

Technical Description

Cooking



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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

Cooking

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

The professional chef may work in a wide range of establishments and settings, including high-class restaurants and hotels, social catering services such as hospitals and nursing homes, and industrial sites providing catering services to staff. Also, the customer experience can be different in leisure and business settings. The range of skills and expectations of customers vary according to the location. There is also a direct relationship between the nature and quality of the service provided and the payment made by the customer or client company. In addition to the skill of cooking, the role of a chef will require skills such as creating dishes, developing menus and calculating costs, controlling and storing stock correctly, planning work for oneself and others and managing a kitchen brigade.

The chef of an upmarket hotel or restaurant offering fine dining will need to demonstrate exceptional skills in food preparation and presentation. He or she will have to create and adapt dishes that meet the expectations of demanding customers who are used to eating in exclusive restaurants. Fashions and trends in cuisine fluctuate. It is therefore important that the top chef keeps abreast of these trends and adapts his product and service accordingly. The customer who wishes to experience fine dining expects a memorable meal that incorporates the restaurant's setting and ambience, the restaurant's theatre and exceptional customer service, as well as exceptional food.

The strict maintenance of maximum personal and food hygiene and safety is paramount at all times. Failure to do so can have a devastating impact on the health and well-being of diners and can cause irreparable damage to the restaurant's reputation and business.

Commercial kitchens are equipped with complex specialist equipment that must be used with care to avoid accidents and injuries. Kitchens are potentially dangerous workplaces. Staff work under intense pressure, often in a confined space, 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 different aspects of menu production work together to produce the entire meal. Coordination of the kitchen team is essential to ensure the quality of the food sent to the restaurant and to meet tight deadlines. In addition, the kitchen team must work effectively with other departments in the hotel or restaurant to ensure a good overall experience for the guest.

With the globalisation of cooking, chefs can work all over the world. Talented chefs are always in demand and have the opportunity to travel and work in some of the world's most interesting and exciting destinations. This involves the need to appreciate different cultures, especially with regard to food requirements and traditions.

1.2 The content, relevance and significance of this document

This document incorporates a Role Description and Occupational Standards which follow the principles and some or all of the content of the WorldSkills Occupational Standards. In doing so WSE acknowledges WorldSkills International's (WSI's) copyright. WSE also acknowledges WSI's

intellectual property rights regarding the assessment principles, methods and procedures that govern the competition.

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

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

1.3 Associated documents

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

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

2 The Occupational Standards

2.1 General notes regarding WSOS / WSEOS

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

The Occupational Standards specifies the knowledge, understanding and specific skills that underpin international best practice in technical and vocational performance. It should reflect a shared global understanding of what the associated work role(s) or occupation(s) represent for industry and business. Helpfully, for the global consultation on the WSOS in 2014-2021, around 50 percent of responses came from European industry and business.

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

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

The Occupational Standards are divided into distinct sections with headings and reference numbers added.

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

The Marking Scheme and Test Project will assess only those Skills that are set out in the Occupational Standards. They will reflect the Occupational Standards as comprehensively as possible within the constraints of the Skill Competition.

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

2.2 Occupational Standards

Section		Relative importance (%)
1	Work organization and self-management	5
	<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 	

Section		Relative importance (%)
	<ul style="list-style-type: none"> • 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 under pressure • prepare work plans for individual dishes and plan schedules for menu preparation plan daily work for self and others • co-ordinate all preparatory tasks (set-up) before service. • prioritize work to differentiate between important and less important issues and to optimize work flow • work efficiently in all areas of the kitchen • consider time and staff resources • apply energy-saving practices and operate all equipment correctly and safely • apply legal requirements for the description and sale of menu items • be responsive and flexible to unforeseen situations • adapt work methods to the situation and be an effective team member • make suggestions for improving operational procedures • create and adapt recipes from own ideas and develop them further • demonstrate a sense and understanding of ingredients. • treat all goods with respect and show economic ingenuity 	
2	Communication and customer service	5
	<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 can be used appropriately • the impact of different types of catering on food production • legal restrictions on promotional material and menu presentation • the importance of appearance in public view and in dealing with customers • the importance of effective team communication with customers and contractors 	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • ensure cleanliness and appearance at all times 	

Section		Relative importance (%)
	<ul style="list-style-type: none"> • communicate effectively with colleagues, teams and customers or apply food service styles appropriate to the situation and the customer • demonstrate that the hospitality industry is a customer service oriented industry • propose solutions and discuss with a goal-oriented attitude to reach agreed solutions • plan and implement meal promotions 	
3	Food, hygiene and health and safety	15
	<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>The individual shall be able to:</p> <ul style="list-style-type: none"> • 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 of 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
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • 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 	

Section		Relative importance (%)
	<ul style="list-style-type: none"> • issues surrounding sustainability and ethics when sourcing ingredients • the impact of culture, religion, allergies and intolerances and tradition on diet and cooking 	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • 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
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • 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 (%)
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • 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
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • 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 	
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • 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 	

Section		Relative importance (%)
	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ◦ 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
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • 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 	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • 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 	

Section		Relative importance (%)
	<ul style="list-style-type: none"> • 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
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • 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 	
	<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 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

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.

- One Marking Form for each Sub Criterion
- One Marking Team for each Sub Criterion /Marking Form
- No compatriot marking (so no blind marking)
- The same Marking Team will mark all Competitors

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.

SECTION	CRITERION	MARKS		
		Judgement	Measurement	Total

A	Hygiene	15	0	15
B	Presentation	5	12	17
C	Preparation	20	5	25
D	Taste	33	0	33
E	basic knowledge	0	10	10
Total =		73	27	100

5 The Test Project

5.1 General notes

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

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

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

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

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

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

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

5.2 Format/ structure of the Test Project

- Test Project with separately assessed modules

5.3 Test Project design requirements

The kitchen will cover different modules that can include the specifics of the profession (starters, main courses, desserts...)

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:

- All Experts

5.4.2 How and where is the Test Projects or modules developed

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

- The Test Project is developed jointly on the Discussion Forums by all Experts

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	All experts propose different modules during the previous competition and on C+1 a vote is held to decide the content of the modules with the most detailed description possible.
06 months prior to the Competition	The CE and the DCE settle the details according to the organization and the possibility to provide the host country. The finalized subject will be available at C- 3 months.
At the Competition	All experts propose different modules for the next competition and on C+1 a vote is held to decide on the content of the modules with the most detailed description possible.

5.5 Test Project validation

The Test Project / modules are designed in line with previous EuroSkills Competition.

5.6 Test Project selection

- By vote of Experts at the previous Competition

5.7 Test Project circulation

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

The Test Project is circulated via the website as follows:

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

5.8 Test Project coordination (preparation for competition)

Coordination of the Test Project will be undertaken by:

- Chief Expert and Deputy Chief Expert

5.9 Test Project change at the competition

A change of more than 30% of the content of the test project will be ensured. The mystery ingredients will be known at C-1 by the workshop manager.

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.

Not applicable.

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 may bring one single full 1/1 Gastronorm 150 mm container/pan with the lid on. The dimensions of the 1/1 Gastronorm is 150 mm (H) x 530 mm (W) x 325 mm (D), and an example graphic is found here: <https://www.nisbets.co.uk/vogue-clear-polycarbonate-full-size-gastronorm-container-150mm/u226>. A tolerance of 5% is allowed with regards to the lid fitting.

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

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. Each workstation will have room for one box only.

- 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 will 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
- No watches
- Jewellery is not allowed

8.4 Materials, equipment and tools supplied by the Experts

Experts must present themselves in appropriate attire that reflects managerial standard in the hospitality industry at the Competition site. A white kitchen jacket and white apron are mandatory.

8.5 Materials, equipment and tools prohibited in the Skill area

- No ingredients, flavourings, or colourings may be brought into the competition area and used by a Competitor. Only ingredients supplied by the Competition Organizers may be used.
- No own plates, small dishes or spoons are allowed to use for presentation.

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
Mobile phones	allowed	Not allowed	allowed	Not allowed
Smart watches	allowed	Not allowed	allowed	Not allowed
Any 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

Before each day, the EC and/or the DCE will remind the participants of the instructions for the day's modules and the service schedules. Then each competitor will have the opportunity to discuss with his expert for 15 minutes.

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:

- Display screens
- Each workstation should be visible to the public
- Test Project descriptions
- Enhanced understanding of Competitor activity
- Competitor profiles
- Career opportunities
- Daily reporting of competition status
- Time based parts of the Test Project

11 Sustainability

11.1 Sustainability

This Skill Competition will focus on the sustainable practices below:

- 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
- Use of completed Test Projects after Competition;
- Sharing of workstations (four Competitors/one workstation);
- Minimizing the food cost by ordering only the required ingredients and also limitation of value;
- Gifts brought by the teams, Competitors, and Experts to be given to fellow Competitors and Experts should be limited to one pin and one business card per Competitor and Expert. It is suggested that instead Experts should find a skill appropriate/suitable project to support and then donate their anticipated spend there.