

Technical Description  
**Pâtisserie and  
Confectionery**



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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

Pâtisserie and Confectionery

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

The Pâtisserie and Confectionery trades have highly skilled professionals who produce a wide range of intricate and predominantly sweet items. They produce various confectionery products such as hand finished chocolates, candies, and petits fours for service in hotels and restaurants or for retail in specialist shops and outlets. Pâtissiers/Confectioners produce a full range of hot and cold desserts, cakes, biscuits, and iced products for service in luxury/boutique hotels, restaurants, and pastry shops for retail sale. They may also produce elaborate display pieces using chocolate, sugar, ice, marzipan, or other decorative materials and ingredients. Some may specialize in producing decorated and themed cakes for special events.

A high degree of specialist knowledge and skill is required.

Pâtissiers/Confectioners have undergone years of training in order for them to develop the levels of skill required. They are proficient in a wide range of specialist techniques to produce and decorate confectionery and sweet items. An artistic talent and gastronomic flair are required alongside the ability to work effectively and economically to achieve outstanding results within set timeframes, budgets and dietary constraints.

In some circumstances the Pâtissiers/Confectioners will need to work directly with clients, so good customer service skills are required alongside the ability to discuss a client's needs and to offer advice and guidance. The ability to work on their own initiative is essential.

The Expert practitioner will work using a range of specialist equipment and materials. The Pâtissiers/Confectioners must take account of the quality of ingredients, respect those ingredients, and work to high levels of food hygiene and health and safety.

Pâtissiers/Confectioners are likely to work in high class hotels and restaurants. In some countries it is often the case that specialist retail shops sell hand-made and decorated pastry products, cakes and confectionery created by skilled Pâtissiers/Confectioners. Some professionals may work on a self-employed basis and work directly to client's briefs for specialist products.

## 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	<b>Work organization and self-management</b>	8
	<p><b>The individual needs to know and understand:</b></p> <ul style="list-style-type: none"> <li>• Basic principles involved in accurately combining ingredients to achieve optimum results and troubleshooting when results are not as planned.</li> <li>• The manipulation of raw materials through production techniques</li> <li>• Range of ingredients used in pastry work and confectionery including seasons, availability, costs, storage, and use</li> </ul>	

Section		Relative importance (%)
	<ul style="list-style-type: none"> <li>• Colour applications, taste combinations and texture co-ordination</li> <li>• Finesse and artistic appreciation in finishing products</li> <li>• The importance of minimization of waste and of sustainability and respect for all ingredients</li> <li>• Planning for good time management</li> </ul>	
	<p><b>The individual shall be able to:</b></p> <ul style="list-style-type: none"> <li>• Check and prepare tools and equipment to maximize workflow and efficiency</li> <li>• Prioritize and plan work effectively to work within a given timeframe</li> <li>• Show respect for raw materials and finished goods</li> <li>• Use ingredients cost effectively and to minimize waste</li> <li>• Pre-order goods and materials accurately for planned work</li> <li>• Demonstrate inspiration, gastronomic flair and innovation in design and work techniques</li> <li>• Work within given themes</li> <li>• Formulate and substitute other ingredients to overcome unforeseen shortages</li> <li>• Produce a varied range of products within given timeframes and present at stipulated times</li> </ul>	
2	<b>Communication and interpersonal skills</b>	5
	<p><b>The individual needs to know and understand:</b></p> <ul style="list-style-type: none"> <li>• The importance of effective teamwork and effective communication within the team and with customers</li> <li>• How pastry and confectionery products should be displayed for sale</li> <li>• The importance of displays and notices as sales and communication tools</li> <li>• Responsiveness to unexpected situations and demands</li> </ul>	
	<p><b>The individual shall be able to:</b></p> <ul style="list-style-type: none"> <li>• Communicate effectively with colleagues, teams, and clients</li> <li>• Follow detailed written and verbal instructions and copy from images</li> <li>• Produce portfolios for clients that include images of products and methods of making and presentation, along with visionary statements if requested</li> <li>• Display products in order to maximize sales</li> <li>• Provide advice and guidance on specialist matters to managers, colleagues, and customers</li> <li>• Propose solutions and discuss with goal orientated attitude, arrive at common solutions</li> <li>• Plan and implement promotions</li> <li>• React professionally and effectively to unexpected situations and requests</li> </ul>	

Section		Relative importance (%)
3	<b>Food hygiene and health (including dietary), safety, and environment</b>	8
	<p><b>The individual needs to know and understand:</b></p> <ul style="list-style-type: none"> <li>• Requirements for health including dietary and allergens, safety, and environment, food hygiene and legislation relating to the production, display, and sale of products</li> <li>• Legislation and good practice relating to the use and care of speciality tools and equipment and safe working methods</li> <li>• The causes of deterioration of food</li> <li>• Quality indicators for fresh, preserved, and dry goods</li> <li>• Safe temperature zones for production and service</li> </ul>	
	<p><b>The individual shall be able to:</b></p> <ul style="list-style-type: none"> <li>• Work hygienically, taking responsibility for regulations for food storage, preparation, cooking, and service</li> <li>• Respond effectively to overcome adverse environmental conditions which may not be as expected</li> <li>• Pay attention to own cleanliness and appearance at all times</li> <li>• Observe all safety processes and requirements in relation to dietary and allergy information</li> <li>• Prepare accurate menus and account for obligatory declarations such as dietary and allergy information</li> <li>• Ensure all work areas and equipment are cleaned to the highest standards and equipment is replaced</li> <li>• Work safely and uphold accident prevention regulations</li> <li>• Use tools and equipment safely and within manufacturers' instructions</li> <li>• Store all commodities and made products safely and hygienically</li> <li>• Observe service temperatures of all products during production and service, to maintain health and safety</li> </ul>	
4	<b>Cakes, gateaux, and entremets</b>	20
	<p><b>The individual needs to know and understand:</b></p> <ul style="list-style-type: none"> <li>• A comprehensive range of cakes, gateaux, and entremets, classical and contemporary</li> <li>• Methods of production, storage, and presentation of cakes, gateaux, and entremets</li> <li>• Specialist tools used in the production of cakes, gateaux, and entremets</li> <li>• The range of ingredients used to produce and decorate cakes, gateaux, and entremets</li> <li>• Variances in international customs and practices and dietary considerations</li> <li>• Different expectations and definitions relating to cakes, gateaux, and entremets</li> </ul>	

Section		Relative importance (%)
	<ul style="list-style-type: none"> <li>• Optimum temperatures for consumption</li> </ul>	
	<p><b>The individual shall be able to:</b></p> <ul style="list-style-type: none"> <li>• Produce a comprehensive range of cakes using various techniques, types of cake and decorations, including those based on given themes and topics</li> <li>• Construct and finish a comprehensive range of gateaux demonstrating flair and innovation</li> <li>• Produce a comprehensive range of entremets effectively incorporating such layers as sponge, biscuit, creams, custards, ganache, jellies, mousses, fruits etc.</li> <li>• Produce cakes, gateaux, and entremets to a high quality for taste with appropriate combinations, texture, presentation, and decoration</li> <li>• Ensure yield products are of consistent and accurate size, weight, quality, and appearance, taking account of portion control and costs and minimizing waste</li> <li>• Combine tastes, textures, and colours effectively</li> <li>• Present cakes, gateaux, and entremets to maximize appeal and to be appropriate for the occasion, environment, and style of service and within set times</li> <li>• Serve all cakes at safe and appealing temperatures for consumption</li> </ul>	
5	<b>Desserts, individual cakes and miniatures</b>	20
	<p><b>The individual needs to know and understand:</b></p> <ul style="list-style-type: none"> <li>• A comprehensive range of classical and contemporary hot, cold, and iced desserts, individual cakes and miniatures including methods of production, techniques, alternative presentations, and costs of production</li> <li>• Allergies and dietary restrictions</li> <li>• The range of ingredients used to produce hot, cold, iced, and plated desserts, individual cakes and miniatures, storage seasons, availability, and costs</li> <li>• The range and scope of hot, cold, iced, and plated dessert products, individual cakes and miniatures</li> <li>• Types of pastries, cakes, sponges etc. and their use in the production</li> <li>• The use and impact of raising agents including yeast, baking powder, egg whites, and any innovative, modern commodities</li> <li>• Specialist tools and equipment used in producing desserts, miniatures, individual cakes and pastries</li> <li>• Hand piping and preparing products with or without moulds</li> <li>• How hot, cold, iced, and plated desserts can be presented and safely served in a range of settings and occasions to reflect traditional/classical and contemporary trends</li> <li>• Storage and display of miniatures, individual cakes and pastries</li> </ul>	



Section		Relative importance (%)
	<ul style="list-style-type: none"> <li>• The importance of portion control in a commercial catering operation</li> <li>• Waste management when producing and serving hot, cold, iced, and plated desserts, individual cakes and miniatures</li> </ul>	
	<p><b>The individual shall be able to:</b></p> <ul style="list-style-type: none"> <li>• Produce a comprehensive range of hot, cold and iced desserts, individual cakes, biscuits and miniatures to a consistently high standard with or without allergens and other dietary considerations</li> <li>• Use appropriate cooking methods, including baking, and ensure all products are safe and desirable to eat</li> <li>• Produce a comprehensive range of pastries and use them appropriately including puff, short, choux, sweet, sable, etc.</li> <li>• Produce individual cakes and miniatures based on sweet biscuits and cake combinations including:               <ul style="list-style-type: none"> <li>◦ Dry cakes and pastries;</li> <li>◦ Glazed and coated cakes and pastries;</li> <li>◦ Mousses;</li> <li>◦ Variety of fillings: sponge, crunchy, creams, jellies etc;</li> <li>◦ Decorations;</li> <li>◦ Fruits</li> </ul> </li> <li>• Handle piping bag and tubes to produce and present individual products consistently</li> <li>• Follow instructions, recipes and dish specifications in order to produce desserts, individual cakes and miniatures spontaneously by applying prior experience and knowledge</li> <li>• Use methods which are feasible to the equipment available</li> <li>• React to ingredient shortages or changes and supplement appropriately</li> <li>• Safeguard against over-production</li> <li>• Utilization of excess products</li> <li>• Present plated desserts that are tidy, appropriately flavoured and textured, well-co-ordinated, innovative and balanced</li> <li>• Present desserts for service for a range of settings and occasions such as street-food concepts, buffets, banquets and for fine dining</li> <li>• Present individual cakes and miniatures accordingly to market demands</li> <li>• Present at optimum safe temperatures</li> <li>• Produce finished products within a brief to consistent and accurate quality, weight, and size within set timeframes</li> </ul>	
6	<b>Confectionery, chocolate and modelling</b>	19
	<p><b>The individual needs to know and understand:</b></p> <ul style="list-style-type: none"> <li>• A wide range of chocolate and confectionery items</li> <li>• The methods of tempering chocolate couverture by manual techniques</li> </ul>	

Section		Relative importance (%)
	<ul style="list-style-type: none"> <li>• The types, qualities, and uses of various chocolate couverture and chocolate products</li> <li>• The principle of producing a range of sugar-based products, such as fruit jelly, marshmallow, nougat, nougatine, or any other specialities with a variety of sugars and sugar replacements to respond to dietary needs</li> <li>• Sustainability and ethics of chocolate sources</li> <li>• Safety issues when handling hot sugar products</li> <li>• Dietary and allergen information about the ingredients being used to produce confectionery and chocolates and effective substitution possibilities</li> <li>• The effect that the process of modelling and moulding has on materials used</li> <li>• The visual impact of displays using modelled forms</li> <li>• The range of materials that can be effectively used to produce modelled forms</li> <li>• Techniques and methods of modelling, moulding, colouring, and presenting modelled forms</li> <li>• Where and when modelling is effective and appropriate to use</li> </ul>	
	<p><b>The individual shall be able to:</b></p> <ul style="list-style-type: none"> <li>• Temper chocolate couvertures in order to produce a product with shine and “snap” that does not show signs of fat or sugar bloom</li> <li>• Work with dark, milk, and white chocolate couvertures effectively and economically within limited timescales</li> <li>• Pipe, fill, layer, cut etc. chocolates and confectionery of even size and character</li> <li>• Combine and co-ordinate textures and tastes</li> <li>• Dip and coat products using hand dipping forks to achieve neat and fine coverings</li> <li>• Use moulds to achieve acceptable lining and capping</li> <li>• Produce and use ganache effectively</li> <li>• Present confectionery and chocolates with style for service or sale</li> <li>• Store confectionery, chocolate and chocolate ingredients and products to maximize shelf life and quality</li> <li>• Produce and use decorations appropriately including caramelized and candied fruits, nuts, herbs, and chocolate shapes (piped, cut, moulded etc)</li> <li>• Accurately produce chocolates and confectionery to specific weights, sizes and quantity.</li> <li>• Minimize and care for waste</li> <li>• Produce and present a range of confectionery products using a variety of skills and ingredients and pay attention to any overriding dietary factors</li> <li>• Accommodate unexpected requests and plan work accordingly</li> <li>• Work systematically and safely with hot products</li> <li>• Hand mould smooth and crack-free marzipan and sugar paste forms to include themes or topics such as figures, fruits, animals, flowers.</li> </ul>	

Section		Relative importance (%)
	<ul style="list-style-type: none"> <li>• Visualize and produce any piece as requested by the client verbally or pictorially</li> <li>• Produce hand-moulded forms to correct size and weight</li> <li>• Colour modelled pieces using a variety of techniques including air brushing, painting, flaming, and the use of colours</li> <li>• When appropriate, effectively use modelling tools such as cutters, moulds and presses</li> <li>• Creatively and harmoniously design figures in form and colour</li> <li>• Present stylish and co-ordinated displays of models</li> <li>• Decorate with royal icing and chocolate to highlight features</li> <li>• Observe extreme health and safety procedures when hand-modelling</li> <li>• Work within time constraints</li> </ul>	
<b>7</b>	<b>Presentation pieces</b>	<b>20</b>
	<p><b>The individual needs to know and understand:</b></p> <ul style="list-style-type: none"> <li>• The impact of a display or presentation piece</li> <li>• The situations where a presentation piece may be used</li> <li>• The impact of the environment (exposure to heat, light and humidity) on a presentation piece</li> <li>• The range of materials, tools and techniques that can be used to produce a presentation piece</li> <li>• Specific safety issues relating to sugar work and the handling of specialist equipment</li> <li>• How to achieve dramatic and adept results without relying on specialist-made moulds</li> </ul>	

Section		Relative importance (%)
	<p><b>The individual shall be able to:</b></p> <ul style="list-style-type: none"> <li>• Create designs that reflect personal style and themes or topics assigned and have elegance with neat forms and finishing</li> <li>• Design presentation pieces demonstrating artistic flair, innovation whilst taking account of the client's needs and any restrictions related to the venue or environment</li> <li>• Produce a chocolate presentation piece employing techniques such as pouring, moulding, cutting, piping, brushing, polishing, sculpting, carving and modelling chocolate</li> <li>• Produce a presentation piece using sugar employing techniques such as poured sugar, pulled sugar, blown sugar, moulded sugar, pastillage, nougatine, etc.</li> <li>• Produce presentation pieces designed to be eaten</li> <li>• Colour sugar and chocolate pieces</li> <li>• Use specialist tools for sugar and chocolate work with minimum pre-made moulds</li> <li>• Work effectively from a brief and manage work programme within allotted timescales</li> <li>• Produce presentation pieces within prescribed sizes, adjust and manipulate to suit changes which may arise</li> </ul>	
	<b>Total</b>	<b>100</b>

## 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 Assessment Criteria are clear and concise aspect specifications which explain exactly how and why a particular mark is awarded.

Descriptions for all aspects are drawn from the Occupational Standards as appropriate to each module. Some aspects will include descriptors that enable marks to be deducted within that aspect.

Aspects will typically cover hygiene, food spoilage, health and safety, waste, organization, taste, texture, finish, techniques, workmanship, presentation, creativity, design, time management and reaction to unexpected demands as well as the ability to follow surprise specifications.

The Experts are divided into rotating mixed groups, which may involve marking in the workshop or marking from a booth/room. Each marking team will have a team leader chosen by the Chief Expert and the Deputy Chief Expert. Assessment is timetabled across the three days of Competition.

Experts marking in a booth/room are to remain in there for the duration of the module marking and can leave only as a group with the permission of the Chief Expert.

Modules which have assessment for taste: it is imperative that samples are tasted by the marking team; should specific intolerances/preferences for any reason override the ability to taste, this must be declared to the Chief Expert before the marking teams are designed.



Modules which have assessment for texture/structure; each member of the marking team will receive one piece to sample which, if an individual product, must be cut open to test the inside of the product.

Modules which have assessment for weight; a sample of two pieces from the selection of one type of product should be weighed, if there is doubt another piece should be weighed.

The Experts must take brief notes and use them when marking to justify the allocation/deduction of marks. These notes are to be surrendered to the Chief Expert at the end of marking when marks are successfully entered.

The difference in judgement marking can only be a maximum of 1 mark before a discussion when written notes are required. The Chief Expert will advise on discrepancies and recall Experts to remark as required; therefore, marking Experts should not leave the workshop until all marks have been accepted and the Chief Expert has authorized departure.

When marking, Experts will not be allowed to enter the Competitor's workstations without the consent of the Competitor; this restricted area is marked with a line.

The marking can be executed manually on papers or by using tablets. The use of the tablets is stipulated by CIS procedures and strict observance is essential to maintain fairness of marking. It is imperative that each Expert logs out of the tablets completely once their marks have been entered.

## 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.

	CRITERIA									T n p s
		A	B	C	D	E	F	G	H	
OCCUPATIONAL STANDARDs SPECIFICATION SECTIONS	1	6.00							2.00	8
	2		5.00							5
	3								8.00	8
	4			6.00				14.00		2
	5				10.00	10.00				2
	6		5.00	4.00					10.00	1
	7			10.00			10.00			2
TOTAL MARKS PER CRITERION		6.00	10.00	20.00	10.00	10.00	10.00	14.00	20.00	1

# 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 Test Project consists of the following modules:

- Cakes, gateaux and entremets
- Desserts, individual cakes and miniatures
- Confectionery, chocolate and modelling
- Presentation pieces

Any of the above could include mystery or surprise elements.

Food hygiene, health and safety, communication skills and work ethics will be included in the assessment process as detailed in section 2.2 in this document.

## 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](mailto: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:

The Test Project can be designed either by an Independent Test Project designer/Third party OR by 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 by an Independent Test Project designer

OR

- The Test Project is developed jointly on the Discussion Forums by all Experts. Note: Jointly on the Discussion Forum and on Teams meetings. Minutes of the Teams meetings will be disclosed on the Discussion Forum.

#### 5.4.3 When is the Test Project developed

The Test Project is developed according to the following timeline:

##### TEST PROJECT DESIGNED BY AN INDEPENDENT TEST PROJECT DESIGNER

TIME	ACTIVITY
Twelve to ten (12-10) months prior to the competition	The ITPD is identified and a Confidentiality Agreement between WSE and the ITPD is organized
Three (3) months prior to the Competition	The Test Project is circulated on the WorldSkills website. Mystery elements are excluded.
At the Competition	The mystery elements are presented to Experts (C -2) and Competitors (C -1).

##### TEST PROJECT DESIGNED BY ALL EXPERTS

TIME	ACTIVITY
Seven (7) months prior to the competition	CE will contact EuroSkills Experts to initiate the creation of the test project. Or Test Project module development will be initiated on the forums by CE.
Three (3) months prior to the Competition	The final Test Project will be released to all the Experts and the Competitors on the EuroSkills Forum
At the Competition	The mystery elements are voted (or drawn) by the Experts (C -2) and presented to the Competitors (C -1).

## 5.5 Test Project validation

**The Test Project designed by the ITPD (Independent Test Project Designer):**

After the ITPD has finalized the TP, industry representatives validate it.

#### **The Test Project designed by all Experts:**

The Test Project is known to be feasible by Test Project designers validation with their professional experience

## **5.6 Test Project selection**

- Test Project is designed by an Independent Test Project designer, therefore there is no selection process

OR

- By vote of Experts on the Discussion Forums

## **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:

- Skill Management Team
- Chief Expert and Workshop Manager

## **5.9 Test Project change at the competition**

Mystery items and/or ingredients will constitute 30 % change required to be made to the Test Project at the Competition.

## **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.

All equipment and raw material specifications are prepared by the Workshop Manager and are posted on the Infrastructure List as early as possible.

## **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](http://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](http://www.worldskillseurope.org). Please contact [jordy.degroot@worldskillseurope.org](mailto: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](http://www.worldskillseurope.org). Please contact [jordy.degroot@worldskillseurope.org](mailto: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](http://www.worldskillseurope.org). Please contact [jordy.degroot@worldskillseurope.org](mailto: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](http://www.worldskillseurope.org). Please contact [jordy.degroot@worldskillseurope.org](mailto: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.

Only a cabin or checked suitcase maximum of 20 kg can be brought. The maximum weight includes the weight of the suitcase. Maximum dimensions of the suitcase are 80 cm x 54 cm x 33 cm.

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

The Competitors are allowed to bring the following items to the Competition:

- A selection of personal equipment such as knives, palette knives, scissors, moulds, moulding tools, decorating utensils and thermometers etc.
- Food colouring materials (powder, paste, liquid, cocoa butter) and food grade metallic powders and leaves.

Furthermore, Competitors are required to supply their own professional clothes and personal protective equipment:

- Safety shoes
- Hairnet/hat/beard protection
- Kitchen clothing (chef's jacket, long black or checkered trousers, fabric apron)
- Sugar gloves

## 8.4 Materials, equipment and tools supplied by the Experts

Not applicable.

## 8.5 Materials, equipment and tools prohibited in the Skill area

Food ingredients are not allowed to be brought into the skill area for use in the Competition.

Pre-prepared/printed transfer sheets are not allowed to be used at the Competition.

The Competitors are not allowed to use mobile phones, laptops or any other electronic equipment in the workshop.

## 8.6 Workshop Layout

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

- Chief Expert, Deputy Chief Expert and Experts are allowed to use personal laptops and tablets in the Expert room only. These can be brought into the workshop each day and removed at the end of the day.
- Chief Expert, Deputy Chief Expert and Experts are allowed to bring personal mobile phones into the workshop.
- Competitors are not allowed to use personal laptops, tablets, mobile phones, music devices or any other communication devices in the competition area. If they bring any of those they have to be secured in the lockers during the competition time.

### 9.3 Personal photo cameras – video taking devices

Chief Expert, Deputy Chief Expert and Experts are allowed to use personal photo and video taking devices in the workshop. Photographing in general is advised to be done only by one prearranged Expert. Experts are allowed to take videos only of their compatriot Competitor. All photographing/filming must be done very carefully without causing any disturbance to the Competitors.

### 9.4 Communication between compatriot experts and competitors

The Experts and the Competitors can have 15 minutes communication time at the start and at the end of the competition day. The Experts and the Competitors can communicate also during the lunch breaks.

### 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-Skill: visitors are able to try a skill within a trade;
- Display screen of the work produced on a daily basis throughout the competition – this is an interesting way for more people to observe the details of Competition without having to access the
- kitchens;
- Test Project descriptors – this involves fully explaining the skills involved in the Competition to enhance the understanding of Competitor activities and presentation times;
- Competitor profiles: A full presentation of each Competitor should be compiled by one source (possibly the Competition Organizer) to ensure uniformity throughout the stand;
- Career opportunities: World travel is a distinct possibility as there is a shortage of good Pâtisserie and Confectionery cooks throughout the world. Opportunities which exist in hotels and restaurants, patisseries, schools, developmental areas, own businesses, etc. should be well presented

# 11 Sustainability

## 11.1 Sustainability

This Skill Competition will focus on the sustainable practices below:

- Recycling of waste products and materials;
- Encouraging the use of “green” materials;
- Restricted use of single-use plastics and clingfilm
- Re-use of completed products from the Test Project modules after the Competition;
- Order lists based on the Infrastructure List and in some cases within imposed caps;
- Competitors/Experts should place a specific order list for raw materials based on the Infrastructure List
- The main ingredients must be ordered four weeks prior to the Competition and this order should constitute all their order requirements excluding mystery items;
- Control of the equipment brought by each Competitor/Expert: there is to be no duplication of equipment provided by the Host Country
- Energy saving by switching off unused equipment;
- Repurpose: the Test Project can be used in the training for each Member for reference in their National Skills Competitions