

RESTAURANT SERVICE (35)

EuroSkills Technical Description

CONTENTS

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:

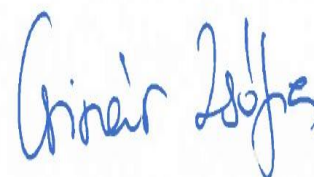
1 INTRODUCTION.....	4
1.1 Name And Description Of The Skill Competition	4
1.1.1 <i>The Name Of The Skills Competition Is</i>	4
1.1.2 <i>Description Of The Associated Work Role(s) Or Occupation(s)</i>	4
1.2 The Content, Relevance And Significance Of This Document	5
1.3 Associated Documents.....	5
2 THE STANDARDS SPECIFICATION.....	6
2.1 General Notes Regarding WSSS / WSESS.....	6
2.2 Standards Specification	6
3 THE ASSESSMENT APPROACH & PRINCIPLES	12
3.1 General Guidance	12
4 THE MARKING SCHEME.....	13
4.1 General Guidance	13
4.2 Assessment Criteria	13
4.3 Sub Criteria	14
4.4 Aspects.....	14
4.5 Assessment And Marking By Judgement	14
4.6 Assessment And Marking By Measurement	15
4.7 Assessment Overview	15
4.8 Completion Of Skill Assessment Specification	15
4.9 Skill Assessment Procedures.....	16
5 THE TEST PROJECT	17
5.1 General Notes	17
5.2 Format/ Structure Of The Test Project	17
5.3 Test Project Design Requirements	17
5.4 Test Project Development.....	17
5.4.1 <i>Who Develops The Test Projects Or Modules</i>	18
5.4.2 <i>How And Where Is The Test Projects Or Modules Developed</i>	18
5.4.3 <i>When Is The Test Project Developed</i>	18
5.5 Test Project Validation	18
5.6 Test Project Selection	18
5.7 Test Project Circulation	19
5.8 Test Project Coordination (Preparation For Competition).....	19
5.9 Test Project Change At The Competition.....	19
5.10 Material Or Manufacturer Specifications	19
6 SKILL MANAGEMENT AND COMMUNICATION	20
6.1 Discussion Forum.....	20
6.2 Competitor Information.....	20
6.3 Test Projects And Marking Schemes	20
6.4 6.4 Day-To-Day Management.....	20

7 SKILL SPECIFIC SAFETY REQUIREMENTS.....	21
8 MATERIALS AND EQUIPMENT	21
8.1 Infrastructure List.....	22
8.2 Materials, Equipment And Tools Supplied By Competitors In Their Toolbox	22
8.3 Materials, Equipment And Tools Supplied By Experts.....	22
8.4 Materials And Equipment Prohibited In The Skill Area	23
8.5 Proposed Workshop And Workstation	23
9 VISITOR AND MEDIA ENGAGEMENT.....	24
10 SUSTAINABILITY.....	25

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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

Restaurant Service

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

The restaurant service practitioner provides high quality food and drink service to guests. A food service practitioner generally works in the commercial sector, offering a range of services to customers. There is a direct relationship between the nature and quality of the service required, and the payment made by the guest. Therefore the practitioner has a continuing responsibility to work professionally and interactively with the guest in order to give satisfaction and thus maintain and grow the business.

The practitioner is likely to work in a hotel or restaurant. However, the size, nature and quality of these establishments can vary enormously from internationally renowned hotel chains to smaller, privately-owned, more intimate restaurants. The quality and level of service provided and expected by guests will also vary. The styles of service will be dependent on the targeted customer and can range from simple self-service operations to elaborate service styles where dishes can be prepared at the guests' table. In its more elaborate form, food and drink service can be likened to a form of theatre.

High quality food and drink service requires the practitioner to have extensive knowledge of international cuisine, beverages and wines. They must have a complete command of accepted serving rules and must know the preparation of speciality dishes and drinks at the guests' table or in the bar. The food server is the most important person in attending to the guests and providing the meal experience. Skill and resourcefulness, good manners, excellent interaction with guests, aplomb, excellent personal and food hygiene practices, smart appearance and practical ability are all essential.

A wide range of specialist tools and materials will be used for the service of specialist dishes, drinks and wines. The practitioner will be familiar with their use in addition to the more usual pieces of equipment that are found in most dining situations.

Irrespective of the working environment, excellent communication and customer care skills are universal attributes of the outstanding practitioner. Food service personnel will work as part of a team and with other teams in the hotel or restaurant. Whatever the structure of the work, the trained and experienced practitioner takes on a high level of personal responsibility and autonomy. This ranges from safeguarding the health and wellbeing of the guests and colleagues through scrupulous attention to safe and hygienic working practices, to achieving exceptional experiences for special occasions.

With the globalisation of gastronomy, the expansion of travel for pleasure and business, and the international mobility of people, staff in the hospitality industry enjoy rapidly expanding opportunities and challenges. For the talented restaurateur there are many commercial and international opportunities; however, these carry with them the need to understand and work with diverse cultures, trends and environments. The diversity of skills associated with restaurant service is therefore likely to keep expanding.

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	8
	The individual needs to know and understand: <ul style="list-style-type: none"> different types of food service establishment and the styles of food service that they will use the importance of the ambiance of the restaurant to the overall meal experience target markets for various types of food service establishments business and financial imperatives when running a food service 	

	<p>establishment</p> <ul style="list-style-type: none"> • relevant legislative and regulatory requirements including health and safety, food handling and hygiene and the sale and service of alcohol • the importance of working efficiently to minimise wastage and negative impacts on the environment from business activity and to maximise sustainability • ethics linked to the food service industry • the importance of effective inter-departmental working 	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • organise tasks effectively and plan work flow • consistently demonstrate hygienic and safe work practices • work efficiently so as to minimise waste and any negative impact on the environment • work effectively as part of a team and with other departments within the establishment • be responsive to unexpected or unplanned situations and effectively solve problems as they occur • engage with continuous professional development • prioritise tasks, especially when the individual is dealing with multiple tables • adapt working methods in line with the catering standard 	
2	Mise en place (including napkin folding and boxing)	7
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • a range of standard restaurant materials and equipment including; <ul style="list-style-type: none"> • cutlery • crockery • glassware • linen • furniture • the purposes of specialist equipment used in restaurant service • the importance of the presentation and appearance of the restaurant • the factors that contribute to creating the right ambiance and atmosphere for dining • the tasks to be completed to prepare for service 	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • prepare table dressings and decorations • ensure that the room is clean and well presented • prepare the restaurant appropriately for the meal that is to be served • place tables and chairs appropriately for expected number of covers • set tables using the appropriate linen, cutlery, glassware, china, cruets and additional equipment necessary • create a range of napkin folds for different settings and occasions 	

	<ul style="list-style-type: none"> • prepare the restaurant for various service styles including fine dining, bistro, banquet and bar • prepare buffet tables for buffet style service including boxing table cloths and napkins folding • organise and prepare function rooms in readiness for various function formats • organise and prepare sundry supporting areas, for example sideboards, still room and expected accompaniments and condiments for menu items • control the mise en place performed by someone else 	
3	Food preparation and service skills including special tasks at the side table	32
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • food service styles and techniques • when and in what circumstances various food service techniques would be used • ingredients, method of cookery, presentation and service for all dishes on the menu, sufficient to be able to advise guests • current and future trends in restaurant service • range of highly specialised and international cuisines and their styles of restaurant service 	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • prepare some cold dishes for the service • manage the service cycle for different styles of service • correct the cover as required for the dish to be served • professionally and efficiently serve food for different styles of service, for example; <ul style="list-style-type: none"> • plated service • silver service • banquet style service • family service • French service • buffet/carvery service • canapé service • gueridon service • lounge / bar service • serve food from the gueridon • prepare, portion and serve specialist dishes from the gueridon, including; <ul style="list-style-type: none"> • assembly of dishes • carving of meats • filleting fish • preparing fruits • preparing salads and salad dressings • flambé dishes • clear plates and other items from the customers' table • crumb down at appropriate times between courses 	

	<ul style="list-style-type: none"> • serve a range of meals including breakfast, lunch, afternoon tea, dinner • demonstrate appropriate flare and theatre • provide high quality restaurant service in highly specialised or international restaurants 	
4	Beverage service skills	19
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • the range of beverages that may be prepared and served in a restaurant or other outlet • how to use specialist equipment properly and safely • the range of glassware in which beverages may be served • the range of china and glassware in which beverages may be served • the range of china, silver and glassware that may be used such as sugar bowls, milk and cream jugs, spoons, strainers, tongs etc. • recognised accompaniments for beverages • trends and fashions in beverage sales and service • techniques and styles of beverage service • names and correct spirits and liqueurs for liqueur coffee • the wine making process • details of various wines including; <ul style="list-style-type: none"> • grape variety • production • country and region of origin • vintages • characteristics • approximate price • matching food and wine • how wine is stored • method of preparing wine for service • selection of glassware and equipment used in wine service • methods for the service for various wines • the use of wine as an accompaniment for food 	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • serve and clear different types of tea, coffee and other beverages according the establishment's practice • serve coffee from a range of specialist machines such as espresso, barista, filter, cafetiere, etc. • silver serve teas and coffees and their accompaniments • prepare and serve liqueur coffee • serve teas and coffees at banquets and functions • serve petits fours or sweetmeats as appropriate • provide informed advice and guidance to the guest on the wine selection • identify a range of wines from aroma, taste and appearance • interpret information on a wine bottle's label • select and place on the table the appropriate glassware to the chosen wine 	

	<ul style="list-style-type: none"> • present wines to the guest • open wine at the table using accepted equipment. Open wine that has a traditional cork, champagne cork or screw top • decant or aerate wine when appropriate • offer wine for tasting • pour wine at the table, observing table etiquette • serve wines at their optimum temperature and condition • serve at a reception drinks service, e.g. Champagne • recognise by sight and smell a selection of beers, spirits, fortified wines, aperitifs, liqueurs or mixed beverages 	
5	Bar / lounge service	17
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • the range of alcoholic and non-alcoholic drinks that may be served in a bar/lounge • the range of glassware and their uses in drinks service • the range of accompaniments that are served with alcoholic and non-alcoholic drinks • issues relating to honesty and integrity in regard to alcoholic drinks • legal requirements relating to the sale and service of alcoholic drinks • methods of serving drinks in a range of scenarios • a range of cocktails, their ingredients, methods of making and service • servers ethical and moral responsibilities in relation to the sale and service of alcoholic drinks 	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • prepare the service area for the service on alcoholic and non-alcoholic drinks • select glassware and accompaniments for the sale and service of alcoholic and non-alcoholic drinks • maintain the highest standards of hygiene and cleanliness during the sale and service of alcoholic and non-alcoholic drinks • serve alcoholic drinks within current legislation with regard to measures, customers' ages, service times and locations • pour drinks from bottles, for example beers, ciders or champagnes • measure drinks using appropriate measures • prepare, serve and clear alcoholic and non-alcoholic beverages for different styles of service <ul style="list-style-type: none"> • at the table • reception drink service • prepare and serve different styles of alcoholic or non-alcoholic cocktail including : <ul style="list-style-type: none"> • stirred • shaken • built • blended 	

	<ul style="list-style-type: none"> • muddled • recognise by sight and smell a selection of spirits, fortified wines, aperitifs, liqueurs or mixed beverages • prepare and serve different styles of coffee drinks (Espresso, Cappuccino, Café Latte or Macchiato) 	
6	Social / Commercial skills, Communications and Personal Presentation	17
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • the importance of the overall meal experience • the importance of effective communications and inter-personal skills when working with customers and colleagues • the food server's role in maximising sales 	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • present themselves to the guest in a professional manner • demonstrate personal attributes including personal hygiene, smart and professional appearance, demeanour and deportment • greet and seat guests appropriate to the service area • provide appropriate advice and guidance based on sound knowledge to the guest on the menu choices as required • take orders accurately from guests • judge the level of communication and interaction appropriate for each guest or group • communicate effectively with guests appropriate to the setting and the guests requirements • always be polite and courteous • always act honestly and ethically in all dealings with customers, colleagues and the employer • be attentive without being intrusive • check with customers that everything is satisfactory • observe appropriate table etiquette • adapt behaviour and professional duties to suit the restaurant's standard • deal effectively with guests who are difficult or who complain • communicate effectively with guest who have communication difficulties • recognise and respond to any special needs that a guest may present • liaise effectively with kitchen staff and staff from other departments • present the bill, deal with payment and bid guests farewell 	
	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).

4.5

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

SAMPLE OF TABLE FROM CIS

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: performances below the catering industry standard to some extent or non-existent performance
- 1: performances barely in line with catering industry standards (medium category), which remains of a small skill level
- 2: performances that meet the standards of catering industry (average range or even more) and exceed this standard to some extent
- 3: performance of very good level, even excellent, according to the standards of catering industry.

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

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

Section	Criterion	Marks		
		Judgement	Measurement	Total
A	Work organization/self-management	6	2	8
B	Mise en place (including napkin folding and boxing)	4	3	7
C	Food preparation and service skills including special tasks at the side table	25	7	32
D	Beverage skills	14	5	19
E	Bar / lounge service	11	6	17

F	Social /commercial skills, Communications and Personal presentation	12	5	17
Total		72	28	100

4.9 SKILL ASSESSMENT PROCEDURES

The Chief Expert and Deputy Chief Expert discuss and divide the Experts into marking teams. Each team has a Team Leader who is chosen by the Chief Expert and Deputy Chief Expert. Each team during the Competition will undertake judging in all areas. This will be timetabled across the three days of competition.

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 **Fout! Verwijzingsbron niet gevonden..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 2.2 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

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 technical.coordinator@worldskillseurope.org for guidance.

5.4.1 WHO DEVELOPS THE TEST PROJECTS OR MODULES

Chief Expert and Deputy Chief Experts

All Experts

Some Experts

Nominated Experts

Equipment supplier

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 (CE and DCE are responsible):

TIME	ACTIVITY
At the previous Competition	Not applicable
XX months prior to the Competition	Until 6 months before the current Competition
At the Competition	Not applicable

5.5 TEST PROJECT VALIDATION

All the Test Project modules will be validated in advance, on a confidential basis to ensure that they can be completed in the allotted time. The time is set by industry standards.

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

On the advice of the Chief Expert and Deputy Chief Expert. Up to 30 % change is possible.

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

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

See section 5.6

5.10 MATERIAL OR MANUFACTURER 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 technical.coordinator@worldskillseurope.org for guidance.

The information includes:

- Competition Rules
- Technical Descriptions
- Test Projects
- Infrastructure List
- Health and Safety documentation
- 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 technical.coordinator@worldskillseurope.org for guidance.

6.4 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 technical.coordinator@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 include:

- Fire blankets and fire extinguisher for each 2nd kitchen and 5th Restaurant station, also fire exit signs in place to ensure a safer competition environment
- First aid kit for both skills, bespoke to kitchen use, containing burn creams and eye wash
- Full briefing of the regulations for all experts
- Each competitor to have access to a hand wash basin / nonfood use sink

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 technical.coordinator@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

- Pen
- Note book
- Box of matches
- Knife kit-carving, jointing, cutting
- Service gloves
- Waiter's friend/wine opener
- Crumber
- Two spirit measures and mixing glass
- Cocktail shaker
- Bar spoon, tongues-fruit, ice spoon
- Hawthorn strainer or cocktail strainer

No other equipment will be accepted at the Competition.

8.3 MATERIALS, EQUIPMENT AND TOOLS SUPPLIED BY EXPERTS

Not applicable

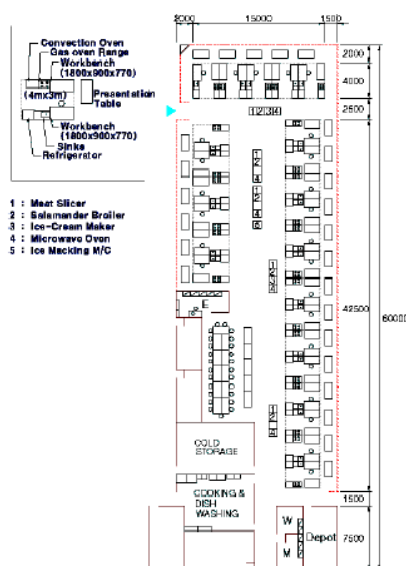
8.4 MATERIALS AND EQUIPMENT PROHIBITED IN THE SKILL AREA

- Competitors are not allowed to bring raw materials e.g. foodstuffs or additives into the Competition
- No own plates, no small dishes are allowed to use for presentation.

8.5 PROPOSED WORKSHOP AND WORKSTATION

Workshop layouts from previous competitions are available by contacting the Technical Coordinator at: technical.coordinator@worldskillseurope.org.

Workshop layout:



Workstation layout:

Overall dimensions for workstation: 6 m x 3 m minimum, and must have the following:

- Worktable with shelf below, 200 x 65 x 85 cm in stainless steel
- Auxiliary work surface, 200 x 65 x 85 cm in stainless steel
- Only 1 x toolbox for small tools can be brought to the competition site, see item 7.2
- Layout plan with specifications and dimensions for equipment to be provided by organizer to all experts with the test project (if possible with digital photos).

9 VISITOR AND MEDIA ENGAGEMENT

Following is list of possible ways to maximize visitor and media engagement:

- Try a trade
- Display screens
- Test Project descriptions
- Enhanced understanding of Competitor activity
- Competitor profiles
- Career opportunities
- Daily reporting of competition
- Time based parts of the Test Project
- Invitation for media/sponsors for meal services

10 SUSTAINABILITY

This skill competition will focus on the sustainable practices below:

- Recycling-Paper, cardboard, glass, plastic, food waste
- Use of 'green' materials where possible
- Paperless office, to achieve this perhaps a tablet or other means or relaying the marks awarded
- Service of food to customers to avoid wastages
- Small toolbox