

Technical Description

Restaurant Service



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1 Introduction

1.1 Name and description of the skill competition

1.1.1 The name of the skill 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 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	10
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • The organization and structure of the hospitality and restaurant service industry • Different types of food and beverage service establishment and the styles of food and beverage service that they will use • The importance of the ambiance of the restaurant to the overall meal experience 	

Section	Relative importance (%)
<ul style="list-style-type: none"> • Target markets for various types of food service styles • Business and financial imperatives when running a food service establishment • Relevant legislative and regulatory requirements, including health, safety, and environment, food handling and hygiene, and the sale and service of alcoholic beverages • The importance of working efficiently to minimize wastage and negative impacts on the environment from business activity and to maximize sustainability, such as by composting • Issues surrounding sustainability and ethics of the food being served • The impact of culture, religion, allergies, intolerances, and tradition on diet and cooking of the produce being served • Ethics linked to the food service industry • The importance of effective inter-departmental working • The requirement to be careful about detail and thorough in completing work tasks • Restaurant design and layout • Sustainable processes for the control of energy consumption, food waste, reusable packaging, and eco-friendly cleaning products • The importance of using local and seasonal ingredients • The use of digital design and processes as a factor in sustainable practice 	

Section		Relative importance (%)
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Present themselves to guests in a professional manner • Demonstrate personal attributes including personal hygiene, smart and professional appearance, demeanour and deportment • Organize tasks effectively and plan workflows • Manage the process of customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction • Consistently demonstrate hygienic and safe work practices • Minimize waste and any negative impact on the environment • Treat all goods with respect and apply sustainable economic resourcefulness • Work effectively as part of teams and with other departments • Act honestly and ethically in all dealings with customers, colleagues and the employer • Be responsive to unexpected or unplanned situations and effectively solve problems as they occur • Engage with continuous professional development to maintain knowledge of current trends and fashions within culinary and food service developments • Prioritize tasks, especially when serving multiple tables • Apply sustainable practices to all service techniques • Make suggestions for improvement of operational procedures • Create and adapt service techniques with own ideas and develop them further to fit each restaurant's style of operating 	
2	Mise en place (including napkin folding and boxing)	9
	<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 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 rooms are clean and well presented • Prepare restaurants appropriately for meals to be served • Place tables and chairs appropriately for expected number of covers 	

Section		Relative importance (%)
	<ul style="list-style-type: none"> • Set tables using the appropriate linen, cutlery, glassware, china, cruets and additional equipment necessary • Create a range of innovative napkin folds for different settings and occasions • Prepare restaurants for various service styles including breakfast, lunch, afternoon tea, dinner, casual, a la carte, bar, banqueting, and fine dining service • Prepare buffet tables for buffet style service including boxing tablecloths • Organize and prepare function rooms in readiness for various function formats • Organize and prepare sundry supporting areas, for example sideboards, still rooms, and expected accompaniments and condiments for menu items 	
3	Food presentation and service skills including special tasks at the side table	28
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • The history of food service and advanced service techniques • National and international food and beverage 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 advise guests • Current and future trends in restaurant service • A range of highly specialized and international cuisines and their styles of restaurant service 	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Manage the service cycle for different styles of service • Use specialist equipment correctly and safely • Correct covers as required for dishes to be served • Professionally and efficiently serve food for different styles of service, e.g. <ul style="list-style-type: none"> ◦ Plated service ◦ Silver service/French service ◦ Guéridon service • Trolley/Voiture de service • Serve food from guéridon • Prepare, portion, and serve specialist dishes from guéridon including: <ul style="list-style-type: none"> ◦ Assembly of dishes ◦ Carving of meat, poultry, and wild meat ◦ Filleting fish ◦ Preparing and carving fruits 	

Section		Relative importance (%)
	<ul style="list-style-type: none"> ◦ Using spices in preparing dishes ◦ Serving different cheeses ◦ Preparing salads and salad dressings ◦ Flambé dishes (meat, dessert, seafood, fruit) ◦ Preparing main courses, starters, deserts ◦ Demonstrate appropriate flare and theatre ◦ Clear plates and other items from customers' tables ◦ Crumb down at appropriate times between courses <ul style="list-style-type: none"> • Serve a range of meals including breakfast, lunch, afternoon tea, dinner, casual, a la carte, bar, banqueting and fine dining service • Provide high quality restaurant service in highly specialized or international restaurants • Create own dishes (flambé) from ingredient lists • Make environmentally sustainable choices and use locally sourced food and beverage currently in season 	
4	Beverage service skills (including wine service)	21
	<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, spoons, strainers, tongs, etc. • Recognized accompaniments for beverages • Trends and fashions in beverage sales and service • The range of sustainable beverages available to guests • Techniques and styles of beverage service • Names and correct spirits and liqueurs, beers, syrup, juices, water • The range of alcoholic and non-alcoholic drinks that may be served in a restaurant • 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 • The coffee and other hot beverage making process • The value of using sustainable tea and fair-trade coffee products 	

Section	Relative importance (%)
<ul style="list-style-type: none"> • Details of various coffee including: <ul style="list-style-type: none"> ◦ Beans ◦ Production ◦ Country and region of origin ◦ Characteristics ◦ Specialist barista coffee machines and other equipment ◦ Preparation and service of different styles of barista coffee ◦ Techniques with milk products ◦ The selection of glassware and equipment used in coffee service ◦ Classic types of coffee ◦ Coffee grinding • Various details of tea and herbal infusions • Service of tea 	
<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Serve and clear different types of beverages and drinks • Prepare and serve beverages from a range of specialist machines: blender, juicer, ice machine, teapots, coffee machine, grinder and other equipment relating to hot beverage preparation and service • Use specialist equipment for serve beverages (sommelier knife, opener, strainer, jigger, etc.) • Create own speciality signature cold beverages and hot drinks with an accepted range of choice • Prepare and serve a range of cold drinks and hot drinks (international coffee specialities and other hot beverages) • Prepare and serve liqueurs • Prepare cocktails • Prepare garnish for cocktails • Serve beverages, beers, liquors, spirits, cocktails, waters • Follow the correct procedures for opening beverages • Prepare the service area for the service of 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 and ciders • Measure drinks using appropriate measures • Follow recipes for IBA cocktails and classic hot drinks • 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 cocktail including: <ul style="list-style-type: none"> ◦ Stirred ◦ Shaken 	

Section		Relative importance (%)
	<ul style="list-style-type: none"> ◦ Built ◦ Blended ◦ Muddled ◦ Signature • Recognize by sight and smell a selection of spirits, aperitifs and liqueurs • Create own alcoholic and non-alcoholic cocktails from ingredient list 	
5	Bar / Lounge service (including hot drinks and cocktails)	9
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • 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 ◦ 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 type of wine relating to colour and the appropriate wine glass used in their service • The concept of 'green' and 'sustainable' wines • The use of wine as an accompaniment for food 	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Provide informed advice and guidance to the guest on the selection of wine • 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., champagne • Recognize by sight and smell a selection of fortified wines 	

Section		Relative importance (%)
6	Social/commercial skill, communications, and personal presentation	14
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • The importance of overall meal experiences • The importance of effective communications and inter-personal skills when working with customers and colleagues • The food server's role in maximizing sales of food and beverages • The importance of appearance when on public view and dealing with customers • The advantage of a second language in dealing with international clients 	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Greet and seat guests appropriate to service areas • Provide appropriate advice and guidance to guests on the menu choices, based on sound knowledge • Guide guests on allergan, calorie, vegan and dietary choices • Take orders accurately from guests using both paper and digital systems • 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 • Act politely and courteously • Be attentive without being intrusive • Check with customers that everything is satisfactory • Observe appropriate table etiquette • Maintain composure, keep emotions in check and avoid aggressive behaviour, even in very difficult situations • Deal effectively with guests who are difficult or who complain • Communicate effectively with guests who have communication difficulties • Recognize and respond to any special needs that guests may present • Liaise effectively with kitchen staff and colleagues particularly during pressure periods • Present bills, deal with payments, and bid guests' farewell • Provide advice and ideas on service matters to management • Propose solutions and discuss with a goal orientated attitude, arriving at agreed solutions • Plan and implement meal promotions 	
7	TBD	9

Section		Relative importance (%)
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • Legislation and good practice relating to the handling, storage, preparation and service of food and beverage produce • Legislation and good practice for safe working practices in a restaurant environment and in the use of specialist restaurant service equipment • Quality indicators for the service of all food produce in the restaurant • The safe use of knife and specialist equipment in advanced service techniques 	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Work hygienically and practise hygienic procedures in all service activities • Maintain clean, neat and tidy workstation, storage and waste areas • Practise food safety during food preparation, cooking and service (HACCP principles are applied) • Prevent cross-contamination in the storage and service of food and beverage produce • Store all food items contained, covered, labelled and dated • Store all non-food commodities, tools and equipment safely and hygienically, ensure all equipment and work areas are cleaned to the highest standards • Work safely and uphold accident prevention regulations • Use all tools and equipment safely and according to the manufacturer's instructions • Promote health, safety and environment and food hygiene within the working environment • Undertake training in First Aid, Manual handling and apply strong knowledge of health and safety in food handling practices 	
	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

Experts are placed into marking teams and remain in the same module for the three days of the competition, to ensure consistency in marking. Teams will have a range of Experts from different countries/regions and should also be a mix of returning Experts and new Experts. Each team is allocated a team leader to conduct the daily Competitor briefings. The Chief Expert decides the team leaders and their teams.

Competitors are placed into teams by the Chief Expert which will have a range of different countries/regions. Competitor teams will rotate through the modules over the three days of Competition. Competitors will draw their allocation daily.

Separate mark sheets will break down each module into tasks (or sub criteria) and are used by the Experts to mark the Competitors. The Mark Summary Form is provided to Competitors each day for this specific model.

At the end of each day of Competition, final marks are recorded onto the Judgement and Measurement sheets and then entered into CIS by the Chief Expert or a Skill Assistant.

Skill	35 - Restaurant Service		Expert
Sub Criterion	A1 - Wine knowledge		Marking Scheme Lock 21-05-2019 12:30:49
Aspect ID	Max Mark	Aspect of Sub Criterion - description	Competitor ID and Mark/Score
J1	0.80	Wine (def. On C-4) 0 - lacks knowledge of task, not confident with task, minimal communication 1 - shows basic skill, basic confidence, some basic communication 2 - good knowledge of task, good level of confidence, good Communication 3 - very high knowledge of task, great level of confidence, great communication	
J2	0.30	Communication (def. On C-4) 0 - Competitors shows no social skills or guest interaction 1 - Competitor shows some interaction with guests and an adequate level of confidence to carry out their tasks 2 - Competitor shows a high level of confidence, good guest interaction and an overall good impression 3 - Competitor shows excellent interpersonal skills, natural flare and ability and attention to detail	
M1	0.30	Wine 1 (def. On C-4) Question 1	
M2	0.30	Wine 2 (def. On C-4) Question 2	
M3	0.30	Wine 3 (def. On C-4) Question 3	

The table above is example of the landscape marking form generated by the CIS. Experts use this form to mark multiple Competitors at the same time.

For judgement marking, the Expert uses the criteria as a guideline to decide on a score between zero and three.

For measurement marking, the Expert can allocate only the mark awarded for the specific criteria if they have achieved it. If an error has been made, they receive no mark. For example, no spillage – whether the Competitor may have a large or small amount of spillage they will receive zero marks. Marks would only be awarded if there was no spillage.

All three modules are, where possible and appropriate, evenly weighted across all assessment criteria and have approximately the same amount of overall weighting towards the final total.

Competitors are asked to perform a variety of practical tasks, which test theoretical, product knowledge, practical skills, personal presentation and social skills. Some tasks will attract a time restriction. Some tasks are performed for invited guests.

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.

Description	Mark
Fine Dining	40
Casual Dining	30
Specific Tasks	30
Total	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

The Test Project is a series of standalone modules.

Any mystery box/food components/commodities for signature creations.

Mystery box food/ commodities are primarily identified and provided by the Workshop Manager. The mystery box food/commodities are to be introduced on Familiarization Day.

Reference Book

The Restaurant Service Skills TRAINING BOOK is a base reference and can be used in reference to a dispute of procedures and allows openness, fairness, and set a minimum standard. The book is available from www.renovium.ch.

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Food and Beverage Service – (Current Edition) – Dennis Lillicrap, John Cousins, and Suzanne Weekes

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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:

- Fine Dining
- Bistro service
- Casual Dining
- Banquet Service

- Bar & Lounge
- Stand-up meal reception
- Specific 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.

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

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: the Test Project is published on the Discussion Forum and all Experts have the possibility to make some proposals. From the moment that the Test Project is published, Experts have four weeks to participate in the change process

5.4.3 When is the Test Project developed

The Test Project is developed according to the following timeline:

TIME	ACTIVITY
Five (5) months prior to the Competition	The Test Project is published on the Discussion Forum and open for discussion, questions and proposals. Experts have four weeks to participate and offer comments.
At the competition on C-1	The mystery box of food and beverage commodities which will be used over the three days of competition is presented to Competitors

Additional information/updates are jointly decided on the Discussion Forum in the lead-up to the Competition.

5.5 Test Project validation

The CE and DCE coordinates the validation of the Test Project/modules and will ensure that it can be completed within the material, equipment, knowledge and time constraints of Competitors.

5.6 Test Project selection

By vote of Experts on the Discussion Forum after the four weeks of open discussion in relation to the test project developed by CE and DCE.

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 4 months before the current Competition

5.8 Test Project coordination (preparation for competition)

Coordination of the Test Project will be undertaken by:

Chief Expert, Deputy Chief Expert and Workshop Manager

5.9 Test Project change at the competition

The test project will include a mystery box (food, beverage, etc.) which will equate the 30% change.

A mystery box of food and beverage commodities which will be displayed for use over the three days of competition and will be presented to Competitors at C-1.

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.

Informations will be given by the workshop manager as received.

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 therefore 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.

Competitors can bring their small equipment (not in the IL) in a cabin size suitcase (see maximum dimension on the illustration).



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

- Pen / Notebook / Orderbook
- Knife kit suitable for carving, jointing, cutting and bar skills
- Waiter's friend / wine opener, crumber

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

8.4 Materials, equipment and tools supplied by the Experts

Experts must be present at the Competition in appropriate attire that reflects managerial standard in the hospitality industry. These standards will be defined together on the Discussion Forum. They can only bring items for evaluation to the competition area.

Expert must follow the code of behaviour on the competition area.

8.5 Materials, equipment and tools prohibited in the Skill area

- Diverse books containing recipes, cocktails, etc.
- Notebook with instructions
- Smartphones
- Smartwatches
- Tablets
- Computers

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

Items	CE/ DCE	Experts judging	Experts not judging	Competitors
Laptop	allowed	not allowed	allowed	not allowed
USB drives	allowed	not allowed	allowed	not allowed
Smartphones	allowed	not allowed	allowed	not allowed
Smartwatches	allowed	not allowed	allowed	not allowed
Any other communication devices	allowed	not allowed	allowed	not allowed

9.3 Personal photo cameras – video taking devices

Items	CE/ DCE	Experts judging	Experts not judging	Competitors
Photo cameras	allowed	not allowed	allowed	not allowed
Video taking devices	allowed	not allowed	allowed	not allowed

9.4 Communication between compatriot experts and competitors

Communication is allowed during the Expert and Competitor Briefing every day before the start of the competition.

CE or DCE must be present if communication between compatriot experts and competitors is needed during the competition.

9.5 Other

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:

- 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

11 Sustainability

11.1 Sustainability

This Skill Competition will focus on the sustainable practices below:

- Recycling-Paper, cardboard, glass, no plastic, no food waste
- Use of 'green' materials where possible
- Waste separation
- 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
- Small gifts are restricted to one expert giving to one competitor selected by ballot