_\_  
\_\_\_\_\_
6. What are four pieces of equipment required for preparing sugar for boiling?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. What is the best way of cleaning metal surface of the copper pot?

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8. Name four pieces of equipment required to boil sugar

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9. What is the most important rule to follow when setting up your workstation?

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10. When boiling sugar it is recommended that the solution be constantly stirred; true or false. Why? Explain your answer.

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11. What do you do when getting molten sugar on to your skin?

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12. Why use powdered colours dissolved in water when boiling sugar?

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13. Why use powdered colours as opposed to using liquid colours?

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14. What is the most important thing to remember when handling boiling sugar?

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15. What equipment is required to pull boiled sugar?

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16. What is achieved by pulling sugar?

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17. What must not be allowed to happen when pulling sugar?

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18. What is the recommended amount of times to pull or manipulate sugar to achieve desired finish?

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19. What is the recommended way to store pulled sugar?

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20. List four pieces of equipment required to produce a display of pulled sugar.

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21. What is used to 'blow' sugar?

---

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22. What type of shapes can be blown?

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23. How many colours are required to make a sugar bowl?

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24. How many colours are required for a ribbon sugar bowl?

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25. Name two ways to produce leaf shape

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26. Name components needed when weaving basket.

---

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27. Name four pieces of equipment required to cast sugar

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28. What is the name of ingredient used to make boiled sugar white?

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29. What makes a good pour?

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30. At what stage can form be released from the mould?

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31. How do you convince a customer to choose one of your designs?

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32. What is the sketch used to make?

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33. What can you use to form shapes?

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34. What is the amount of sugar required for any display piece?

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35. What is required to assemble a display piece?

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36. What can be used decorate sugar work piece?

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37. Name 3 bases that sugar displays can be built upon.

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38. Name an industry standard for storing sugar display piece.

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39. Main condition required for storage is what?

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40. How is maximum quality and best appearance maintained?

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# Answers to Written Questions

## Prepare and display sugar work – D1.HPA.CL4.03

The following are model answers only – Trainers/Assessors must use discretion when determining whether or not an answer provided by a Student is acceptable or not.

**1. Name 3 basic ingredients required for sugar boiling**

Sugar, glucose, water

**2. What is the best metal pot to use when boiling sugar?**

Copper

**3. Why is water placed in the pot before the sugar?**

To ensure all the sugar is moistened before heat is applied.

**4. When is the best time to add the liquid glucose to the sugar solution?**

After it has been boiled and the scum has been skimmed off.

**5. What is the benefit of adding glucose to the sugar solution?**

It makes sugar more pliable when moulding.

**6. What are four pieces of equipment required for preparing sugar for boiling?**

- Good quality pot, preferably copper
- Stainless steel bowls
- Scales.

**7. What is the best way of cleaning metal surface of the copper pot?**

Scour with coarse salt and vinegar then rinse with cold water.

**8. Name four pieces of equipment required to boil sugar**

- Gloves
- Heat source, stove
- Sugar thermometer
- Pastry brush
- Stainless steel bowls
- Pot, copper.

**9. What is the most important rule to follow when setting up your workstation?**

- Be organised
- Make sure everything is in place before you begin
- Be organised.

**10. When boiling sugar it is recommended that the solution be constantly stirred; true or false**

- False
- **Why, explain your answer**
- Stirring after it has begun to boil can cause the solution to recrystallise.

**11. What do you do when getting molten sugar on to your skin?**

- Place coated part of body into cold water
- **Why, explain your answer**
- To cool and set the sugar.

**12. Why use powdered colours dissolved in water boiling sugar?**

Water evaporates away and natural action of the boiling motion mixes colour well into solution.

**13. Why use powdered colours as opposed to using liquid colours?**

Liquid colours can have acid in them acting as preservative, this can affect the sugar.

**14. What is the most important thing to remember when handling boiling sugar?**

Safety Safety Safety

(Always use PPE and always have a bowl of cold water close by)

**15. What equipment is required to pull boiled sugar?**

- Silicon mats
- Gloves
- Heat lamp
- Pulling hooks, if pulling large amounts
- Strong scissors.

**16. What is achieved by pulling sugar?**

Air is introduced into the mass and a satin finish is achieved.

**17. What must not be allowed to happen when pulling sugar?**

Must not be allowed to cool too much

**18. What is the recommended amount of times to pull of manipulate sugar to achieve desired finish?**

15 times

**19. What is the recommended way to store pulled sugar?**

In small portions

**20. List four pieces of equipment required to produce a display of pulled sugar.**

- Display base
- Heat source
- Scissors
- Heat proof gloves
- Silicon mat
- Knife.

**21. What is used to 'blow' sugar?**

Length of tubing attached to hand pump.

**22. What type of shapes can be blown?**

- Fruits
- Animals
- Objects
- Characters.

**23. How many colours are required to make a sugar bowl?**

One

**24. How many colours are required for a ribbon sugar bowl?**

Two or more

**25. Name two ways to produce leaf shape**

- Mould by hand
- Silicon mould.

**26. Name components needed when weaving basket'**

- Base
- Basket weave
- Handle.

**27. Name four pieces of equipment required to cast sugar**

- Mould of desired shape
- Foil
- Stencils
- Metal strips
- Pliers
- Scissors
- Solid bench top.

**28. What is the name of ingredient used to make boiled sugar white?**

Titanium dioxide or calcium carbonate

**29. What makes a good pour?**

If it can be made in one even motion

**30. At what stage can form be released from the mould?**

When the sugar can hold its shape and not distort or crack.

**31. How do you convince a customer to choose one of your designs?**

Show them what you can do

**32. What is the sketch used to make?**

A template

**33. What can you use to form shapes?**

Any secured shape that can hold the molten sugar until it hardens

**34. What is the amount of sugar required for any display piece?**

Approximately 25-50% more than the weight of the finished product

**35. What is required to assemble a display piece?**

A plan

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**36. What can be used decorate sugar work piece?**

- Other sugar work
- Food safe glitter
- Food safe paints.

**37. Name 3 bases that sugar displays can be built upon.**

- Wood
- Ceramic
- Glass
- Anything solid and stable.

**38. Name an industry standard for storing sugar display piece.**

Away from public reach

**39. Main condition required for storage is what?**

Dry environment

**40. How is maximum quality and appearance maintained?**

- Keep free from dust
  - Keep dry
  - Do not allow people to touch.
-



# Observation Checklist

<b>Student name</b>	
<b>Assessor name</b>	
<b>Location/venue</b>	
<b>Unit of competency</b>	Prepare and display sugar work D1.HPA.CL4.03
<b>Dates of observation</b>	
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Over a period of time observe the student completing each of the following tasks:             <ol style="list-style-type: none"> <li>a) Prepare sugar for boiling</li> <li>b) Boil sugar</li> <li>c) Pull boiled sugar</li> <li>d) Use pulled sugar to produce display sugar work</li> <li>e) Pour boiled sugar to produce cast display sugar work</li> <li>f) Plan sugar display piece</li> <li>g) Assemble and display sugar work piece</li> <li>h) Store sugar display pieces</li> </ol> </li> <li>2. Enter the date on which the tasks were undertaken</li> <li>3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise</li> <li>4. Complete the feedback sections of the form, if required.</li> </ol>

<b>Did the candidate</b>	<b>Yes</b>	<b>No</b>
<b>Element 1:</b>		
Select and weigh ingredients	<input type="checkbox"/>	<input type="checkbox"/>
Combine ingredients and prepare sugar for boiling	<input type="checkbox"/>	<input type="checkbox"/>
Collect equipment required to prepare sugar	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 2: Boil sugar</b>		
Collect equipment required to boil sugar	<input type="checkbox"/>	<input type="checkbox"/>

Follow specified method of sugar boiling	<input type="checkbox"/>	<input type="checkbox"/>
Use colours appropriately	<input type="checkbox"/>	<input type="checkbox"/>
Handle boiled sugar solution safely	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 3: Pull boiled sugar</b>		
Collect equipment required to pull boiled sugar	<input type="checkbox"/>	<input type="checkbox"/>
Manipulate boiled sugar	<input type="checkbox"/>	<input type="checkbox"/>
Store/hold pulled sugar	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 4: Use pulled sugar to produce display sugar work</b>		
Collect equipment required to produce display sugar pieces	<input type="checkbox"/>	<input type="checkbox"/>
Produce blown sugar shapes	<input type="checkbox"/>	<input type="checkbox"/>
Produce ribbons and bows	<input type="checkbox"/>	<input type="checkbox"/>
Shape sugar pieces into leaves and flowers	<input type="checkbox"/>	<input type="checkbox"/>
Weave sugar to form baskets	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 5: Pour boiled sugar to produce cast display sugar work</b>		
Collect equipment required to produce cast display sugar work pieces	<input type="checkbox"/>	<input type="checkbox"/>
Add specific ingredients to create effects	<input type="checkbox"/>	<input type="checkbox"/>
Pour and set sugar	<input type="checkbox"/>	<input type="checkbox"/>
Release sugar from forms	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 6: Plan sugar display piece</b>		
Plan display piece appropriate to client, occasion or theme able to be produced in time available using a variety of techniques	<input type="checkbox"/>	<input type="checkbox"/>
Prepare a sketch or outline of display	<input type="checkbox"/>	<input type="checkbox"/>

Prepare forms and shapes as required by the design	<input type="checkbox"/>	<input type="checkbox"/>
Calculate quantities required for components of display piece	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 7: Assemble and display sugar work piece</b>		
Assemble sugar work	<input type="checkbox"/>	<input type="checkbox"/>
Decorate sugar work piece	<input type="checkbox"/>	<input type="checkbox"/>
Display sugar work piece	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 8: Store sugar display pieces</b>		
Store according to enterprise and standard industry practice	<input type="checkbox"/>	<input type="checkbox"/>
Store in appropriate conditions	<input type="checkbox"/>	<input type="checkbox"/>
Store to maintain maximum quality and appearance	<input type="checkbox"/>	<input type="checkbox"/>
<b>Did the student's overall performance meet the standard?</b>	<input type="checkbox"/>	<input type="checkbox"/>

**Feedback to student and trainer/assessor**

**Strengths:**

**Improvements needed:**

**General comments:**

<b>Candidate signature</b>		<b>Date</b>	
<b>Assessor signature</b>		<b>Date</b>	

# Third Party Statement

<b>Student name:</b>			
<b>Name of third party:</b>		<b>Contact no</b>	
<b>Relationship to student:</b>	<input type="checkbox"/> Employer <input type="checkbox"/> Supervisor <input type="checkbox"/> Colleague <input type="checkbox"/> Other Please specify: _____ Please do not complete the form if you are a relative, close friend or have a conflict of interest]		
<b>Unit of competency:</b>	Prepare and display sugar work D1.HPA.CL4.03		
The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence. Please answer these questions as a record of their performance while working with you. Thank you for your time.			
<b>Do you believe the trainee has demonstrated the following skills?</b> <i>(tick the correct response)</i>	<b>Yes</b>	<b>No</b>	<b>Not sure</b>
Selects, weighs & combines ingredients and prepares sugar for boiling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selects and readies equipment for boiling and pulling sugar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Boils sugar safely using colour appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manipulates/pulls boiled sugar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stores/holds pulled sugar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses pulled sugar to produce display work including production of blown sugar shapes, ribbons & bows, leaves & flowers & baskets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pours boiled sugar to produce cast display sugar work including addition of ingredients to create effects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans and sketches sugar display piece taking into account client, occasion, theme and time available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepares forms and shapes for [planned sugar piece and calculates quantities required for the display	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assembles, decorates and displays sugar work piece	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stores sugar work under appropriate conditions to maximise quality and appearance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments/feedback from Third Party to Trainer/Assessor:**

Large empty rectangular area for providing comments or feedback.

**Third party signature:**

**Date:**

**Send to:**

## Competency Recording Sheet

<b>Name of Student</b>		
<b>Name of Assessor/s</b>		
<b>Unit of Competency</b>	Prepare and display sugar work	D1.HPA.CL4.03
<b>Date assessment commenced</b>		
<b>Date assessment finalised</b>		
<b>Assessment decision</b>	Pass Competent / Not Yet Competent (Circle one)	
<b>Follow up action required</b> (Insert additional work and assessment required to achieve competency)		
<b>Comments/observations by assessor/s</b>		

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
<b>Element 1: Prepare sugar for boiling</b>						
Select and weigh ingredients						
Combine ingredients and prepare sugar for boiling						
Collect equipment required to prepare sugar						
<b>Element 2: Boil sugar</b>						
Collect equipment required to boil sugar						
Follow specified method of sugar boiling						
Use colours appropriately						
Handle boiled sugar solution safely						
<b>Element 3: Pull boiled sugar</b>						
Collect equipment required to pull boiled sugar						
Manipulate boiled sugar						
Store/hold pulled sugar						

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
<b>Element 4: Use pulled sugar to produce display sugar work</b>						
Collect equipment required to produce display sugar pieces						
Produce blown sugar shapes						
Produce ribbons and bows						
Shape sugar pieces into leaves and flowers						
Weave sugar to form baskets						
<b>Element 5: Pour boiled sugar to produce cast display sugar work</b>						
Collect equipment required to produce cast display sugar work pieces						
Add specific ingredients to create effects						
Pour and set sugar						
Release sugar from forms						
<b>Element 6: Plan sugar display piece</b>						
Plan display piece appropriate to client, occasion or theme able to be produced in time available using a variety of techniques						

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Prepare a sketch or outline of display						
Prepare forms and shapes as required by the design						
Calculate quantities required for components of display piece						
<b>Element 7: Assemble and display sugar work piece</b>						
Assemble sugar work						
Decorate sugar work piece						
Display sugar work piece						
<b>Element 8: Store sugar display pieces</b>						
Store according to enterprise and standard industry practice						
Store in appropriate conditions						
Store to maintain maximum quality and appearance						
<b>Candidate signature:</b>			<b>Date:</b>			
<b>Assessor signature:</b>			<b>Date:</b>			



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