worldskills Europe

Technical Description

Bakery

1 Introduction

1.1 Name and description of the skill competition

1.1.1 The name of the skill competition is

Bakery

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 into sweet or savoury products. For example, wheat bread, rye bread, artisan bread, brioche, laminated products.

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 environment 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. 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 Occupational Standards which follow the principles and some or all of the content of the WorldSkills Occupational Standards. 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 Occupational Standard framework
- WSE – WorldSkills Europe Assessment Strategy
- WSE – Online resources as referenced in this document
- WSE – Code of Ethics and Conduct
- Host Country – Health and Safety regulations

2 The Occupational Standards

2.1 General notes regarding WSOS / WSEOS

Where appropriate WSE has utilised some, or all, of the WorldSkills International Occupational Standards (WSOS) 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 Occupational Standards (WSEOS) using the same principles and framework to that used for the development of the WSOS. For the purposes of this document the use of the words “Occupational Standards” will refer to both WSOS and WSEOS.

The Occupational Standards 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. Helpfully, for the global consultation on the WSOS in 2014-2021, around 50 percent of responses came from European industry and business.

Each Skill Competition is intended to reflect international best practice as described by the Occupational Standards, and to the extent that it is able to. The Occupational Standards 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 Occupational Standards are 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 Occupational Standards. 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 Occupational Standards. They will reflect the Occupational Standards 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 Occupational Standards to the extent practically possible. A variation of five percent is allowed, provided that this does not distort the weightings assigned by the Occupational Standards.

2.2 Occupational Standards

Section		Relative importance (%)
1	**Work organization and self-management**	**5**
	The individual needs to know and understand: • The 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	

Section		Relative importance (%)
	• 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	
	The individual shall be able to: • 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 workflow 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	**Communication and interpersonal skills**	**5**
	The individual needs to know and understand: • How bakery products should be displayed for sale • The importance of displays and notices as sales and communication tools • The importance of effective communications across teams, colleagues, contractors, and other professionals	
	The individual shall be able to: • 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	

Section		Relative importance (%)
3	**Food hygiene and health, safety and environment**	5
	The individual needs to know and understand: • 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	
	The individual shall be able to: • 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 HACCP • 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	
4	**The use of raw material and bakery recipe creating**	15
	The individual needs to know and understand: • 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 into a filling	

Section		Relative importance (%)
	• Why fillings which are baked need to be stable at high temperature • The effect of using seasonal fruits and vegetables for fillings • The importance of appearance, texture, and taste	
	The individual shall be able to: • 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. • 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**	**20**
	The individual needs to know and understand: • 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	

Section		Relative importance (%)
	• 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 • The preparing of dead dough for decoration or display pieces	
	The individual shall be able to: ⚠ This section is missing ⚠	
6	**Shaping and decorating of dough**	**35**
	The individual needs to know and understand: • 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 tray • The different methods of finishing before baking. This can be reshaping, cutting, scoring, piercing, sprinkling, brushing, spreading, dusting, and so on	
	The individual shall be able to: • Shape common bakery products out of dough • Recognize when the dough has fermented enough and is ready to scale and shape • 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 costumer order • Shape a large quantity of the same product identical • Produce products in bulk ensuring that the quality, size, and finish remains consistent	

Section		Relative importance (%)
	• Make filled products which are filled and decorated before or after 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. • Use various techniques to produce display pieces or decorative breads	
7	**Baking and handling after baking**	**15**
	The individual needs to know and understand: • 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 • 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	
	The individual shall be able to: • Bake filled and unfilled products to the perfection • 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 • Store the bakery product correctly after baking • Finish the decoration with different techniques • 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 Committee (CC) 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. All assessments 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 Occupational Standards. The Test Project is the assessment vehicle for the Skill Competition, and also follows the Occupational Standards. 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 Occupational Standards.

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 WorldSkills Competition, in that it ties assessment to the standard that represents each skill competition, which itself represents a global occupation. It is designed to allocate marks for each assessed aspect of performance in accordance with the weightings in the Standards.

By reflecting the weightings in the Standards, the Marking Scheme establishes the parameters for the design of the Test Project. Depending on the nature of the skill competition 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, if there is no practicable alternative.

For integrity and fairness, the Marking Scheme and Test Project are increasingly designed and developed by one or more Independent Test Project Designer(s) with relevant expertise. In these instances, the Marking Scheme and Test Project are unseen by Experts until immediately before the start of the skill competition, or competition module. Where the detailed and final Marking Scheme and Test Project are designed by Experts, they must be approved by the whole Expert group prior to submission for independent validation and quality assurance. Please see the Competition Rules for further details.

Experts and Independent Test Project Designers are required to submit their Marking Schemes and Test Projects for review, verification, and validation well in advance of completion. They are also expected to work with their Skill Advisor, reviewers, and verifiers, throughout the design and development process, for quality assurance and in order to take full advantage of the CIS's features.

In all cases a draft Marking Scheme must be entered into the CIS at least eight weeks prior to the Competition. Skill Advisors actively facilitate this process.

4.2 Assessment criteria

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

Assessment Criteria are created by the person or people developing the Marking Scheme, who are free to define the 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 Assessment Criteria, the allocation of marks, and the assessment methods, should not be set out within this Technical Description. This is because the Criteria, allocation of marks, and assessment**

methods all depend on the nature of the Marking Scheme and Test Project, which is decided after this Technical Description is published.

The Mark Summary Form generated by the CIS will comprise a list of the Assessment Criteria and Sub 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 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 WorldSkills marking form. Each marking form (Sub Criterion) contains Aspects to be assessed and marked by Measurement or Judgement, or both Measurement and Judgement.

Each marking form (Sub Criterion) specifies both the day on which it will be marked, and the identity of the marking team.

4.4 Aspects

Each Aspect defines, in detail, a single item to be assessed and marked, together with the marks, and detailed descriptors or instructions as a guide to marking. Each Aspect is assessed either by Measurement or by Judgement.

The marking form lists, in detail, every Aspect to be marked together with the mark allocated to it. The sum of the marks allocated to each Aspect must fall within the range of marks specified for that section of the Standards. 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 refers.)

		CRITERIA								TOTAL MARKS PER SECTION	WSSS MARKS PER SECTION	VARIANCE
		A	B	C	D	E	F	G	H			
STANDARDS SPECIFICATION SECTION	1	5.00								5.00	5.00	0.00
	2		2.00					7.50		9.50	10.00	0.50
	3								11.00	11.00	10.00	1.00
	4			5.00						5.00	5.00	0.00
	5				10.00	10.00	10.00			30.00	30.00	0.00
	6		8.00	5.00				2.50	9.00	24.50	25.00	0.50
	7			10.00				5.00		15.00	15.00	0.00
TOTAL MARKS		5.00	10.00	20.00	10.00	10.00	10.00	15.00	20.00	100.00	100.00	2.00

4.5 Assessment and marking

There is to be one marking team for each Sub Criterion, whether it is assessed and marked by Judgement, Measurement, or both. The same marking team must assess and mark all Competitors. Where this is impracticable (for example where an action must be done by every Competitor simultaneously, and must be observed doing so), a second tier of assessment and marking will be put in place, with the approval of the Competitions Committee Management Team. The marking teams must be organized to ensure that there is no compatriot marking in any circumstances. (Section 4.6 refers.)

4.6 Assessment and marking using judgement

Judgement uses a scale of 0-3. To apply the scale with rigour and consistency, Judgement must be conducted using:

- benchmarks (criteria) for detailed guidance for each Aspect (in words, images, artefacts, or separate guidance notes). This is documented in the Standards and Assessment Guide.
- the 0-3 scale to indicate:
  - 0: performance below industry standard
  - 1: performance meets industry standard
  - 2: performance meets and, in specific respects, exceeds industry standard
  - 3: performance wholly exceeds industry standard and is judged as excellent

Three Experts will judge each Aspect, normally simultaneously, and record their scores. A fourth Expert coordinates and supervises the scoring, and checks their validity. They also act as a judge when required to prevent compatriot marking.

4.7 Assessment and marking using measurement

Normally three Experts will be used to assess each Aspect, with a fourth Expert supervising. In some circumstances the team may organize itself as two pairs, for dual marking. Unless otherwise stated, only the maximum mark or zero will be awarded. Where they are used, the benchmarks for awarding partial marks will be clearly defined within the Aspect. To avoid errors in calculation or transmission, the CIS provides a large number of automated calculation options, the use of which is mandated.

4.8 Assessment overview

Decisions regarding the choice of criteria and assessment methods will be made during the design of the competition through the Marking Scheme and Test Project.

4.9 Skill Assessment Strategy

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Provide a description of your Skill Assessment Strategy.

⚠

4.10 Skill Assessment Procedures - Mark distribution

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 table below is advisory only for the development of the Test Project and Marking Scheme.

Criteria

ID	Name	Mark
A	Preparation	8,00
B	Braiding Techniques	12,50

C	Strudel	8,50
D	Sweet and Savoury Brioche Products	15,00
E	Freestyle Wheat Bread	3,00
F	Decorative Work	9,25
G	Rye Bread	11,25
H	Baking of Freestyle Bread	9,75
I	Danish / Croissants	13,25
J	Customer Order	7,50
K	Final Presentation of Products	2,00
		100

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 Occupational Standards.

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

The Test Project will not cover areas outside the Occupational Standards, or affect the balance of marks within the Occupational Standards 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 with separately assessed modules

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.

- 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 one mystery product
- 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.

If the Test Project is designed by an Independent Test Project designer, then the Test Project must be designed in accordance with the WSE Independent Test Project Guide v1.1.

If your Skill wishes to have an Independent Test Project designer, you must ensure that WorldSkills Europe is made aware of this, so that it can be assured that there is proper funding in place, or that the Independent Test Project designer is aware that he/she will do this task free of charge.

5.4.1 Who develops the Test Projects or modules

The Test Project / modules are developed under the supervision of:

- Chief Expert, Deputy Chief Expert
- Independent Test Project designer/ Third party

5.4.2 How and where is the Test Projects or modules developed

The Test Project or modules are developed in the following manner:

- Other:

Note: Developed by Chief and Deputy Chief Expert by online Meetings and/or in the Competition Preparation Meetings.

5.4.3 When is the Test Project developed

The Test Project is developed according to the following timeline:

TIME	ACTIVITY
At the previous Competition	Things that didn't work correctly were noted to change for next Test Project
4 months prior to the Competition	CE and DCE make Test Project module based on the suggestions made by the experts in the forum.
3 months prior to the Competition	CE and DCE have developed the test project and pubish it in the forum.
At the Competition	Experts propose the 30% change to the Test Project modules. The changes are selected by vote of the Experts The mystery product and the mystery basket is counted within the 30 % change See point 5.9.

5.5 Test Project validation

The Test Project has to been realized in the given time, either by testing himself, or by his experience based on further World Skills or World Skills Europ participations as a Chief or Deputy Chief expert.

5.6 Test Project selection

The Test Project will be circulated via the forum.

5.7 Test Project circulation

Please note that if a Test Project is known by the Chief- and/or Deputy Chief Experts, and/or any of the other Experts, it must be shared via the forums before the start of the Competition. This also means that this Test Project is subject to a 30% change before the start of the Competition.

The Test Project is circulated via the website as follows:

• Submitted to the Secretariat for circulation 3 months before the current Competition

5.8 Test Project coordination (preparation for competition)

Coordination of the Test Project will be undertaken by:

• Chief Expert and Deputy Chief Expert

5.9 Test Project change at the competition

1 month before the competition, a list of possible products with a substantial amount of different ingredients are listed to the forum. On C1 the workshop manager presents the mystery product/s to the competitor to use on C2. The competitors have also to present on the morning of C2 a short professional description (recipe and working description) of the product/s they will use.

To arrive at the 30% of changes, on C-2 the whole group of experts choose changes for example: number of products, weight, length,… of the Test Projects products.

[Eugene comments - please note that WorkShop Managers are not obligated to have anything to do with the Test Project. You need seek their agreement that they will do this function for you.]

5.10 Material or manufacturer specifications

Specific material and/or manufacturer specifications required to allow the Competitors to complete the Test Project will be supplied by the Host Organization and are available via the forums. However, note that in some cases details of specific materials and/or manufacturer specifications may remain secret and will not be released prior to the Competition. These items may include those for fault finding modules or modules not circulated.

Information will be released when the Workshop manager gets it.

5.11 Software specifications

Not applicable.

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
- Test Projects
- Infrastructure List
- EuroSkills Health, Safety, and Environment Policy and Regulations
- Other Competition-related information

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

7.1 Requirements

Refer to Host Country/Region Health and Safety documentation for Host Country/Region regulations. This document will be shared via the forums. One overall Health and Safety document will be published, as well as Skill specific safety requirements.

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 Host Organization will progressively update the Infrastructure List specifying the actual quantity, type, brand, and model of the items.

At each Competition, the Experts must advise the Competition Manager 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 Competitors toolbox

WorldSkills Europe aims to minimize the sending of toolboxes as much as possible. We therefor ask you to keep this in mind when writing the section below. Please be advised that competitors should bring as little as possible and what they do bring **MUST** be true hand tools. Only items are allowed that would significantly affect their ability to perform the task and deliver the Test Project to a high standard.

It is not applicable for Competitors to bring materials, equipment, and tools to the Competition.
However, Competitors are allowed to bring a suitcase with a total external volume not exceeding 0.12 m³ in the morning of C-2 on Familiarization Day. (Volume = Length x Height x Width)
Volume measurement does not include a packing crate, other protective packing material, palette for transportation, wheels, etc.
Furthermore, Competitors are required to supply their own Personal Protective Equipment.
Suitcase Specifications
Example: 50 cm L x 30 cm W x 80 cm H
Maximum weight : 23 kg
Wheels are not included into the dimensions.The Competitors are allowed to bring the following items to the Competition:
Food colouring materials in powder, paste, liquid, or natural form;
Food spices, herbs (NOT on the Infrastructure List);
Sour dough starters;
Stencils, cutters, and mould.

Little working tools that are not part of the infrastructure list.

8.3 Materials, equipment and tools supplied by Competitors in their toolbox

Not applicable.

8.4 Materials, equipment and tools supplied by the Experts

Not applicable.

8.5 Materials, equipment and tools prohibited in the Skill area

No raw material to be brought in by the competitor, a part of discripted in 8.3.

No equipment listed on the infrastructure list can be brought by the competitor.

8.6 Workshop Layout

Workshop layouts from previous competitions are available by contacting the Competition and IT Coordinator at: jordy.degroot@worldskillseurope.org. New Workshop Layouts will be communicated via the forums when completed.

Please be advised that you will have the opportunity to discuss your Workshop Layout proposal with the Host Organization during the Skills Development Workshop (SDW) and the Competition Preparation Meetings (CPM).

For workshop layout development, please refer to the forums.

9 Skill-specific rules

9.1 Introduction

Skill-specific rules cannot contradict or take priority over the Competition Rules. They do provide specific details and clarity in areas that may vary from Skill Competition to Skill Competition. This includes but is not limited to personal IT equipment, data storage devices, Internet access, procedures and workflow, and documentation management and distribution. Breaches of these rules will be solved according to the Issue and Dispute Resolution procedure including the Code of Ethics and Conduct Penalty System.

9.2 Personal laptops – USB – memory sticks – mobile phones

- Competitors are not allowed to bring personal laptop, tablets, memory stick or mobile phones into the workshop.
- Mobile phones of the competitors must be locked by the chief Expert in a locker.
- Expert can bring and take out personal laptops, mobile phones and memory stick into the workshop and use them with their personal computer in the Expert room only!

9.3 Personal photo cameras – video taking devices

- Competitors and Experts are not allowed to use personal photo and video taking devices in the workshop during competition from C1 until C+3.
- The chief expert and the deputy chief expert are exempt from this rule, they are allowed to take pictures for saving situations regarding assessments during competition.
- Chief and deputy chief are allowed to take photos from every competitor, and they will dispatch these once the competition is formerly finished, so that every expert get some photos of his own competitor by working.

9.4 Communication between compatriot experts and competitors

- Communication between compatriot and expert is only allowed in the open communication time in front of competition shift during 15 minutes.

9.5 Other

Use of tools, recipes and stencils

- The competitors are allowed to use their personal recipes (only on paper) and stencils.

Equipment failure

- If equipment or tools which are brought by the Competitor fail, there will no extra time be allowed.

10 Visitor and media engagement

10.1 Engagement

Following is a list of possible ways to maximize visitor and media engagement, within the remit of the Competition Rules:

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.

11 Sustainability

11.1 Sustainability

This Skill Competition will focus on the sustainable practices below:

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, if available
- Repurpose: the Test Project can be used in the training for each Member for reference in their national Skills Competitions