

Technical Description

*EuroSkills Graz 2020
Cooking(34)*

Contents

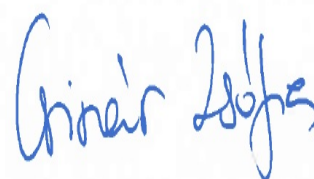
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1 Introduction

1.1 Name and description of the Skill Competition

1.1.1 The name of the skills competition is

Cooking

1.1.2 1.1.2 Description of the associated work role(s) or occupation(s)

The professional chef can work in a wide range of establishments including high class restaurants and hotels, welfare catering such as hospitals and residential homes and industrial sites providing catering services to staff. The range of skills and customer expectations will vary according to the work-place. There is also a direct relationship between the nature and quality of the service provided and the payment made by the customer or corporate client. As well as the skill of cooking, the role of a chef will also demand further skills that relate to cooking in a commercial setting and therefore working to a budget or expected profit margin. These skills include menu compilation and costing, control and correct storage of stock, planning work for self and others and managing a kitchen brigade.

The chef in a high class hotel or restaurant offering fine dining will need to demonstrate outstanding skills in food preparation and presentation. They will be expected to create and adapt dishes that meet the expectations of demanding customers who are used to dining in exclusive restaurants. Fashions and trends in cuisine fluctuate so it is important that the top class chef keeps abreast of these trends and adapts their product and service accordingly. The customer wishing to experience fine dining is expecting a memorable meal experience which incorporates the setting and ambiance of the restaurant, restaurant theatre and outstanding customer care as well as exceptional food.

Strict maintenance of the highest personal and food hygiene and safety are paramount at all times. Failure to fulfil this requirement can have a devastating impact on diners' health and well-being and may cause irreparable damage to the restaurant's reputation and business.

Commercial kitchens are equipped with complex specialist equipment that must be used carefully to avoid accident and injury. Kitchens are potentially dangerous places to work. Staff work under intense pressure, often in a confined space, working with hot food and dangerous tools and equipment.

Effective communication skills are essential for the chef. A professional kitchen is a high pressure environment where teams of chefs specialising in various producing aspects of the menu work together to produce the entire meal. Co-ordination of the kitchen brigade is essential to quality assure the dishes being sent to the restaurant and to meet very tight time frames. In addition, the kitchen team need to work effectively with other departments in the hotel or restaurant to ensure a good overall experience for the guest.

With globalisation of cuisine, chefs can work all over the world. Talented chefs are always in demand and have opportunities to travel and work in some of the most interesting and exciting global destinations. This carries with it the need to appreciate diverse cultures, especially with regard to dietary requirements and traditions.

1.2 The content, relevance and significance of this document

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

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

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

1.3 Associated documents

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

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

2 The Standards Specification

2.1 General notes regarding WSSS / WSESS

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

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

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

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

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

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

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

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

2.2 Standards Specification

SECTION	RELATIVE IMPORTANCE %
1 Work organization and self-management	5
<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • all internal business regulations • the organization and structure of the hospitality and restaurant service industry • the importance of effective teamwork • the use and care of specialty tools used in gastronomy • the role of the professional chef in producing menus and dishes in a business environment • the importance of continuous professional development to maintain knowledge of current trends and fashions within culinary arts • how to plan a well-balanced menu for a range of occasions and situations and within given restrictions and budgets 	
<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • maintain quality standards throughout production, even when under pressure • prepare work plans for single dishes and plan schedules for the preparation of a menu. Plan daily work for self and others • co-ordinate all preparatory tasks (mise en place) prior to serviced • prioritize work to differentiate important issues from lesser important ones • optimize work flow • function effectively in every area of the kitchen • account for time and staff resource • detect conflicts, address them and find solutions with the team • apply energy saving practices when using cooking equipment or how to operate all commercial kitchen equipment and technology properly and safely • apply legal requirements for the description and sale of menu items • be responsive and flexible to unforeseen situations • adapt working methods to the situation and be an effective member to the team • make suggestions for improvement of operational procedures • create and adapt recipes with own ideas and develop them further • demonstrate a feel and understanding of ingredients and be able to create dishes without recipes • treat all goods with respect and economic resourcefulness o judge personal performance ability and avoid unnecessary stress • set goals independently and achieve them • take personal responsibility for own continuous professional development 	

SECTION	RELATIVE IMPORTANCE %
<p>2 Communication and customer service</p> <hr/> <p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> the characteristics of different types and styles of food service and when each would be appropriately used the impact on food production of the various types of food service the importance of the menu as a sales and communication tool legal restrictions on promotional materials and menu presentation the importance of appearance when on public view and dealing with customers the importance of effective communications within the team with customers and contractors <hr/> <p>The individual shall be able to:</p> <ul style="list-style-type: none"> pay attention to own cleanliness and appearance at all times communicate effectively with colleagues, teams and customers or apply appropriate food service styles to the situation and clientele demonstrate awareness that the hospitality and catering industry is a customer service orientated industry provide advice and guidance on culinary matters to management, colleagues and customers propose solutions and discuss with goal orientated attitude arriving at agreed solutions plan and implement meal promotions 	<p>5</p>
<p>3 Food, hygiene and health and safety</p> <hr/> <p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> legislation and good practice relating to the purchase, storage, preparation, cooking and service of food legislation and good practice for safe working practices in a kitchen and for using commercial catering equipment the causes of deterioration of food quality indicators for fresh and preserved foods 	<p>15</p>

SECTION

**RELATIVE
IMPORTANCE %**

The individual shall be able to:

- work hygienically and account for sanitary regulations for food storage, preparation, cooking and service (HACCP)
- store all commodities safely and hygienically
- ensure all work areas are cleaned based on highest standards o the business internal HACCP concept is applied to the last detail
- work safely and uphold accident prevention regulations
- use all tools and equipment safely and within manufacturer’s instructions
- promote health and safety and food hygiene within the working environment
- Correct labelling of food and wastage

4 Ingredients and menu knowledge

5

The individual needs to know and understand:

- market prices for ingredients and the correlation between price and quality
 - the nature and types of ingredients used in cookery
 - product seasonal availability and value
 - the correlation between product quality, menu sophistication and gastronomic level
 - the nutritional properties of ingredients
 - the physical nutritional impact of cooking methods
 - import regulations and restrictions that apply to some ingredients
 - types and styles of menu
 - balance in menu compilation
 - issues surrounding sustainability and ethics when sourcing ingredients
 - the impact of culture, religion, allergies and intolerances and tradition on diet and cooking
-

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

- advise on procurement of ingredients and equipment
- select appropriate product quality standards for menu, budget and situation
- recognise and comply with ingredient labelling
- apply nutritional principles in order to comply with guests' expectations and requirements
- identify the quality state of ingredients and recognise the signs of quality and freshness, e.g. appearance, aroma, structure etc.
- appraise and reject sub-standard goods
- select appropriate products for speciality meals
- compose menus for a variety of situations and occasions
- be accurate in menu preparation and account for obligatory declarations such as dietary and allergy information
- compile menus for a variety of occasions and settings
- Be able to prepare and create a menu from any given ingredients or what's available and/or in season
- Apply a vegetarian or vegan menu according to the industry standard
- Create more sustainable protein dishes with less meat, poultry or fish according to industry standards
- Smaller portion sizes according to modern industry standard

5 Preparation of ingredients
20
The individual needs to know and understand:

- the structure of a carcass and a poultry or game bird and the uses for all cuts of meat, poultry or game
 - methods of butchering and preparing meat for cooking
 - the range of meats, game and poultry and their best uses
 - cuts of meat, poultry and game commonly used in cookery
 - the range of fish and shellfish available and their suitable uses
 - cuts of fish used in cookery
 - methods of preparing fish and shellfish for cooking
 - the range of fruits, salad ingredients and vegetables used in cookery and their methods of preparation for cookery or use
 - accepted vegetable cuts and their uses
 - the methods of making stocks and their uses
 - the equipment and tools used in butchery, fishmongery and the preparation of ingredients
 - the safe use and care of tools, especially knives
-

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

- calculate, measure and weigh correct amounts of products
- apply excellent knife skills and common cutting techniques
- debone meat, poultry and game cuts and prepare for further processing
- trim and tie meats, poultry and game
- prepare, portion and fillet kitchen meat cuts
- prepare whole fish for further processing, scale, remove entrails, fillet
- prepare accepted portions of fish for further processing and cooking
- prepare stocks, sauces, marinades, accompaniments and dressings
- conclude and assemble the mise en place for the menu in its entirety
- independently take care of mise en place for functions and banqueting
- utilise unused mise in place for other applications
- make preparations for the production of pastry, bakery products and desserts
- produce a variety of pasta
- Prepare whole fruit and/or vegetable for further processing
- Usage of whole products of meat, fish, poultry, fruit or vegetable
- Reduce wastage

6 Application of cookery methods
15
The individual needs to know and understand:

- the range of cookery methods available and their appropriate uses for various ingredients and menus
 - the effects of cooking on ingredients
 - types of sauces used in professional cookery and the rules for making sauces
 - types of soups used in professional cookery and the rules for making soups
 - classic garnishes and extensions to basic dishes
-

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

- select the appropriate cooking equipment for the cooking method
- apply the correct cooking method for each ingredient and each dish
- apply a full range of cookery methods
- account for the cooking times
- combine and apply various cooking methods simultaneously
- account for shrinkage during cooking
- produce harmony of products, preparation methods and plating techniques
- align preparation methods with a gastronomic level
- follow recipes, adapting them as necessary and calculate ingredients based on covers required
- combine ingredients to achieve the required result
- produce a wide range of dishes including:
 - Soups and sauces
 - Starters
 - Salads and hors d'oeuvres
 - Fish and shellfish dishes
 - Meat, poultry and game dishes
 - Vegetable and vegetarian dishes
 - Speciality and international dishes
 - Rice and pasta dishes
 - Pastry, bakery products, sweets and desserts
- prepare and cook complex dishes combining ingredients to produce interesting and innovative dishes
- prepare regional, national and international dishes using recipes
- prepare and cook dishes for a range of meals including breakfast, lunch, afternoon tea, high tea and dinner
- apply modern technology and methodology in food production

7 Preparation and presentation of dishes
25
The individual needs to know and understand:

- the importance of the presentation of food as part of the meal experience
 - the range of servicing dishes, plates and other presentation equipment available
 - trends in food presentation
 - styles of food service and their impact on the presentation of dishes
 - accepted garnishes and accompaniments for traditional dishes
 - the importance of portion control in a commercial restaurant of catering operation
-

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

- portion the components of a meal to provide the required yield
- clarify or thicken and enhance soups and sauces
- produce and present cold cut plate and assorted salads
- present food items for hot and cold buffets and self-service settings
- prepare accepted garnishes and use them for the effective presentation of dishes
- adjust preparation and plating styles to service methods
- taste dishes and apply seasonings, herbs and spices professionally
- present food attractively to enhance the meal experience and customer appreciation of the food
- present food using service equipment such as flats, tureens, dishes etc. present plated dishes on appropriate service plates or dishes to provide an attractive and pleasing appearance

8 Food purchase, storage, costing and control
10

The individual needs to know and understand:

- seasonal availability and price variations of ingredients
 - the market process of common merchandise
 - the range and advantages of local, national and international suppliers
 - common payment and shipment conditions
 - the process for ordering commodities and equipment
 - the factors that influence the menu price
 - the methods for calculating selling price based on ingredients' cost
 - the importance of economy and efficiency when preparing food
 - product solutions such as recipe programmes, menu, merchandise systems, banquet systems etc.
 - the food storage solutions available
-

SECTION	RELATIVE IMPORTANCE %
<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • select suppliers based on quality, service, range and price • prepare daily requisitions • accurately order required food and consumable items to meet the needs of the business • secure best prices, service and quality from suppliers • complete purchase orders and submit on-line purchase orders • receive goods on delivery and check all documentation to ensure that the delivery is correct and that the goods are of acceptable quality • store all fresh, frozen, chilled and ambient food items correctly, ensuring that appropriate storage temperatures and conditions are maintained • account for storage losses • estimate cost of storage • align purchase orders with storage capacity • complete ordering, control and stock records manually or by the use of IT • calculate material costs and selling prices to reach required kitchen profit monitor and adapt food production and portion control to maintain required profit margins 	
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	Hygiene	17,7	0	17,7
B	Presentation	6	11,8	17,8
C	Preparation	21	4,5	25,5
D	Taste	39	0	39
Total =		83,7	16,3	100

4.9 Skill assessment procedures

- Module 1 15% of Total Marks Hot Starter
- Module 2 15% of Total Marks Plated Dessert
- Module 3 20 % of Total Marks Mystery cold Starter
- Module 4 20 % of Total Marks Mystery Main Fish course
- Module 5 10% of Total Marks Tapas
- Module 6 10% of Total Marks Classic dish
- Module 7 5 % of Total Marks Ingredients knowledge
- Module 8 5 % of Total Marks Blind Taste

Competitors are allowed to do preparations and make mise en place in advance for the next day, unless a shift system is used, when this will not be possible.

A common table will be available for all days of competition, containing a wide range of herbs, spices and generic ingredients.

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.

Judgement	Measurement
<p><i>Hygiene - max. 17,7 points</i></p> <p>Personal – 6,3 points</p> <ul style="list-style-type: none"> o Hands o Tasting Fingers o Bad Habits o Correct and clean uniform <p>Workstation – 7, 4 points</p> <ul style="list-style-type: none"> o Floor, fridge, benches <p>Wastage – 4 points</p> <ul style="list-style-type: none"> o Commodities o Burnt/spoilt o food wastage 	
<p>HYGIENE 17,7 points</p>	
<p><i>Preparation – max. 22,5 points</i></p> <p>Kitchen skills demonstrated – 7,5 points</p> <p>Quality of food produced – 7,5 points</p> <p>Organisation skills – 7,5 points</p> <ul style="list-style-type: none"> o Planning o Efficiency o workflow 	<p>Preparation max. 3</p> <p>Preparation sauce – 3 points</p>

Judgement	Measurement
Total PREPARATION 25,5 points	
<i>Presentation – max. 6 points</i> <ul style="list-style-type: none"> o Visual appeal – 3,0 points o Colours o Balance Style & creativity – 3,0 points	Presentation – max. 11,8 points Dish meets criteria – 4,4 points <ul style="list-style-type: none"> o Correct elements o Correct size portion Service time – 6,8 points Clean plates – 0,6 points <ul style="list-style-type: none"> o No Spills
Total PRESENTATION 17,8 points	
<i>Taste – max. 39 points</i> <ul style="list-style-type: none"> Combined harmony – 15 points Texture – 15 points Individual flavours – 9 points 	
Total TASTE 39 points	
Total judgement 83,7 points	Total measurement 16,3 points

5 The Test Project

5.1 General notes

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

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

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

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

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

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

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

5.2 Format/ structure of the Test Project

Test Project assessed at end of Competition

Test Project with separately assessed modules

Test Project assessed in stages

Series of standalone modules

Other

If other, please specify here:

5.3 Test Project design requirements

The Test Project should be designed in a way that attracts and keeps spectators' interest.

Cooking will cover the following modules (the detail can be changed after the test project is prepared):

- Module 1 15% of Total Marks Hot Starter
- Module 2 15% of Total Marks Plated Dessert
- Module 3 20 % of Total Marks Mystery cold Starter
- Module 4 20 % of Total Marks Mystery Main Fish course
- Module 5 10% of Total Marks Tapas

- Module 6 10% of Total Marks Classic dish
- Module 7 5 % of Total Marks Ingredients knowledge
- Module 8 5 % of Total Marks Blind Taste

5.4 Test Project development

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

5.4.1 Who develops the Test Projects or modules

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

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

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 line with previous skills competition.

5.6 Test Project selection

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

If other, please specify here

The definition of the different modules was voted at the last competition after the drafting of a group of experts. The CE and DCE arrange the details in accordance with the organization and the possibility of supplying the host country. The finalized subject will be available at C- 3 months.

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

A 30% plus change to the content of the Test Project will be ensured.

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.

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 o 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

Toolboxes

One of the objectives of WorldSkills Europe is the sustainability of the Competition. As a result the toolboxes brought by Competitors will be restricted to the following maximum specifications (the competitor can bring only 1 box each):

Examples:

Box 1

- Length 0,6m
- Depth/width 0,7m
- Height 0,6m
- Total 0,25m³
- Spacefor2rowsof6GN1/1=12GN1/1

Box 2

- Length 0,44m
- Depth/width 0,68m
- Height 1,15m
- Total 0,35m³
- Spacefor1rowsof12GN1/1=12GN1/1

You can find the box on : www.scanbox.se (customized)

Box 3

- o Any type/shape not be bigger than 0,35 m³.

Each Competitor can bring their own equipment of choice. Every piece of equipment (also little toolboxes and knives) must be stored completely in the box. The box must not be bigger than 0,35 m³. It should be measured the outside body of the box without wheels and frame. They should include wheels to make them easy to move. Each workstation will have room for one box only.

- The boxes must not be removed during the module. The box must make it possible to leave the workstation 20 minutes after end of the module.
- Toolboxes cannot be used as a work surface.
- Competitors can provide for themselves table decorations for their public food display table, this is optional and will not gain marks during the competition, the host country to provide a name card for the front display table of each competitor.

Clothing:

- Chef jacket white
- Trousers black
- Apron white during service before any colour
- Dishcloth
- Neckerchief – optional
- Chef's hat
- Working shoes closed in front

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).

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, small dishes or spoons are allowed to use for presentation.

8.5 Proposed workshop and workstation

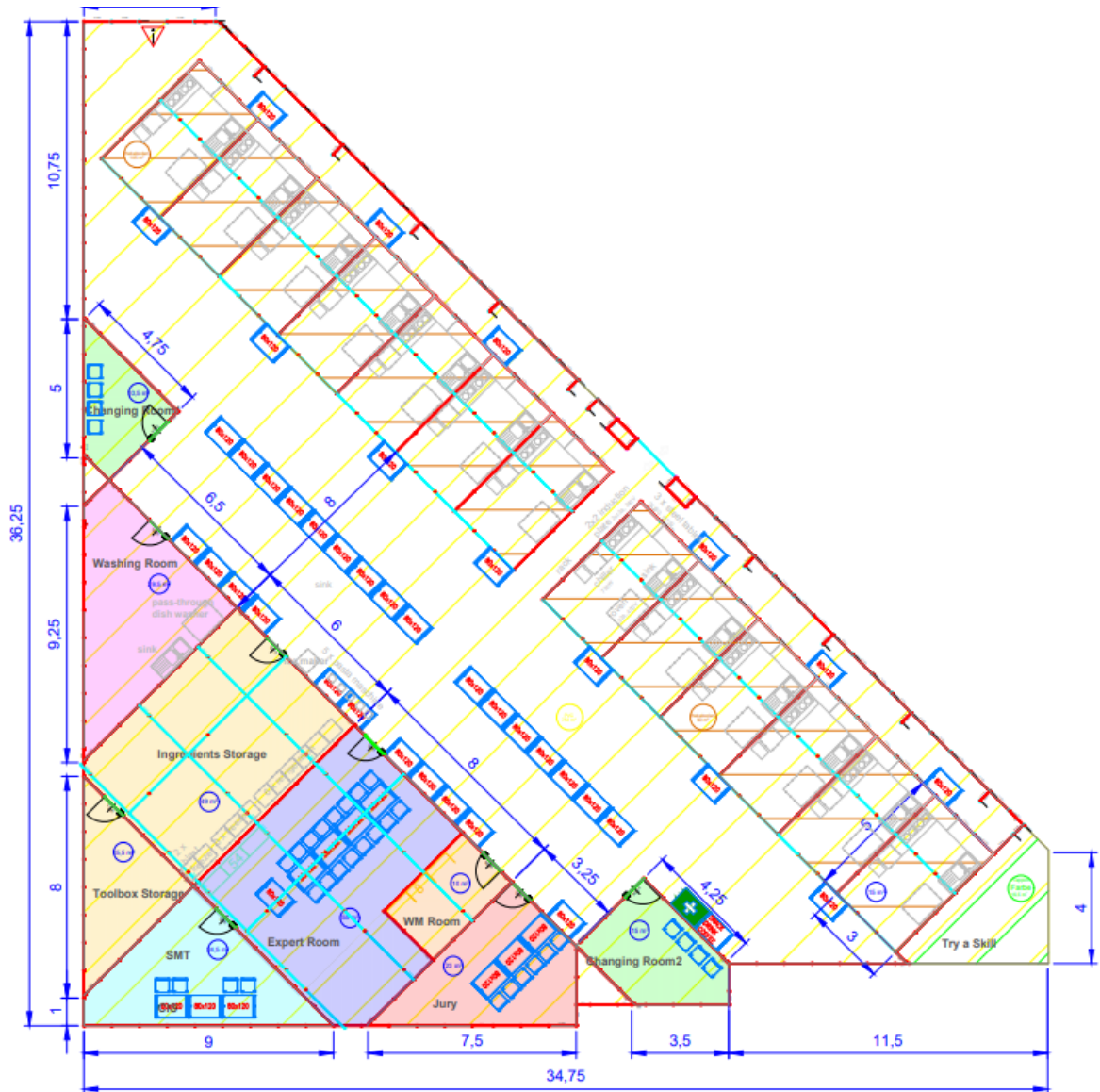
Workshop layouts from previous competitions are available by contacting the Competition and IT Coordinator at: jordy.degroot@worldskillseurope.org

For workshop development, please check the forums.

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

- 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

- customers to avoid wastages
- Small toolboxes
- 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