

Technical Description

# Cooking

Social and Personal Services



WorldSkills International, by a resolution of the Competitions Committee and in accordance with the Constitution, the Standing Orders and the Competition Rules, has adopted the following minimum requirements for this skill for the WorldSkills Competition.

The Technical Description consists of the following:

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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 can work in a wide range of establishments including high-class and casual restaurants, hotels, welfare caterings such as hospitals and residential homes, theme parks and industrial sites; providing catering services to guests and staff. The range of skills and customer expectations will vary according to the work-place. There is also a direct relationship between the nature and quality of the service provided and the payment made by the customer or corporate client. As well as the skill of cooking, the role of a chef will also demand further skills that relate to cooking in a commercial setting and therefore working towards a budget or expected profit margin. These skills include menu compilation, food costing, purchasing, storage, and utilization of food commodities and their control, work/time management, planning, communication and managing a kitchen brigade.

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

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

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

Effective communication skills are essential for the chef. A professional kitchen is a high-pressure environment where teams of chefs specializing in various producing aspects of the menu work together to produce the entire meal. Co-ordination of the kitchen brigade is essential to quality assure the dishes being sent to the restaurant and to meet very tight time frames. In addition, the kitchen team need to work effectively with other departments in the hotel or restaurant to ensure a good overall experience for the guest. With globalization of cuisine, chefs can work all over the world. Talented chefs are always in demand and have opportunities to travel and work in some of the most interesting and exciting global destinations. This carries with it the need to appreciate diverse cultures, especially with regard to dietary requirements and traditions.

### 1.1.3 Number of Competitors per team

Polymechanics and Automation is a single Competitor skill competition.

### 1.1.4 Age limit of Competitors

The Competitors must not be older than 22 years in the year of the Competition.

## 1.2 THE RELEVANCE AND SIGNIFICANCE OF THIS DOCUMENT

This document contains information about the standards required to compete in this skill competition, and 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:

- WSI – Competition Rules
- WSI – WorldSkills Standards Specification framework
- WSI – WorldSkills Assessment Strategy
- WSI Online resources as indicated in this document
- WorldSkills Health, Safety, and Environment Policy and Regulations

## 2 THE WORLDSKILLS STANDARDS SPECIFICATION (WSSS)

### 2.1 GENERAL NOTES ON THE WSSS

The WSSS specifies the knowledge, understanding, and specific skills that underpin international best practice in technical and vocational performance. It should reflect a shared global understanding of what the associated work role(s) or occupation(s) represent for industry and business ([www.worldskills.org/WSSS](http://www.worldskills.org/WSSS)).

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

In the skill competition the assessment of knowledge and understanding will take place through the assessment of performance. There will only be separate tests of knowledge and understanding where there is an overwhelming reason for these.

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

Each section is assigned a percentage of the total marks to indicate its relative importance within the Standards Specification. This is often referred to as the “weighting”. The sum of all the percentage marks is 100.

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

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

## 2.2 WORLDSKILLS STANDARDS SPECIFICATION

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



|          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>2</b> | <b>Customer service and communications</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>5</b>  |
|          | <p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> <li>• The characteristics of different types and styles of food service and when each would be appropriately used</li> <li>• The impact on food production of the various types of food service</li> <li>• The importance of the menu as a sales and communication tool</li> <li>• Legal restrictions on promotional materials and menu presentation</li> <li>• The importance of appearance when on public view and dealing with customers</li> <li>• The importance of effective communications within the team, with customers and contractors</li> </ul>                                           |           |
|          | <p>The individual shall be able to:</p> <ul style="list-style-type: none"> <li>• Pay attention to own cleanliness and appearance at all times</li> <li>• Communicate effectively with colleagues, teams and customers</li> <li>• Apply appropriate food service styles to the situation and clientele</li> <li>• Demonstrate awareness that the hospitality and catering industry is a customer service orientated industry</li> <li>• Provide advice and guidance on culinary matters to management, colleagues, and customers</li> <li>• Propose solutions and discuss with goal orientated attitude, arriving at agreed solutions</li> <li>• Plan and implement meal promotions</li> </ul> |           |
| <b>3</b> | <b>Food hygiene and health, safety, and environment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>15</b> |
|          | <p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> <li>• Legislation and good practice relating to the purchase, storage, preparation, cooking, and service of food</li> <li>• Legislation and good practice for safe working practices in a kitchen and for using commercial catering equipment</li> <li>• The causes of deterioration of food</li> <li>• Quality indicators for fresh and preserved foods</li> </ul>                                                                                                                                                                                                                                    |           |
|          | <p>The individual shall be able to:</p> <ul style="list-style-type: none"> <li>• Work hygienically and account for sanitary regulations for food storage, preparation, cooking and service (HACCP)</li> <li>• Store all commodities safely and hygienically</li> <li>• Ensure all work areas are cleaned based on highest standards</li> <li>• The business internal HACCP concept is applied to the last detail</li> <li>• Work safely and uphold accident prevention regulations</li> <li>• Use all tools and equipment safely and within manufacturer's instructions</li> <li>• Promote health, safety, and environment and food hygiene within the working environment</li> </ul>         |           |

| 4 | Ingredients and menu development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 5  |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
|   | <p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> <li>• Market prices for ingredients and the correlation between price and quality</li> <li>• The nature and types of ingredients used in cookery</li> <li>• Product seasonal availability and value</li> <li>• The correlation between product quality, menu sophistication, and gastronomic level</li> <li>• The nutritional properties of ingredients</li> <li>• The physical nutritional impact of cooking methods</li> <li>• Import regulations and restrictions that apply to some ingredients</li> <li>• Types and styles of menu</li> <li>• Balance in menu compilation</li> <li>• Issues surrounding sustainability and ethics when sourcing ingredients</li> <li>• The impact of culture, religion, allergies, intolerances, and tradition on diet and cooking</li> </ul>                                                                                                                                                       |    |
|   | <p>The individual shall be able to:</p> <ul style="list-style-type: none"> <li>• Advise on procurement of ingredients and equipment</li> <li>• Select appropriate product quality standards for menu, budget, and situation</li> <li>• Recognize and comply with ingredient labelling</li> <li>• Apply nutritional principles in order to comply with guests' expectations and requirements</li> <li>• Identify the quality state of ingredients and recognize the signs of quality and freshness, e.g. appearance, aroma, structure, etc.</li> <li>• Appraise and reject sub-standard goods</li> <li>• Select appropriate products for speciality meals</li> <li>• Compose menus for a variety of situations and occasions</li> <li>• Be accurate in menu preparation and account for obligatory declarations such as dietary and allergy information</li> <li>• Compile menus for a variety of occasions and settings</li> </ul>                                                                                              |    |
| 5 | Preparation of ingredients                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 20 |
|   | <p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> <li>• The structure of a carcass and a poultry or game bird and the uses for all cuts of meat, poultry, or game</li> <li>• Methods of butchering and preparing meat for cooking</li> <li>• The range of meats, game, and poultry and their best uses</li> <li>• Cuts of meat, poultry, and game commonly used in cookery</li> <li>• The range of fish and shellfish available and their suitable uses</li> <li>• Cuts of fish used in cookery</li> <li>• Methods of preparing fish and shellfish for cooking</li> <li>• The range of fruits, salad ingredients, and vegetables used in cookery and their methods of preparation for cookery or use</li> <li>• Accepted vegetable cuts and their uses</li> <li>• The methods of making stocks and their uses</li> <li>• The equipment and tools used in butchery, fishmongery, and the preparation of ingredients</li> <li>• The safe use and care of tools, especially knives</li> </ul> |    |



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|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
|          | <p>The individual shall be able to:</p> <ul style="list-style-type: none"> <li>• Calculate, measure and weigh correct amounts of products</li> <li>• Apply excellent knife skills and common cutting techniques</li> <li>• Debone meat, poultry, and game cuts and prepare for further processing</li> <li>• Trim and tie meats, poultry, and game</li> <li>• Prepare, portion, and fillet kitchen meat cuts</li> <li>• Prepare whole fish for further processing, scale, remove entrails, fillet</li> <li>• Prepare accepted portions of fish for further processing and cooking</li> <li>• Prepare stocks, sauces, marinades, accompaniments, and dressings</li> <li>• Conclude and assemble the mise en place for the menu in its entirety</li> <li>• Independently take care of mise en place for functions and banqueting</li> <li>• Utilize unused mise en place for other applications</li> <li>• Make preparations for the production of pastry, bakery products, and desserts</li> <li>• Produce a variety of pasta</li> </ul>                                                                                                                                                                                                                                 |           |
| <b>6</b> | <b>Application of cooker methods</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>15</b> |
|          | <p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> <li>• The range of cookery methods available and their appropriate uses for various ingredients and menus</li> <li>• The effects of cooking on ingredients</li> <li>• Types of sauces used in professional cookery and the rules for making sauces</li> <li>• Types of soups used in professional cookery and the rules for making soups</li> <li>• Classic garnishes and extensions to basic dishes</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |
|          | <p>The individual shall be able to:</p> <ul style="list-style-type: none"> <li>• Select the appropriate cooking equipment for the cooking method</li> <li>• Apply the correct cooking method for each ingredient and each dish</li> <li>• Apply a full range of cookery methods</li> <li>• Account for the cooking times</li> <li>• Combine and apply various cooking methods simultaneously</li> <li>• Account for shrinkage during cooking</li> <li>• Produce harmony of products, preparation methods and plating techniques</li> <li>• Align preparation methods with a gastronomic level</li> <li>• Follow recipes, adapting them as necessary, and calculate ingredients based on covers required</li> <li>• Combine ingredients to achieve the required result</li> <li>• Produce a wide range of dishes including: <ul style="list-style-type: none"> <li>• Soups and sauces;</li> <li>• Starters (either hot and/or cold);</li> <li>• Salads and hors d'oeuvres;</li> <li>• Fish and shellfish dishes;</li> <li>• Meat, poultry and game dishes;</li> <li>• Vegetable and vegetarian dishes;</li> <li>• Speciality and international dishes;</li> <li>• Rice and pasta dishes;</li> <li>• Pastry, bakery products, sweets, and desserts</li> </ul> </li> </ul> |           |

|          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
|          | <ul style="list-style-type: none"> <li>• Prepare and cook complex dishes combining ingredients to produce interesting and innovative dishes</li> <li>• Prepare regional, national, and international dishes using recipes</li> <li>• Prepare and cook dishes for a range of meals including breakfast, lunch, afternoon tea, high tea, and dinner</li> <li>• Apply modern technology and methodology in food production</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |
| <b>7</b> | <b>Presentation of dishes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>25</b> |
|          | <p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> <li>• The importance of the presentation of food as part of the meal experience</li> <li>• The range of servicing dishes, plates and other presentation equipment available</li> <li>• Trends in food presentation</li> <li>• Styles of food service and their impact on the presentation of dishes</li> <li>• Accepted garnishes and accompaniments for traditional dishes</li> <li>• The importance of portion control in a commercial restaurant of catering operation</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                            |           |
|          | <p>The individual shall be able to:</p> <ul style="list-style-type: none"> <li>• Portion the components of a meal to provide the required yield</li> <li>• Clarify or thicken and enhance soups and sauces</li> <li>• Produce and present cold cut plate and assorted salads</li> <li>• Present food items for hot and cold buffets and self-service settings</li> <li>• Prepare accepted garnishes and use them for the effective presentation of dishes</li> <li>• Adjust preparation and plating styles to service methods</li> <li>• Taste dishes and apply seasonings, herbs, and spices professionally</li> <li>• Present food attractively to enhance the meal experience and customer appreciation of the food</li> <li>• Present food using service equipment such as flats, tureens, dishes, etc.</li> <li>• Present plated dishes on appropriate service plates or dishes to provide an attractive and pleasing appearance</li> <li>• Produce a variety of pasta</li> </ul> |           |
| <b>8</b> | <b>Food purchase, storage, costing, and control</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>10</b> |
|          | <p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> <li>• Seasonal availability and price variations of ingredients</li> <li>• The market process of common merchandise</li> <li>• The range and advantages of local, national, and international suppliers</li> <li>• Common payment and shipment conditions</li> <li>• The process for ordering commodities and equipment</li> <li>• The factors that influence the menu price</li> <li>• The methods for calculating selling price based on ingredients' cost</li> <li>• The importance of economy and efficiency when preparing food</li> <li>• The importance of sustainability, environmental impact, and the carbon footprint caused by their choices.</li> <li>• Product solutions such as recipe programmes, menu, merchandise systems, banquet systems, etc.</li> <li>• The food storage solutions available</li> </ul>                                                                   |           |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |            |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
|  | <p>The individual shall be able to:</p> <ul style="list-style-type: none"> <li>• Select suppliers based on quality, service, range, and price</li> <li>• Prepare daily requisitions</li> <li>• Accurately order required food and consumable items to meet the needs of the business</li> <li>• Secure best prices, service, and quality from suppliers</li> <li>• Complete purchase orders and submit on-line purchase orders</li> <li>• Receive goods on delivery and check all documentation to ensure that the delivery is correct and that the goods are of acceptable quality</li> <li>• Store all fresh, frozen, chilled, and ambient food items correctly, ensuring that appropriate storage temperatures and conditions are maintained</li> <li>• Account for storage losses</li> <li>• Estimate cost of storage</li> <li>• Align purchase orders with storage capacity</li> <li>• Complete ordering, control, and stock records manually or by the use of IT</li> <li>• Calculate material costs and selling prices to reach required kitchen profit monitor and adapt food production and portion control to maintain required profit margins</li> </ul> |            |
|  | <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>100</b> |

## 3 THE ASSESSMENT STRATEGY AND SPECIFICATION

### 3.1 GENERAL GUIDANCE

Assessment is governed by the WorldSkills Assessment Strategy. The Strategy establishes the principles and techniques to which WorldSkills assessment and marking must conform.

Expert assessment practice lies at the heart of the WorldSkills 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 WorldSkills Competition: the Marking Scheme, Test Project, and Competition Information System (CIS).

Assessment at the WorldSkills Competition falls into two broad types: measurement and judgement. For both types of assessment the use of explicit benchmarks against which to assess each Aspect is essential to guarantee quality.

The Marking Scheme must follow the weightings within the Standards Specification. The Test Project is the assessment vehicle for the skill competition, and also follows the Standards Specification. The CIS enables the timely and accurate recording of marks, and has expanding supportive capacity.

The Marking Scheme, in outline, will lead the process of Test Project design. After this, the Marking Scheme and Test Project will be designed and developed through an iterative process, to ensure that both together optimize their relationship with the Standards Specification and the Assessment Strategy. They will be agreed by the Experts and submitted to WSI for approval together, in order to demonstrate their quality and conformity with the Standards Specification.

Prior to submission for approval to WSI, the Marking Scheme and Test Project will liaise with the WSI 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 standards that represent the skill. It is designed to allocate marks for each assessed aspect of performance in accordance with the weightings in the Standards Specification.

By reflecting the weightings in the Standards Specification, the Marking Scheme establishes the parameters for the design of the Test Project. Depending on the nature of the skill and its assessment needs, it may initially be appropriate to develop the Marking Scheme in more detail as a guide for Test Project design. Alternatively, initial Test Project design can be based on the outline Marking Scheme. From this point onwards the Marking Scheme and Test Project should be developed together.

Section 2.1 above indicates the extent to which the Marking Scheme and Test Project may diverge from the weightings given in the Standards Specification, if there is no practicable alternative.

The Marking Scheme and Test Project may be developed by one person, or several, or by all Experts. The detailed and final Marking Scheme and Test Project must be approved by the whole Expert Jury prior to submission for independent quality assurance. The exception to this process is for those skill competitions which use an independent designer for the development of the Marking Scheme and Test Project. Please see the Rules for further details.

Experts and independent designers are required to submit their Marking Schemes and Test Projects for comment and provisional approval well in advance of completion, in order to avoid disappointment or setbacks at a late stage. They are also advised to work with the CIS Team at this intermediate stage, in order to take full advantage of the possibilities of the CIS.

In all cases a draft Marking Scheme must be entered into the CIS at least eight weeks prior to the Competition using the CIS standard spreadsheet or other agreed methods.

### 4.2 ASSESSMENT CRITERIA

The main headings of the Marking Scheme are the Assessment Criteria. These headings are derived in conjunction with the Test Project. In some skill competitions the Assessment Criteria may be similar to the section headings in the Standards Specification; in others they may be totally different. There will normally be between five and nine Assessment Criteria. Whether or not the headings match, the Marking Scheme as a whole must reflect the weightings in the Standards Specification.

Assessment Criteria are created by the person(s) developing the Marking Scheme, who are free to define criteria that they consider most suited to the assessment and marking of the Test Project. Each Assessment Criterion is defined by a letter (A-I). It is advisable not to specify either the Assessment Criteria, or the allocation of marks, or the assessment methods, within this Technical Description.

The Mark Summary Form generated by the CIS will comprise a list of the Assessment Criteria.

The marks allocated to each Criterion will be calculated by the CIS. These will be the cumulative sum of marks given to each Aspect 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) specified 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, or instructions for how the marks are to be awarded. Aspects are assessed either by measurement or 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 skill in the Standards Specification. This will be displayed in the Mark Allocation Table of the CIS, in the following format, when the Marking Scheme is reviewed from C-8 weeks. (Section 4.1)

|                                 | CRITERIA |      |       |       |       |       |       |       | TOTAL MARKS PER SECTION | 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  |       |                         | 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 | 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, in all circumstances. The marking teams must be organized to ensure that there is no compatriot marking in any circumstances. (See 4.6.)

## 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)
- 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, with a fourth to coordinate the marking and acting as a judge to prevent compatriot marking.



## 4.7 ASSESSMENT AND MARKING USING MEASUREMENT

Three Experts will be used to assess each aspect. 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.

## 4.8 THE USE OF MEASUREMENT AND JUDGEMENT

Decisions regarding the selection of criteria and assessment methods will be made during the design of the competition through the Marking Scheme and Test Project.

## 4.9 COMPLETION OF SKILL ASSESSMENT SPECIFICATION

The skill assessment criteria are clear concise aspect specifications which explain exactly how and why a particular mark is awarded. Following is an example of aspects which may be assessed.

### Deductions

A proportion of marks is deducted for infringements to the marking Aspects as decided by the Experts. The amount of the deduction varies depending on the Aspect and is itemized on the Measurement Marking Form.

Work organization and management assessment criteria to include evidence of: Workplans and workflow; Co-ordination and prioritisation of tasks in the kitchen

Customer service and communication assessment criteria to include evidence of: personal appearance (including dress code); personal and workstation organization and cleanliness service delivery timings; menu description reflects in dishes presented.

Food hygiene and health, safety, and environment assessment criteria to include evidence of: food safety in storage, preparation, cooking and service; workstation safety and accident prevention in using tools and equipment safely.

Ingredients and menu development assessment criteria to include evidence of: menu description meets required menu criteria and reflects in dishes produced.

Preparation of ingredients assessment criteria to include evidence of: calculation/measurement/weighing of correct amounts of ingredients; knife skills and preparation techniques; wastage control of raw and prepared ingredients (including over-preparation, over-trimming, bin waste, etc.)

Application of cookery methods assessment criteria to include evidence of: correct use of various cooking methods to provide a range of dishes; end products cooked according to method criteria; wastage control of cooked ingredients (including spoilage, burnt, waste etc.).

Presentation of dishes assessment criteria to include evidence of: portion control; flavouring and seasoning (taste); attractive presentation (visual); texture; style and creativity; combined harmony of ingredients on the plate; service criteria requirements met.

Food purchase, storage, costing, and control assessment criteria to include evidence of: selection/ordering of commodities to meet menu requirements; receiving and checking of goods; correct storage of items; wastage control by not over-selecting/ordering items

## 4.10 SKILL ASSESSMENT PROCEDURES

Each team has a Team Leader who is chosen by the Chief Expert and Deputy Chief Expert.

During the Competition each Expert will undertake judging duties in all areas, floor judging as well as blind tasting judging. This is timetabled across the four days of Competition. Experts cannot judge both judgement and measurement for the same module.

The Experts must take notes and present them while they are judging as to indicate their justification in allocating/deducting of marks.

The Chief Expert and Deputy Chief Expert discuss and divide the Experts into marking teams. Usually assessed by the WorldSkills Competition experience, culture, and language of the Experts. The weighting of the marks allocated in judging should be equally divided between all Experts or as evenly as possible.

In the timings for service there should be no delay. Delivery of the food should be presented during the allocated time with a window of a total of ten minutes (five minutes on each side). For late serving after the five-minute grace period, an additional five minutes is given but Competitors are penalized. Thereafter, no marks will be allocated for the presentation and taste of that dish.

Blind tasting Experts are to remain in the blind tasting room for the duration of the module and are allowed to leave only as a group with the permission of the Chief Expert or the Deputy Chief Expert. When the Experts are out of the tasting room they must remain out of sight of the production area. This ensures that Experts do not know which work belongs to which Competitor. The blind tasting Experts must return to the blind tasting room thirty minutes before service time.

The difference of the marking in Judgement can only be a maximum of one point before a discussion with written justification is called upon. CE will advise on discrepancies and recalls a re-mark to take place with concerned Experts.

Independent assessors may be used at the discretion of WorldSkills.

## 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 WSSS.

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

The Test Project will not cover areas outside the Standards Specification, or affect the balance of marks within the Standards Specification other than in the circumstances indicated by Section 2.

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 WorldSkills 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 Standards Specification. Section 2.1 refers.

### 5.2 FORMAT/STRUCTURE OF THE TEST PROJECT

The Test Project for Cooking will be carried out in rotating modular format over a four-day period, total project time 16 hours. A competition kitchen module rotation system which will be finalized by means of a draw by the Chief Expert prior to Competition commencement.

If the Test Project requires eight-hour module(s), then the Competitors must be timetabled to take a 30-minute lunch break.

All Competitors run through the Test Project modules as indicated and voted over the two days of their Competition – one module to be completed on each day.

The Competitors will be divided into two groups by random draw two days before Competition (C-2). One group will be allocated every morning slot and one group every afternoon slot.

The two groups of Competitors will have the same mystery ingredients on their Competition days.

The mystery ingredients of the modules will be chosen two days before competition (C-2) by majority vote of the Experts. The Workshop Manager will put together three items for drawing for each mystery ingredient.

All food preparations will commence as specified in the Test Project modules. Competitors are not permitted to do any preparation in advance of the competition. Competitors may not bring any of their own ingredients.

The Test Project must contain a glossary of terms (for assisting with international standardization of terminology).

For the objective of sustainability in not over-ordering ingredients as well as for practicality for the Workshop Manager in sourcing the ingredients, the Test Project must contain:

- A standard ingredient black box (list of ingredients disclosed to the Competitors three months before the Competition);

- A communal (common) table of staples, herbs and spices (list of ingredients disclosed to the Competitors three months before the competition);
- Host-specific ingredients (list of 10 local ingredients of which five to be selected by the Competitors at C-2)
- Mystery ingredients (to be chosen at C-2)

## 5.3 TEST PROJECT DESIGN REQUIREMENTS

The Experts will decide and vote together on the Test Project, the marking criteria and the dimensional tolerances for the Objective and Subjective Marking Forms with the support of the CIS Team and prepare together with the Workshop Manager the material list for foodstuffs and tableware required as indication.

Over the four days, the Competitors must complete tasks given in the Test Project and scheduled as:

- Module 1 = four hours preparation, mise en place and service
- Module 2 = four hours preparation, mise en place and service
- Module 3 = four hours preparation, mise en place and service
- Module 4 = four hours preparation, mise en place and service

All mystery ingredients or mystery methods must be labelled “Mystery” in the Test Project.

The Competitors are to be allowed 15 minutes of non-judged time, before the start of every module to set-up their kitchen with tools and equipment. No ingredients preparation or cooking are allowed at that time.

The Competitors will receive one basic box, (one basket of ingredients as per module indicated, i.e. Module 1 A and B at the start of each preparation/mise-en-place module.

### **Ingredient list**

The proposed ingredient list will be established by the Skill Management Team (SMT). It is as a reference for the next competition and to be included in the Test Project proposal for the next competition. (The list will be a guide as ingredients will be finalized by the Workshop Manager.)

The Workshop Manager must submit ten additional host-specific ingredients, reflective of some of the common commodities used in the host country or region. The Competitor must select a minimum of five host-specific ingredients on C-2.

The final market list is to be distributed 90 days prior to the next Competition to Experts and Competitors, and issued with basic digital photos for obscure ingredients. Extra ingredients not listed on the ingredients list can be requested for consideration on the Forum via the Chief Expert up to four weeks prior to the Competition.

Items further requested from the Workshop Manager after the commencement of each module will be penalized.

Workshop Manager after the commencement of each module will be penalized.

### **Mystery food components/commodities**

Mystery box food commodities will be primarily identified and provided by the Workshop Manager in collaboration with CE and DCE. The mystery food commodities are to be introduced and discussed, voted, and approved on Competition Day C-2.

### **Quality of food components/commodities**

All ingredients provided by the Workshop Manager/Competition Organizer shall be of high international quality, standards, and of equal proportion in regards to size and nature.

15 minutes before each preparation/mise-en-place module, each Competitor will have 15 minutes to inspect and approve the quality and quantity of the ingredients received before the written menu is

submitted. If the quality or quantity is not up to standard, the Competitor may request that the CE or DCE address this problem. The CE or DCE may then request the Workshop Manager to supply further quantity or offer some alternative.

#### **Crockery made available**

The prepared dishes must be arranged professionally and aesthetically on the plates/platters made available in the Infrastructure List as specified. The crockery will be drawn and voted on Day C-2 at each competition venue by all Experts.

#### **Reference book**

The Pauli book is a base reference and can be used in reference to a dispute of procedures and allows openness and fairness, and set a minimum standard, so everybody has the same information. It is meanwhile stressed to give autonomy and flexibility in expression of dishes.

## **5.4 TEST PROJECT DEVELOPMENT**

The Test Project MUST be submitted using the templates provided by WorldSkills International ([www.worldskills.org/expertcentre](http://www.worldskills.org/expertcentre)). Use the Word template for text documents and DWG template for drawings.

### **5.4.1 Who develops the Test Project or modules**

The Test Project will be developed by the Skill Competition Manager and presented to all Experts at C-2.

### **5.4.2 How and where is the Test Project or modules developed**

The Test Project modules will be presented on C-2 at the Competition by the Skill Competition Manager.

### **5.4.3 When is the Test Project developed**

The Test Project is developed according to the following timeline:

The Test Project to be presented by the Chief Expert at the competition. A 30% change is required and mystery ingredients selected.

| TIME                   | ACTIVITY                                                |
|------------------------|---------------------------------------------------------|
| Before the Competition | The Skill Competition Manager develops the Test Project |
| C-2                    | The Skill Competition Manager presents the Test Project |

## **5.5 TEST PROJECT VALIDATION**

The Test Project modules are designed in line with previous skill competitions, equipment, facilities, and the updated Infrastructure List.

## **5.6 TEST PROJECT SELECTION**

The Test Project/modules are selected by the Skill Competition Manager.

The agreed Test Project is submitted to the WSI Secretariat 3 months before the Competition.

## 5.7 TEST PROJECT CIRCULATION

The Test Project is circulated via the website as follows:

The Test Project is circulated via WorldSkills International website three months before the Competition together with the agreed food commodity list made available by the Workshop Manager.

## 5.8 TEST PROJECT COORDINATION (PREPARATION FOR COMPETITION)

Coordination of the Test Project will be undertaken by the Skill Competition Manager and the Competition Organizer.

## 5.9 TEST PROJECT CHANGE AT THE COMPETITION

The Test Project is changed by a minimum of 30% at the Competition. Note that the mystery box constitutes the majority of this change. Changes will be announced, discussed and voted on C-2 at the competition by all Experts.

## 5.10 MATERIAL OR MANUFACTURER SPECIFICATIONS

Specific material and/or manufacturer specifications required to allow the Competitor to complete the Test Project will be supplied by the Competition Organizer and are available from [www.worldskills.org/infrastructure](http://www.worldskills.org/infrastructure) located in the Expert Centre.

Not applicable.



## 6 SKILL MANAGEMENT AND COMMUNICATION

### 6.1 DISCUSSION FORUM

Prior to the Competition, all discussion, communication, collaboration, and decision making regarding the skill competition must take place on the skill specific Discussion Forum (<http://forums.worldskills.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.

The Chief Expert will create a decision register thread on the Discussion Forum. All decisions made on any thread when discussed between the Experts on the Forum, must be recorded in the decision register thread with a numerically sequential decision number by the Chief Expert to record the decision in a central accessible thread. Experts are responsible to check the decision register to see all decisions made prior to the competition. Experts are requested not to debate on the decision register thread, but rather in any of the other threads on the Forum.

### 6.2 COMPETITOR INFORMATION

All information for registered Competitors is available from the Competitor Centre ([www.worldskills.org/competitorcentre](http://www.worldskills.org/competitorcentre)).

This information includes:

- Competition Rules
- Technical Descriptions
- Mark Summary Form (where applicable)
- Test Projects (where applicable)
- Infrastructure List
- WorldSkills Health, Safety, and Environment Policy and Regulations
- Other Competition-related information

### 6.3 TEST PROJECTS [AND MARKING SCHEMES]

Circulated Test Projects will be available from [www.worldskills.org/testprojects](http://www.worldskills.org/testprojects) and the Competitor Centre ([www.worldskills.org/competitorcentre](http://www.worldskills.org/competitorcentre)).

### 6.4 DAY-TO-DAY MANAGEMENT

The day-to-day management of the skill during the Competition is defined in the Skill Management Plan that is created by the Skill Management Team led by the Skill Competition Manager. The Skill Management Team comprises the Skill Competition Manager, 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 in the Expert Centre ([www.worldskills.org/expertcentre](http://www.worldskills.org/expertcentre)).

## 7 SKILL-SPECIFIC SAFETY REQUIREMENTS

Refer to WorldSkills Health, Safety, and Environment Policy and Regulations for Host country or region regulations.

Skill-specific safety requirements include:

- Fire blankets for each kitchen;
- First aid kit.

### **Competitor/Expert uniform code of practice**

It is mandatory for all Competitors and Experts to observe the given rules as follows:

- White long sleeve chefs jacket - ALL;
- Black or checkered chef's trousers - ALL;
- Black or white closed in the front non-slip shoes - ALL;
- White chef's hat - ALL (supplied by the Competition Organizer);
- Coloured apron (may only be used during mise-en-Place) – Competitors;
- White apron (can be used during mise-en-Place and must be used during Service) - ALL;
- Kitchen towel clothes are not to be worn on the apron - Competitors.

## 8 MATERIALS AND EQUIPMENT

### 8.1 INFRASTRUCTURE LIST

The Infrastructure List details all equipment, materials and facilities provided by the Competition Organizer.

The Infrastructure List is available at [www.worldskills.org/infrastructure](http://www.worldskills.org/infrastructure).

The Infrastructure List specifies the items and quantities requested by the Experts for the next Competition. The Competition Organizer will progressively update the Infrastructure List specifying the actual quantity, type, brand, and model of the items. Items supplied by the Competition Organizer are shown in a separate column.

At each Competition, the Experts must review and update the Infrastructure List in preparation for the next Competition. Experts must advise the Director of Skills Competitions 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

#### Toolboxes guidelines/Size and measures

One of the objectives of WorldSkills is the sustainability of the Competition. As a result, the toolboxes brought by Competitors will be restricted to the following maximum specifications:

#### Box 1

|             |                     |
|-------------|---------------------|
| Length      | 0.6 m               |
| Depth/width | 0.7 m               |
| Height      | 0.6 m               |
| Total       | 0.25 m <sup>3</sup> |

Space for two rows of 6 GN 1/1 = 12 GN 1/1

#### Box 2

|             |                     |
|-------------|---------------------|
| Length      | 0.45 m              |
| Depth/width | 0.65 m              |
| Height      | 0.95 m              |
| Total       | 0.28 m <sup>3</sup> |

Space for one row of 12 GN 1/1 = 12 GN 1/1



Every piece of equipment (including little toolboxes) must be stored completely in the toolbox. The toolbox must not be bigger than 0.3 m³. They should include wheels to make them easy to move. The base area must not be bigger than 0.7 m x 0.7 m;

### **Kitchen chopping board code of for WorldSkills**

The following colour-codes apply to WorldSkills Competitions as a base guideline:

|               |                                            |
|---------------|--------------------------------------------|
| <b>Red</b>    | Raw meat                                   |
| <b>Blue</b>   | Raw seafood                                |
| <b>Yellow</b> | Raw poultry                                |
| <b>Green</b>  | Raw vegetables and fruit                   |
| <b>Brown</b>  | Any cooked food                            |
| White         | R.T.E (Ready to Eat), bread, pastry, dairy |

## **8.3 MATERIALS, EQUIPMENT, AND TOOLS SUPPLIED BY COMPETITORS IN THEIR TOOLBOX**

- Competitors must bring their own personal knives and basic chef knife kit;
- Competitors are only allowed to bring items that are not already listed on the Infrastructure List (IL);
- The Expert team responsible for checking toolboxes will approve or dis-allow any item that resembles one already on the Infrastructure List (IL). The Expert team responsible for checking toolboxes has the right to allow or dis-allow any item outside of the Infrastructure List (IL), but subject to it being put on the communal table for all Competitors to use. Compatriot Experts are required to present these communal items on the communal table the day before the start of the Competition (C-1);
- The equipment approved for use must be placed in the toolboxes and must remain in the toolbox from the start of the toolbox check, through the whole competition right until the end of the competition;
- Each workstation will have room for only one toolbox;
- The toolboxes cannot be removed during the module;
- Toolboxes cannot be used as a work surface;
- Competitors can provide table decorations for their public food display table. Display table is only for displaying completed plates/dishes and are NOT to be used as a work space or equipment storage.
- Only one (1) additional heat source is allowed at the workstation during each module (e.g. either a sous vide machine or a Thermomix but not both)

## **8.4 MATERIALS, EQUIPMENT, AND TOOLS SUPPLIED BY EXPERTS**

Not applicable.

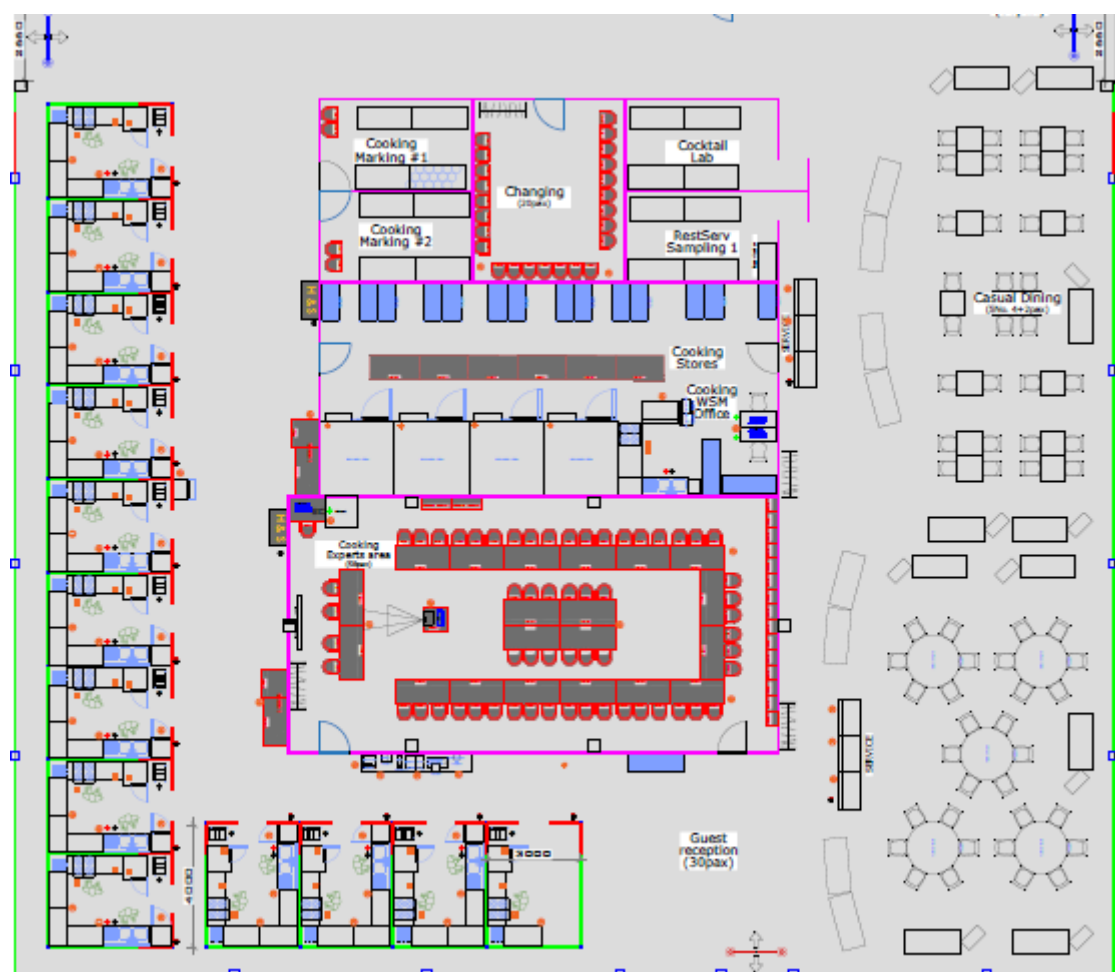
## 8.5 MATERIALS AND EQUIPMENT PROHIBITED IN THE SKILL AREA

Competitors are not allowed to bring their own or on-site purchased raw materials e.g. foodstuffs or additives into the Competition which may be seen as an advantage towards others. No own plates, small dishes, picks or spoons are allowed to use for presentation. Failure of not compliance will be dealt as dismissal of participating.

## 8.6 PROPOSED WORKSHOP AND WORKSTATION LAYOUTS

Workshop layouts from previous competitions are available at [www.worldskills.org/sitelayout](http://www.worldskills.org/sitelayout).

Example workshop layout:



## 9 SKILL-SPECIFIC RULES

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 work flow, and documentation management and distribution.

| TOPIC/TASK                                                      | SKILL-SPECIFIC RULE                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Use of technology – USB, memory sticks                          | <ul style="list-style-type: none"> <li>Competitors, Experts, and Interpreters are allowed to bring memory sticks into the workshop however when not in use they must remain in the locker until the end of C4.</li> </ul>                                                                                                                                       |
| Use of technology – personal laptops, tablets and mobile phones | <ul style="list-style-type: none"> <li>Competitors, Experts, and Interpreters are allowed to bring personal laptops, tablets or mobile phones into the workshop however when not in use they must remain in the locker. Laptops and tablets must remain in the locker until the end of C4 however mobile phones can be taken at the end of each day.</li> </ul> |
| Use of technology – personal photo and video taking devices     | <ul style="list-style-type: none"> <li>Competitors, Experts, and Interpreters are allowed to use personal photo and video taking devices in the workshop however when not in use they must remain in the locker until the end of C4.</li> </ul>                                                                                                                 |
| Templates, aids, etc.                                           | <ul style="list-style-type: none"> <li>Competitors are not allowed to bring any templates or aids into the workshop.</li> <li>Competitors are allowed to bring menu planning, workplans, and recipes into the workshop</li> </ul>                                                                                                                               |
| Health, Safety, and Environment                                 | <ul style="list-style-type: none"> <li>Refer to the WorldSkills Health, Safety, and Environment policy and guidelines document.</li> </ul>                                                                                                                                                                                                                      |
| Use of technology – USB, memory sticks                          | <ul style="list-style-type: none"> <li>Competitors, Experts, and Interpreters are allowed to bring memory sticks into the workshop however when not in use they must remain in the locker until the end of C4.</li> </ul>                                                                                                                                       |



## 10 VISITOR AND MEDIA ENGAGEMENT

Following is a list of possible ways to maximize visitor and media engagement:

- Try a trade;
- Display screens;
- Test Project descriptions;
- Enhanced understanding of Competitor activity;
- Competitor profiles;
- Career opportunities;
- Daily reporting of Competition status;
- Highlight daily Competition Test Projects to visitors.

## 11 SUSTAINABILITY

This skill competition will focus on the sustainable practices below:

- Recycling;
- Use of 'green' materials;
- Use of completed Test Projects after Competition;
- Sharing of workstations (two Competitors/one workstation);
- Minimizing the food cost by ordering only the required ingredients and also limitation of value;
- Competitors are to limit the size of their toolboxes to a maximum base area of 0.7 m x 0.7 m. Toolboxes supplied outside of these specs will be penalized.
- Competitors are to limit the size of their shipping crate to not be excessively larger than the size of the toolbox (i.e. 1.1 m x 1.1 m). This is to help reduce the carbon footprint of the transportation to and from the competition. Crates supplied outside of these specs will be penalized.
- 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.

## 12 REFERENCES FOR INDUSTRY CONSULTATION

WorldSkills is committed to ensuring that the WorldSkills Standards Specifications fully reflect the dynamism of internationally recognized best practice in industry and business. To do this WorldSkills approaches a number of organizations across the world that can offer feedback on the draft Description of the Associated Role and WorldSkills Standards Specification on a two-yearly cycle.

In parallel to this, WSI consults three international occupational classifications and databases:

- ISCO-08: (<http://www.ilo.org/public/english/bureau/stat/isco/isco08/>)
- ESCO: (<https://ec.europa.eu/esco/portal/home> )
- O\*NET OnLine ([www.onetonline.org/](http://www.onetonline.org/))

This WSSS (Section 2) appears most closely to relate to *Cooks, Restaurant*:

<https://www.onetonline.org/link/summary/35-2014.00>

and *Chefs*: <http://data.europa.eu/esco/occupation/1009be17-7efd-45f1-a033-566bf179c588>

The following table indicates which organizations were approached and provided valuable feedback for the Description of the Associated Role and WorldSkills Standards Specification in place for WorldSkills Kazan 2019.

| ORGANIZATION                         | CONTACT NAME                                         |
|--------------------------------------|------------------------------------------------------|
| Hotel & Gastro Formation Switzerland | Jean-Claude Schmocker, Head, Professions and Quality |