

Technical Description

*EuroSkills Graz 2020
Restaurant Service (35)*

Contents

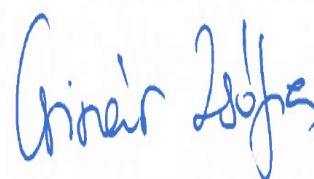
Contents	2
1 Introduction	4
1.1 Name and description of the Skill Competition	4
1.2 The content, relevance and significance of this document	4
1.3 Associated documents	5
2 The Standards Specification	6
2.1 General notes regarding WSSS / WSESS.....	6
2.2 Standards Specification	7
3 The assessment approach & principles	14
3.1 General guidance	14
4 The Marking Scheme	15
4.1 General guidance	15
4.2 Assessment criteria	15
4.3 Sub criteria	15
4.4 Aspects.....	16
4.5 Assessment and marking by judgement.....	17
4.6 Assessment and marking by measurement	17
4.7 Assessment overview	17
4.8 Completion of skill assessment specification	17
4.9 Skill assessment procedures	17
5 The Test Project	18
5.1 General notes	19
5.2 Format/ structure of the Test Project	19
5.3 Test Project design requirements	19
5.4 Test Project development.....	19
5.5 Test Project validation	20
5.6 Test Project selection	20
5.7 Test Project circulation	21
5.8 Test Project coordination (preparation for competition)	21
5.9 Test Project change at the competition	22
5.10 Material or manufacturer specifications	22
6 Skill management and communication	22
6.1 Discussion forum	23
6.2 Competitor information.....	23
6.3 Test Projects and Marking Schemes	23
6.4 Day-To-Day management	23
7 Skill specific safety requirements	24
8 Materials and equipment	25
8.1 Infrastructure List.....	25
8.2 Materials, equipment and tools supplied by Competitors in their toolbox	25
8.3 Materials, equipment and tools supplied by the organizing country	25

8.4 Materials and equipment prohibited in the Skill area	26
8.5 Proposed workshop and workstation.....	26
9 Visitor and media engagement.....	27
10 Sustainability	27

Effective 12.03.2020



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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 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 %
<p>1 Work organization and self-management</p> <hr/> <p>The individual needs to know and understand:</p> <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 establishment • 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 <hr/> <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 its way of working with the catering standard/various service styles 	<p>7</p>
<p>2 Mise en place (including napkin folding and boxing)</p>	<p>8</p>

SECTION
**RELATIVE
IMPORTANCE %**
The individual needs to know and understand:

- a range of standard restaurant materials and equipment including;
 - 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

The individual shall be able to:

- 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
- prepare the restaurant for various service styles including fine dining, bistro/casual/à la carte, banquet and bar/cafe
- prepare buffet tables for buffet style service including boxing table cloths
- 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/adapt the Mise en place performed by someone else

3	Food preparation and service skills including special tasks at the side	33
----------	--	-----------

SECTION
**RELATIVE
IMPORTANCE %**
The individual needs to know and understand:

- 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

The individual shall be able to:

- 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;
 - plated service
 - silver service
 - banquet style service
 - family service
 - French service
 - buffet/carvery service
 - canapé, pastries or petits fours service
 - gueridon service
 - lounge / bar service
- serve food from the gueridon
- prepare, portion and serve specialist dishes from the gueridon, including;
 - assembly of dishes (starters)
 - carving of meats
 - filleting fishes
 - preparing and carving fruits
 - preparing salads and salad dressings
 - flambé dishes (starter/meat/dessert) – classic or „signature“
 - service of cheese
- demonstrate appropriate flare and theatre
- clear plates and other items from the customers' table
- crumb down at appropriate times between courses
- serve a range of meals including breakfast, lunch, afternoon tea, dinner
- provide high quality restaurant service in highly specialised or international restaurants
- create signature sweet dishes (flambé) from ingredients list

4 Beverage service skills (including wine service)
19

SECTION

**RELATIVE
IMPORTANCE %**

The individual needs to know and understand:

- 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;
 - grape variety
 - production
 - country and region of origin
 - vintages
 - characteristics
 - 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

SECTION
**RELATIVE
IMPORTANCE %**
The individual shall be able to:

- serve and clear different types of tea, coffee and other beverages according to 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 different liqueur coffees, for example Irish coffee
- serve teas and coffees at banquets and functions
- 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
- 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. sparkling wine)
- recognise by sight and smell a selection of spirits, fortified wines, wines, aperitifs, liqueurs or mixed beverages

5 Bar/ lounge service (including coffee drinks and cocktails)
16
The individual needs to know and understand:

- 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
-

SECTION
**RELATIVE
IMPORTANCE %**
The individual shall be able to:

- 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 sparkling wines
- measure drinks using appropriate measures
- prepare, serve and clear alcoholic and non-alcoholic beverages for different styles of service
 - at the table
 - reception drink service
- prepare and serve different styles of alcoholic or non-alcoholic cocktail including :
 - stirred
 - shaken
 - built
 - blended
 - muddled
- recognise by sight and smell a selection of spirits, fortified wines, aperitifs, liqueurs or mixed beverages
- create own alcoholic and non-alcoholic cocktails from ingredient list
- prepare and serve different styles of coffee drinks
 - Espresso
 - Americano
 - Cappuccino
 - Café Latte
 - Latte Macchiato
- prepare some signature coffees from ingredient list

6 Social/ commercial skills, communication and personal presentation
17
The individual needs to know and understand:

- 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
-

SECTION
**RELATIVE
IMPORTANCE %**
The individual shall be able to:

- 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 his behaviour and his professional suit to the restaurant 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).

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

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
A	Work organization/self-management	5	2	7
B	Mise en place (including napkin folding and boxing)	5	3	8
C	Food preparation and service skills including special tasks at the side table	25	8	33
D	Beverage skills	14	5	19
E	Bar / Lounge skills	11	5	16

Section	Criterion	Marks		
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 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

Through the following criteria Restaurant Service will follow the standards specification and the weightings within it.

around 3 modules which, possibly, could be bistro service module, fine dining service module, banqueting service module or specific tasks module, including (possibly) in each one bar and barista tasks.

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

External designer

Chief Expert, Deputy Chief Expert under supervision of the Jury President

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

Other

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	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

The Test Project / modules are designed in relation to the guidance supplied within this Technical Description.

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

Refer to 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 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.

- 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 / non-food 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 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

- Pen / Note book
- Box of matches or lighter
- Knife kit suitable for carving, jointing, cutting and bar skills
- Service gloves
- Waiter's friend/wine opener, Crumber
- Bar materials: Two spirit measures (standardized measures - 2/4 cl)
- One mixing glass / Two cocktail shakers
- Two Bar spoons / Two tongs – for ice, decorations
- One ice scoop
- Groove, zester,
- Apple spoon
- Two hawthorn strainer or cocktail strainer
- Optional - Antiseptic gel (*because we are not sure to provide enough water access to wash hands easily, competitors can use a such gel*)

No other equipment will be accepted at the Competition unless decided otherwise on forum by vote.

Uniform requirements

Ties and aprons may be provided by the Competition Organizer for Competitors for some tasks– this information will be released prior to the competition once the Test Project has been released.

8.3 Materials, equipment and tools supplied by the organizing country

Experts must present at the Competition in appropriate attire that reflects managerial standard in the hospitality industry (for example: suit/tie...).

No cell phones and cameras will be permitted during Competition times.

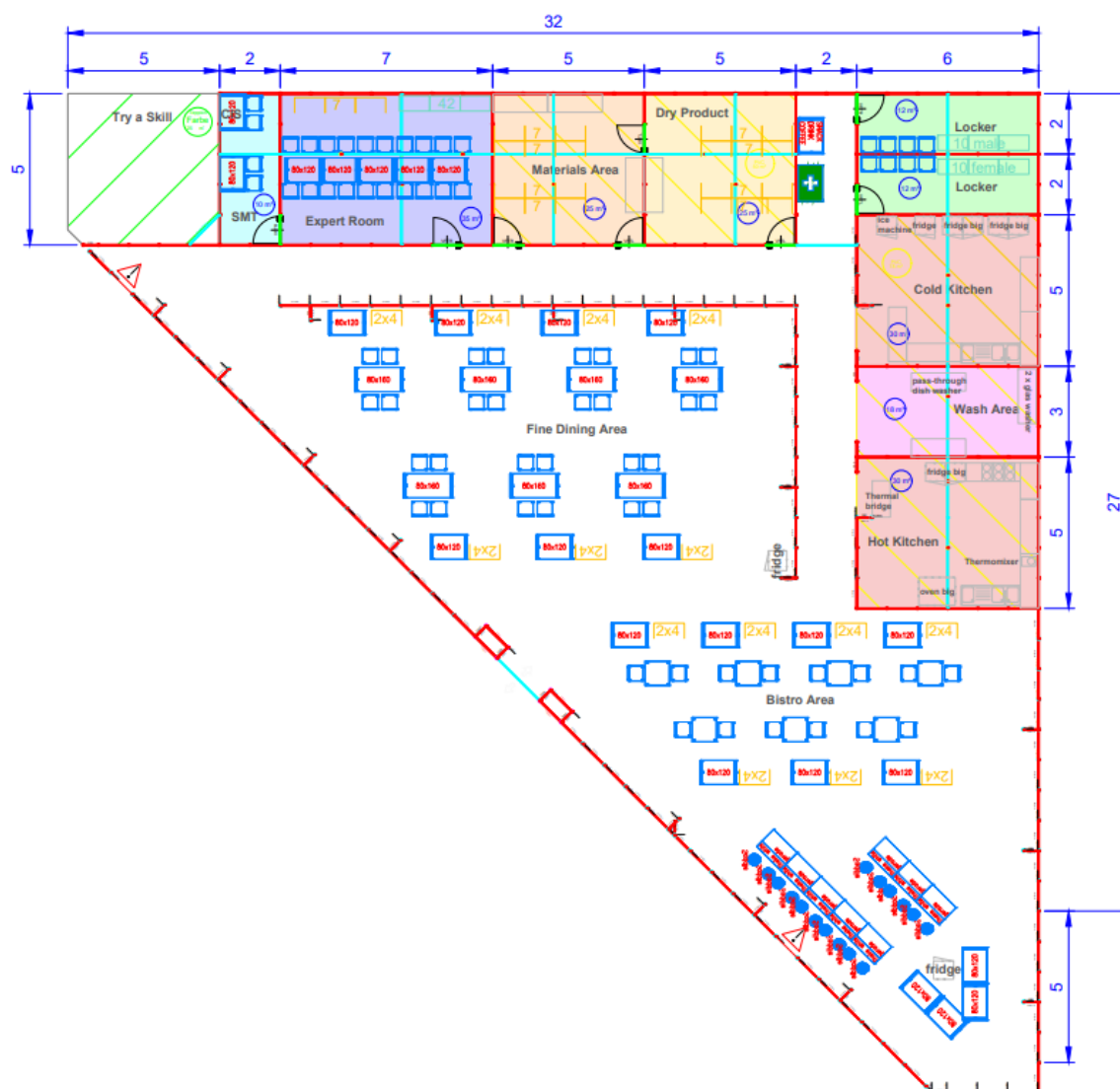
8.4 Materials and equipment prohibited in the Skill area

- Competitors are not allowed to bring any food from the outside;
- 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 Competition and IT Coordinator at: jordy.degroot@worldskillseurope.org

For workshop development, please check the forums.



9 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 status
- Time based parts of the Test Project
- Invitation for media/sponsors for meal services

10 Sustainability

- 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 and beverages to customers to avoid wastages
- Small toolbox