

BAKERY (D1)

EuroSkills Technical Description

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WorldSkills Europe, by a resolution of the Competition Development Committee (CDC) and in accordance with the Constitution, the Standing Orders and the Competition Rules, has adopted the following minimum requirements for this skill for the EuroSkills Competition.

The Technical Description consists of the following:

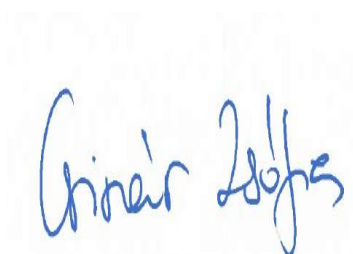
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1 INTRODUCTION

1.1 NAME AND DESCRIPTION OF THE SKILL COMPETITION

1.1.1 THE NAME OF THE SKILLS COMPETITION IS

Bakery

1.1.2 1.1.2 DESCRIPTION OF THE ASSOCIATED WORK ROLE(S) OR OCCUPATION(S)

The baker is a highly skilled professional, with high level of knowledge about food and nutrition, who produces a wide range of bread and pastry items.

The baker produces all varieties of fresh and tasty bakery products, made of any kind of grains. Different types of fermentation and other processes will be used to turn the raw material in to sweet or savoury products. For example, wheat bread, rye bread, artisan bread, brioche, laminated products, sandwiches, and quiches.

These items will appear in a large number of bakeries. Bakers may also produce elaborate displays of decorative breads using creative skills and knowledge.

A high degree of specialist knowledge and skill is required. Bakers have undergone years of training in order for them to develop the level of skill required and a good understanding of sustainability. Bakers will be proficient in a wide range of specialist techniques and technology to develop and create a variety of bakery products. An artistic talent and artisan skills with the attention to detail are required, alongside the ability to work effectively and economically in order to achieve outstanding results within set timeframes.

Bakers must have knowledge about the functions, compatibility, and reactions of ingredients to create a new recipe.

Bakers must have a good understanding about reformulating recipes and adapting to a changing environment. The ability to work on their own initiative is essential. They will use a range of specialist equipment, technology, and materials in an environmental friendly manner. The professional baker must take account of the quality of ingredients and the health and safety requirements of customers. They must respect those ingredients and work to high levels of food hygiene and safety.

Specialist bakers can develop careers, such as owning, managing, and working in all types of bakeries including high quality, family, and specialized shops. Careers in teaching and industry are also options.

It is often the case that specialist retail shops sell hand-made and decorated pastry products, artisan breads, and decorative doughs, which are prepared using the skills of a specialist baker.

1.2 THE CONTENT, RELEVANCE AND SIGNIFICANCE OF THIS DOCUMENT

This document incorporates a Role Description and Standards Specification which follow the principles and some or all of the content of the WorldSkills Standards Specifications. In doing so WSE acknowledges WorldSkills International's (WSI's) copyright. WSE also acknowledges WSI's intellectual property rights regarding the assessment principles, methods and procedures that govern the competition.

Every Expert and Competitor must know and understand this Technical Description.

In the event of any conflict within the different languages of the Technical Descriptions, the English version takes precedence.

1.3 ASSOCIATED DOCUMENTS

Since this Technical Description contains only skill-specific information it must be used in association with the following:

- WSE –Competition Rules
- WSI – WorldSkills Standard Specification framework
- WSE – WorldSkills Europe Assessment Strategy
- WSE – Online resources as referenced in this document
- Host Country – Health and Safety regulations

2 THE STANDARDS SPECIFICATION

2.1 GENERAL NOTES REGARDING WSSS / WSESS

Where appropriate WSE has utilised some or all of the WorldSkills International Standards Specifications (WSSS) for those skills competitions that naturally align between the two international Competitions. Where the skill is exclusive to the EuroSkills Competition, WorldSkills Europe has developed its own Standards Specification (WSESS) using the same principles and framework to that used for the development of the WSSS. For the purposes of this document the use of the words “Standards Specification” will refer to both WSSS and WSESS.

The Standards Specification specifies the knowledge, understanding and specific skills that underpin international best practice in technical and vocational performance. It should reflect a shared global understanding of what the associated work role(s) or occupation(s) represent for industry and business. (www.worldskills.org/WSSS) (TBA for WorldSkills Europe) Helpfully, for the global consultation on the WSSS in 2014, around 50 per cent of responses came from European industry and business.

Each skill competition is intended to reflect international best practice as described by the Standards Specification, and to the extent that it is able to. The Standards Specification is therefore a guide to the required training and preparation for the skill competition.

In the skill competition the assessment of knowledge and understanding will take place through the assessment of performance. There will not be separate tests of knowledge and understanding.

The Standards Specification is divided into distinct sections with headings and reference numbers added.

Each section is assigned a percentage of the total marks to indicate its relative importance within the Standards Specification. The sum of all the percentage marks is 100.

The Marking Scheme and Test Project will assess only those skills that are set out in the Standards Specification. They will reflect the Standards Specification as comprehensively as possible within the constraints of the skill competition.

The Marking Scheme and Test Project will follow the allocation of marks within the Standards Specification to the extent practically possible. A variation of five percent is allowed, provided that this does not distort the weightings assigned by the Standards Specification.

2.2 STANDARDS SPECIFICATION

SECTION		RELATIVE IMPORTANCE %
1	Work organization and self-management	5
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • Principles of business • The stages from buying raw material producing it to valuable product and selling them to costumers • The importance of minimizing waste and maximizing sustainability • The factors bearing on ingredients used in bakery including seasons, availability, costs, storage, and use 	

	<ul style="list-style-type: none"> • The range of tools and equipment used in bakery • Legislation and good practice relating to the purchase, storage, preparation, cooking, baking, and service of food products 	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Prepare and correctly use tools and equipment • Prioritize and plan work effectively to work within a given time • Show respect for raw materials • Use ingredients cost-effectively and minimize waste • Prepare products within prescribed costs • Pre-order goods and materials accurately for planned work • Work efficiently and cleanly, paying attention to the workplace and the people in it • Demonstrate good work flow skills • Demonstrate inspiration, flair, and innovation in design and work techniques • Work within given themes • Produce large quantities of bakery products to a consistent standard • Be consistent with size and weight of products in order to maintain customer satisfaction and profit margins • React professionally and effectively to unexpected situations • Work to deadlines • Have all the costumers' orders ready at the right time 	
2	Food hygiene and health, safety, and environment	5
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • Legislation and good practice relating to the purchase, storage, preparation, cooking, and service of food • Quality indicators for fresh and preserved foods • The causes of deterioration of food • The range of tools and equipment used in bakery • Legislation and safe working practices in a bakery kitchen and for using commercial equipment 	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Work following all personal hygiene standards and safety regulations for food storage, preparation, cooking and service (HACCP) • Comply with all Health and Food Safety regulations and best practices • Store all commodities safely according to HACCAP • Ensure all work areas are cleaned based on the highest standards • Apply the business internal HACCP concept to the last detail • Work safely and uphold accident prevention regulations • Use all tools and equipment safely and within manufacturer's instructions • Promote health, safety, and environment and food hygiene within the working environment 	
3	Communication and interpersonal skills	5

	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • How bakery products should be displayed for sale • The importance of displays and notices as sales and communication tools • Legal restrictions on the presentation of promotional materials • The importance of appearance when on public view and dealing with customers • The importance of effective communications across teams, colleagues, contractors, and other professionals • The need to communicate effectively with customers 	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Have a professional dialogue with customers • Work out the right product with the customer to his wishes for his special order • Work effectively with colleagues and other professionals • Be an effective team member • Display products in order to maximize sales • Always pay attention to own cleanliness and appearance • Communicate effectively with colleagues, teams, and customers • Provide advice and guidance on specialist matters to managers, colleagues, and customers • Propose solutions and discuss with goal orientated attitude, arrive at common solutions • Plan and implement promotions • Follow detailed written and verbal instructions • Develop recipes in a way that every other baker can read it and achieve good quality products 	
4	The use of raw material and bakery recipe creating	40
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • The importance of recipes for the quality control • The range and characteristics of bakery products, which are known around the world • Colour applications, taste combinations, and texture coordination • Basic principles involved in accurately combining ingredients in order to produce products • How to create appearance, texture, and taste from the bakery product by using different ingredients and working techniques • How to process different cereals and pseudo cereals • The impact of various flours and ingredients on the finished product • The manipulation of raw materials through production techniques • The influence of different working techniques to produce bakery products • Colour applications, taste combinations, and texture coordination • The range and uses of doughs and pastes used to producing bakery products • What raw materials and how can they be worked in to a filling • Why fillings which are baked need to be stable at high 	

	<p>temperature</p> <ul style="list-style-type: none"> • The effect of using seasonal fruits and vegetables for fillings • The importance of appearance, texture, and taste 	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Use the knowledge of the impact of various milling products and flours on bakery products • Use own understanding of the impact of dry and liquid raw materials to make different doughs • Apply knowledge of the characteristics of raw materials in bakery products • Use appropriate ingredients and flavourings effectively • Devise products demonstrating innovation and flair • Formulate recipes to make filled sweet and savoury products • Create recipes to produce bakery products using laminated pastes and doughs including Danish pastries, croissants, pain au chocolate, and puff pastry products • Create recipes to produce a range of breads, rolls, savoury products, sweet, and enriched products • Design products in bulk to a consistent size, shape, appearance, flavour, and standard • Use appropriate flavourings effectively • Design display pieces based on clients' briefs • Create designs that take account of the purpose of the pieces and the environment where they will be displayed • Create display pieces to meet specifications 	
5	Dough preparation and fermenting process	15
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • Methods to produce doughs for different bakery products, such as short dough, yeast dough, laminated dough, sweet, and savoury dough • The influence of the raw materials on the dough • How to produce and enriched dough enhancing with such ingredients as sugar, eggs, butter, fat, or oil and milk • The importance of the dough temperature • The difference in preparation of dough with different cereals and different milling products • The importance of developing gluten structure in wheat doughs • How the different doughs have to be handled and stored • The sciences of fermentation such as types of fermentation, substances involved in the fermentation process and acidification • When to use an all-in dough method for the bakery product • The benefits of making a preferment dough leavening method, with starters like polish, biga, and many more • The help of refrigeration technology systems to control the fermentation to the next day for long-term leavening method • The purpose of pre-absorption or starch gelatinization methods known as soaker, boiled dough, or mash • The sourdough leavening method with and without baker's yeast • The range of tools and equipment used in bakery • Methods of making laminated pastes and doughs 	

	<ul style="list-style-type: none"> • The preparing of dead dough for decoration or display pieces 	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Combine dry and liquid ingredients to make a dough • Knead the dough in order to develop the gluten to give it stretch and strength • Mix doughs out of different cereals or pseudo cereals with their characteristics • Make doughs with baker's yeast, sourdough, other leavening methods, or without any leavening agents • Prove the dough to develop its aeration and structure • Regulate the fermentation process • Use different fermentation processes with preferment, refrigeration technology and many more • Ferment the dough to the perfect taste and texture • Knock back the dough in order to create a uniform texture 	
6	Shaping and decorating of dough	25
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • The importance of shaping and decorating dough before baking • The commonly used shapes for certain products, which are known around the world • The range of tools and equipment used in bakery for shaping and decorating • The different techniques for shaping like braiding, moulding in different shapes, baking in tins, and many more • The influence of the shape or the shaping on the end product • Methods of working with laminated pastes and doughs • How to apply fillings on to the dough and making a shape out of it so it can be baked together • The range of large and small bakery products • The importance of being creative for special events, to create party bread, or decorative bread loafs • Finesse and artistic appreciation • The importance of the finale proof in its different methods like on couches, on loading devices, in bannetons, or on trays • The different methods of finishing before baking. This can be reshaping, cutting, scoring, piercing, sprinkling, brushing, spreading, dusting, and so on 	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Shape common bakery products out of dough • Recognize when the dough has fermented enough and is ready to scale and shape 	

	<ul style="list-style-type: none"> • Handle and scale doughs appropriated after fermenting • Shape bread products consistently and to pre-determined shapes • Produce small and big bakery products • Be creative to shape dough after customer order • Shape a large quantity of the same product identical • Produce products in bulk ensuring that the quality, size, and finish remains consistent • Make filled products which are filled and decorated before baking • Apply different techniques for shaping • Decide how long the product needs to have a finale proof before baking • Finish the decoration before the dough will be baked with different techniques • Use different doughs and pastes to shape and prepare sweet and savoury bakery products like pies, quiches, donut's, pizzas, and many more • Use various techniques to produce display pieces or decorative breads 	
7	Baking and handling after baking	25
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • The range of tools and equipment used in bakery for baking • The physical changes that take place within bakery products during the baking process • The heat transfer in different oven systems • How long a product has to bake until it is baked • The differences of baking wheat, rye or enriched dough to bread • How to bake other bakery items such as pies or items with filling • What is best to bake laminated dough products • The technique of baking interruption method (par-baked bread) • What is a good colour and how taste can be influenced with the baking process • How bread products should be stored right after they come out of the oven • The storage of all the different bakery products when they come out of the oven • The importance of finalizing products 	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Bake filled and unfilled products to the perfection 	

	<ul style="list-style-type: none"> • Work with different oven systems or deep-fryer • Control the oven conditions: temperature, humidity, supply of top and bottom heat, damper control • Regulate the baking process so all product turns out in the right shape, colour, and crust • Achieve the right amount of oven spring with leavened products • Interrupt the baking process to produce par-baked breads • Finish the baking process with par-baked breads • Store the bakery product correctly after baking • Finish the decoration with different techniques • Caramelize pastries • Glaze bakery products • Fill and decorate products after baking • Display products for sale 	
Total		100%

3 THE ASSESSMENT APPROACH & PRINCIPLES

3.1 GENERAL GUIDANCE

Note: this Section and Section 4 summarize a great deal of new information and guidance regarding assessment. Please refer to the Competition Rules for greater detail.

The Competition Development Committee (CDC) establishes the principles and techniques to which assessment at the EuroSkills Competition must conform.

Expert assessment practice lies at the heart of the EuroSkills Competition. For this reason it is the subject of continuing professional development and scrutiny. The growth of expertise in assessment will inform the future use and direction of the main assessment instruments used by the EuroSkills Competition: the Marking Scheme, Test Project, and Competition Information System (CIS).

Assessment at the EuroSkills Competition falls into two broad types: measurement and judgement. Where the earlier terms “objective” and “subjective” still occur, these must be understood to mean measurement and judgement for all procedural and practical purposes. All assessment will be governed by explicit benchmarks, referenced to best practice in industry and business.

The Marking Scheme must include these benchmarks and follow the weightings within the Standards Specification. The Test Project is the assessment vehicle for the skill competition, and also follows the Standards Specification. The CIS enables the timely and accurate recording of marks, and has expanding supportive capacity.

The Marking Scheme, in outline, will lead the process of Test Project design. After this, the Marking Scheme and Test Project will be designed and developed through an iterative process, to ensure that both together optimize their relationship with the Technical Description and the principles for assessment as set out in the WSE Assessment Strategy. They will be agreed by the Experts and submitted to WSE for approval together, in order to demonstrate their quality and conformity with the Standard Specification.

Prior to submission for approval to WSE, the Marking Scheme and Test Project will be reviewed by the WSE Skill Advisors in order to benefit from the capabilities of the CIS.

4 THE MARKING SCHEME

4.1 GENERAL GUIDANCE

This Section describes the role and place of the Marking Scheme, how the Experts will assess Competitors' work as demonstrated through the Test Project, and the procedures and requirements for marking.

The Marking Scheme is the pivotal instrument of the EuroSkills Competition, in that it ties assessment to the standards that represent the skills to be tested. It is designed to allocate marks for each assessed aspect of performance in accordance with the weightings in the Standards Specification.

By reflecting the weightings in the Standards Specification, the Marking Scheme establishes the parameters for the design of the Test Project. Depending on the nature of the skill and its assessment needs, it may initially be appropriate to develop the Marking Scheme in more detail as a guide for Test Project design. Alternatively, initial Test Project design can be based on the outline Marking Scheme. From this point onwards the Marking Scheme and Test Project should be developed together.

Section 2.1 above indicates the extent to which the Marking Scheme and Test Project may diverge from the weightings given in the Standards Specification, if there is no practicable alternative.

The Marking Scheme and Test Project may be developed by one person, or several, or by all Experts. The detailed and final Marking Scheme and Test Project must be approved by the whole Expert Jury prior to submission for independent quality assurance. The exception to this process is for those skill competitions which use an external designer for the development of the Marking Scheme and Test Project.

In addition, Experts are encouraged to submit their Marking Schemes and Test Projects for comment and provisional approval well in advance of completion, in order to avoid disappointment or setbacks at a late stage. They are also advised to work with the CIS Team at this intermediate stage, in order to take full advantage of the possibilities of the CIS.

In all cases the complete and approved Marking Scheme must be entered into the CIS at least eight weeks prior to the Competition using the CIS standard spreadsheet or other agreed methods.

4.2 ASSESSMENT CRITERIA

The main headings of the Marking Scheme are the Assessment Criteria. These headings are derived in conjunction with the Test Project. In some skill competitions the Assessment Criteria may be similar to the section headings in the Standards Specification; in others they may be totally different. There will normally be between five and nine Assessment Criteria. Whether or not the headings match, the Marking Scheme must reflect the weightings in the Standard Specification.

Assessment Criteria are created by the person(s) developing the Marking Scheme, who are free to define criteria that they consider most suited to the assessment and marking of the Test Project. Each Assessment Criterion is defined by a letter (A-I).

The Mark Summary Form generated by the CIS will comprise a list of the Assessment Criteria.

The marks allocated to each criterion will be calculated by the CIS. These will be the cumulative sum of marks given to each aspect of assessment within that Assessment Criterion.

4.3 SUB CRITERIA

Each Assessment Criterion is divided into one or more Sub Criteria. Each Sub Criterion becomes the heading for a EuroSkills marking form.

Each marking form (Sub Criterion) has a specified day on which it will be marked.

Each marking form (Sub Criterion) contains Aspects to be assessed and marked by measurement or judgement. Some Sub Criteria have assessment by both measurement and judgement, in which case there is a separate marking form for each method

4.4 ASPECTS

Each Aspect defines, in detail, a single item to be assessed and marked together with the marks, or instructions for how the marks are to be awarded. Aspects are assessed either by measurement or judgement and appear on the appropriate marking form.

The marking form lists, in detail, every Aspect to be marked together with the mark allocated to it, the benchmarks, and a reference to the section of the Standards Specification.

The sum of the marks allocated to each Aspect must fall within the range of marks specified for that section of the Standards Specification. This will be displayed in the Mark Allocation Table of the CIS, in the following format, when the Marking Scheme is reviewed from C-8 weeks. (Section 4.1).

CRITERIA										TOTAL MARKS PER SECTION
	A	B	C	D	E	F	G	H	I	
1										
2										
3										
4										
5										
6										
7										
8										
9										
TOTAL MARKS PER CRITERION										100

SAMPLE OF TABLE FROM CIS

4.5 ASSESSMENT AND MARKING BY JUDGEMENT

In addition to measurement, Experts are expected to make professional judgements. These are normally judgements about quality. Benchmarks will be designed, agreed and recorded during the design and finalization of the Marking Scheme and Test Project in order to steer and support these judgements.

Marking through judgement uses the following scale:

- 0: performance below industry standard to any extent, including a non-attempt
- 1: performance that meets industry standard
- 2: performance that both meets industry standard and surpasses that standard to some extent
- 3: excellent or outstanding performance relative to industry standards and expectations.

4.6 ASSESSMENT AND MARKING BY MEASUREMENT

Unless otherwise stated, only the maximum mark or zero will be awarded. Where they are used, partial marks will be clearly defined within the Aspect.

4.7 ASSESSMENT OVERVIEW

For both measurement and judgement there will be three Experts in the assessment team.

Good practice in assessment comprises measurement and judgement applied both specifically and broadly. The final proportions of measurement and judgment, whether specific or broad, will be determined by the standards, their weightings and the nature of the Test Project.

4.8 COMPLETION OF SKILL ASSESSMENT SPECIFICATION

This section defines the assessment criteria and the number of marks (judgement and measurement) awarded. The total number of marks for all assessment criteria must be 100. The content of this Table is advisory only and can be adapted as required.

SECTION	CRITERION	MARKS		
		Judgement	Measurement	Total
Total =				

4.9 SKILL ASSESSMENT PROCEDURES

The Experts that attend the Competition will be divided into rotating mixed groups. Experts will maintain supervision of the Competitors during the Competition period. Expert should not trespass or enter the Competitor's work areas if not necessary. Depending on the layout of the workshop, the Chef Expert can make stronger restrictions.

5 THE TEST PROJECT

5.1 GENERAL NOTES

Sections 3 and 4 govern the development of the Test Project. These notes are supplementary.

Whether it is a single entity, or a series of stand-alone or connected modules, the Test Project will enable the assessment of the skills in each section of the Standards Specification.

The purpose of the Test Project is to provide full and balanced opportunities for assessment and marking across the Standards Specification, in conjunction with the Marking Scheme. The relationship between the Test Project, Marking Scheme and Standards Specification will be a key indicator of quality.

The Test Project will not cover areas outside the Standards Specification, or affect the balance of marks within the Standards Specification other than in the circumstances indicated by Section 2.1.

The Test Project will enable knowledge and understanding to be assessed solely through their applications within practical work.

The Test Project will not assess knowledge of the EuroSkills Competition's rules and regulations.

This Technical Description will note any issues that affect the Test Project's capacity to support the full range of assessment relative to the Standard Specification. Section 2.1 refers.

5.2 FORMAT/ STRUCTURE OF THE TEST PROJECT

Test Project assessed at end of Competition

Test Project with separately assessed modules

Test Project assessed in stages

Series of standalone modules

Other

If other, please specify here:

5.3 TEST PROJECT DESIGN REQUIREMENTS

The Test Project should include and assess the skills described in section 2.2 in this document, as well as being composed and formatted in accordance with item 5.2 and be in accordance with current standards. It should be noted that the Test Project must have a recreational purpose, namely, to simulate a real application, even though it may not be used in practice due to its dimensions, power, strength, etc.

- A module must be dedicated to preparation; in this module the Competitor will get a customer order;
- One of the models must be a decorative work, and it has to be presented;
- One module should include bread making made with sweet dough, some of them being filled;
- One module must be dedicated to the production of laminated dough (fermented) for bakery products;
- One module must be used for making "salty dough" bread, where at least two varieties of bread must be prepared, differing in size and composition;
- One module must include the manufacture of at least two types of salty snacks;
- A module must be allocated for the preparation of a type of bread made with ingredients from a mystery basket;
- There can be other modules for different bakery types added.

5.4 TEST PROJECT DEVELOPMENT

The Test Project MUST be submitted using the templates provided by WSE. Use the Word template for text documents and DWG template for drawings. Please contact jordy.degroot@worldskillseurope.org for guidance.

5.4.1 WHO DEVELOPS THE TEST PROJECTS OR MODULES

The Test Project / modules are developed under the supervision of the Jury President and Chief Expert by:

- All Experts
- Some Experts
- Nominated Experts
- Equipment supplier
- Chief Expert, Deputy Chef Expert and Experts

5.4.2 HOW AND WHERE IS THE TEST PROJECTS OR MODULES DEVELOPED

The Test Project or modules are developed:

- Jointly on the Discussion Forum
- By an external enterprise
- Independently

5.4.3 WHEN IS THE TEST PROJECT DEVELOPED

The Test Project is developed according to the following timeline:

TIME	ACTIVITY
Four months prior to the Competition	Experts make Test Project module proposals on the forum
Three months prior to the Competition	Experts select the Test Project modules by vote on the forum

At the Competition	Expert propose the 30% change to the Test Project modules. The changes are selected by vote of the Experts
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5.5 TEST PROJECT VALIDATION

Test Project proposals must be validated and tested by being constructed and timed to prove that it is reasonable for the constraints of the Competition.

5.6 TEST PROJECT SELECTION

- By vote of Experts at the previous Competition
- By vote of Experts on the Discussion Forum
- By vote of Experts at the current Competition
- By random draw by Technical Director 3 months before the current Competition
- Other

If other, please specify here

5.7 TEST PROJECT CIRCULATION

The Test Project is circulated via the website as follows:

- Submitted to the Secretariat for circulation 3 months before the current Competition
- Not circulated
- Other

If other, please specify here

The Competitors will be given all Competition documents including the Mark Summary Form on Familiarization Day C-2 so that they may study the requirements in their preferred language. It is the responsibility of the Expert from each country/region to provide a translation in their Competitor's preferred languages.

5.8 TEST PROJECT COORDINATION (PREPARATION FOR COMPETITION)

Coordination of the Test Project will be undertaken by:

- Skill Management Team

- Chief Expert
- Chief Expert and Deputy Chief Expert
- Chief Expert and Workshop Manager
- Chief Expert with selected Experts
- Chief Expert with Competition Organizer
- Experts
- Other

If other, please specify here:

5.9 TEST PROJECT CHANGE AT THE COMPETITION

In accordance with the Rules, changes to the content of the Test Project and Marking Scheme should be expected where the Test Project and/or the Marking Scheme have been circulated in advance.

5.10 MATERIAL OR MANUFACTURER SPECIFICATIONS

The materials used and the manufacturer will be noted on the Project on the forum 3 months before the Competition.

6 SKILL MANAGEMENT AND COMMUNICATION

6.1 DISCUSSION FORUM

Prior to the EuroSkills Competition, all discussion, communication, collaboration, and decision making regarding the skill competition must take place on the skill specific Discussion Forum, which can be reached via www.worldskillseurope.org. Skill related decisions and communication are only valid if they take place on the forum. The Chief Expert (or an Expert nominated by the Chief Expert) will be the moderator for this Forum. Refer to Competition Rules for the timeline of communication and competition development requirements.

6.2 COMPETITOR INFORMATION

All information for registered Competitors is available from the WorldSkills Europe website www.worldskillseurope.org. Please contact jordy.degroot@worldskillseurope.org for guidance.

The information includes:

- Competition Rules
- Technical Descriptions
- Marking Schemes
- Test Projects
- Infrastructure List
- Health and Safety documentation
- Other Competition-related information
- List of material that can be used to build templates and not been provided by the host

6.3 TEST PROJECTS AND MARKING SCHEMES

Circulated Test Projects will be available at the WorldSkills Europe website from www.worldskillseurope.org. Please contact jordy.degroot@worldskillseurope.org for guidance.

6.4 DAY-TO-DAY MANAGEMENT

The day-to-day management of the skill competition during the EuroSkills Competition is defined in the Skill Management Plan that is created by the Skill Management Team led by the Chief Expert. The Skill Management Team comprises the Jury President, Chief Expert and Deputy Chief Expert. The Skill Management Plan is progressively developed in the six months prior to the Competition and finalized at the Competition by agreement of the Experts. The Skill Management Plan can be viewed at www.worldskillseurope.org. Please contact jordy.degroot@worldskillseurope.org for guidance.

7 SKILL SPECIFIC SAFETY REQUIREMENTS

Refer to Host Country/Region Health and Safety documentation for Host Country/Region regulations.

Skill-specific safety requirements for bakery are:

- All Competitors must wear a chef's jacket, long black or finely chequered trousers, safety shoes, and hats. No visible jewellery is allowed;
- All Experts' uniforms should consist of long black trousers, flat safety shoes, chef's jacket, and hat. In all cases jewellery should be minimal;
- All Competitors must know how to use all the equipment on site before starting the Competition;
All Competitors must be aware of all dangers associated in working in a bakery kitchen and be aware of the specific Health and Safety regulations of the Competition Organizer

8 MATERIALS AND EQUIPMENT

8.1 INFRASTRUCTURE LIST

The Infrastructure List details all equipment, materials and facilities provided by the Competition Organizer.

The Infrastructure Lists will be available at the WorldSkills Europe website from www.worldskillseurope.org. Please contact jordy.degroot@worldskillseurope.org for guidance.

The Infrastructure List specifies the items and quantities requested by the Experts for the next Competition. The Competition Organizer will progressively update the Infrastructure List specifying the actual quantity, type, brand, and model of the items. Items supplied by the Competition Organizer are shown in a separate column.



At each Competition, the Experts must review and update the Infrastructure List in preparation for the next Competition. Experts must advise the Technical Director of any increases in space and/or equipment.

At each Competition, the Technical Observer must audit the Infrastructure List that was used at that Competition.

The Infrastructure List does not include items that Competitors and/or Experts are required to bring and items that Competitors are not allowed to bring – they are specified below.

8.2 MATERIALS, EQUIPMENT AND TOOLS SUPPLIED BY COMPETITORS IN THEIR TOOLBOX

This is an example how the toolbox can look like. The maximum size in m³ must be adhered to. And also as good as possible the sizes length, height, depth.

 <p>0 x 1</p>	<p>Length 0.85 m Depth/wide 0.7 m Height 1 m</p> <p>Total 0.6 m³ The size is including the wheels</p>
	<p>Length 0.65 m Depth/wide 0.50 m Height 1.0 m</p> <p>Total 0.32 m³ The size is including the wheels</p>

8.3 MATERIALS, EQUIPMENT AND TOOLS SUPPLIED BY EXPERTS

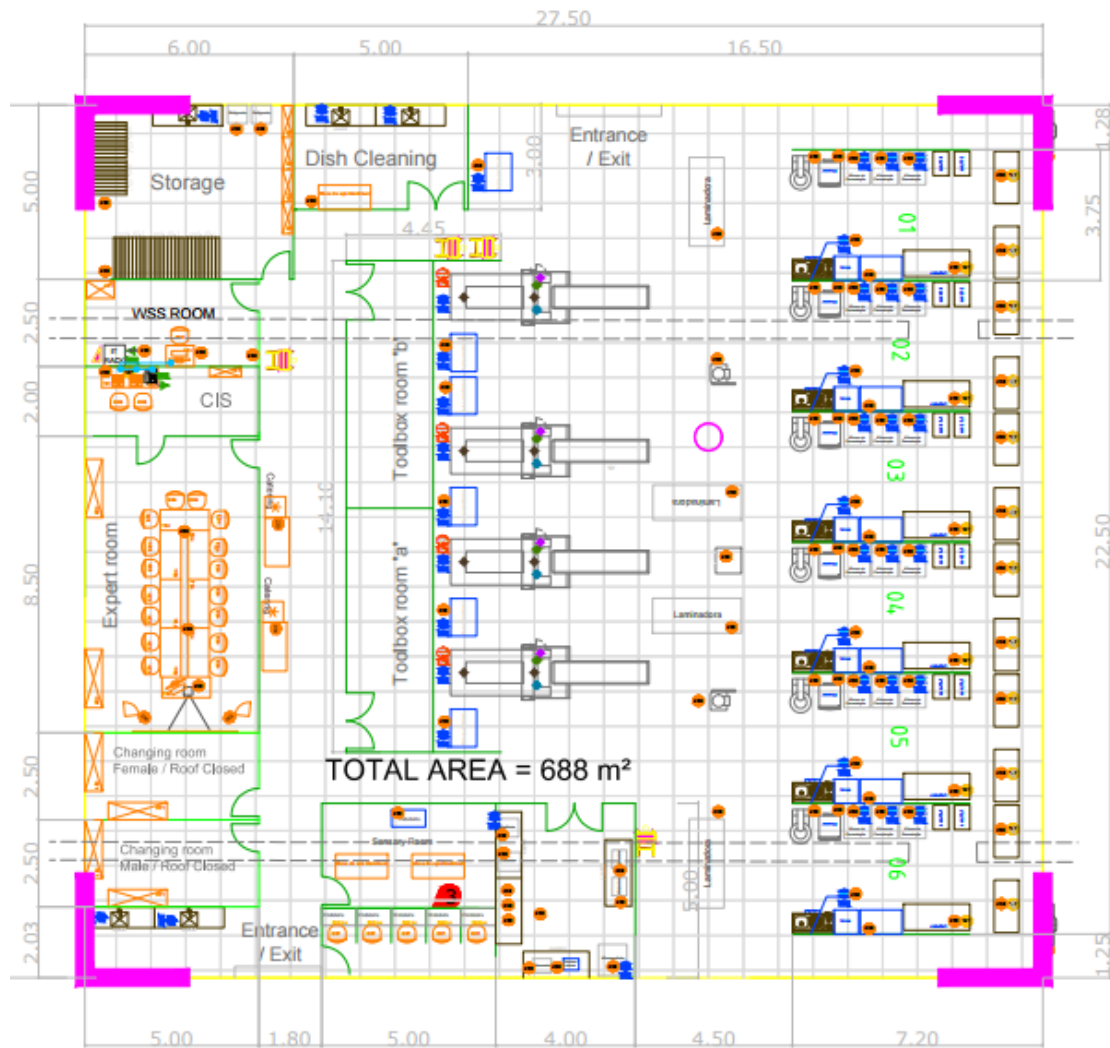
The Competitors are allowed to bring the following items to the Competition:

- Food colouring materials in powder, paste, liquid, or natural form;
- Food spices;
- Four non-perishable ingredients of Competitor's choice will be allowed, but must be declared upon opening of the toolbox. In case of bringing flour, it is allowed to bring a maximum of 5 kg of flour;
- Each Competitor can bring two toolboxes;
- In the toolbox you can bring all the tools you like (as long as they are allowed to import to the host country);
- The toolboxes need to be on wheels, to easy change from one shift to the other;
- Competitors are not allowed to bring more tools, than can fit in to the toolbox.

8.4 MATERIALS AND EQUIPMENT PROHIBITED IN THE SKILL AREA

Not applicable.

8.5 PROPOSED WORKSHOP AND WORKSTATION



9 VISITOR AND MEDIA ENGAGEMENT

The following ideas may be considered in order to maximize visitor and media engagement.

- Have a Go: visitors are able to try a skill with a trade;
- Display screen of the work produced on a daily basis throughout the competition – this is an interesting way for more people to observe the details of Competition without having to access the kitchens;
- Test Project descriptors – this involves fully explaining the skills involved in the Competition in order to enhance the understanding of Competitor activities and presentation times;
- Competitor profiles: A full presentation of each Competitor should be compiled by one source (possibly the Competition Organizer) in order to ensure uniformity throughout the stand;
- Career opportunities: World travel is a distinct possibility as there is a shortage of good bakers throughout the world. Opportunities which exist in hotels and restaurants, schools, developmental areas, own businesses, etc. should be well presented;
- Daily reporting of Competitor status is not encouraged in this skill area.

10 SUSTAINABILITY

In order to support sustainability of this competition we should be aware of the following points. During the entire process (before, during and after the actual competition days):

- Recycling of waste products;
- Encouraging the use of 'green' materials;
- Re-use of completed products from the Test Project modules after Competition;
- Order lists based on the Infrastructure List: Competitors/Experts should place a specific order list for raw materials based on the infrastructure List agreed upon by the Experts at the previous competition;
- The ingredients must be ordered four weeks before the competition and this order should constitute as much as possible of their entire order requirements;
- Control of the equipment required from the Infrastructure list by each Competitor/Expert – equipment not required from the host country should be declared by the Expert/Competitor four weeks before the Competition;
- Energy saving by switching off unused equipment;
- The use of tablets for marking;
- Repurpose: the Test Project can be used in the training for each Member for reference in their national Skills Competitions.