



# TECHNICAL DESCRIPTION **RESTAURANT SERVICE**



WorldSkills International, by a resolution of the Technical 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.

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# 1 INTRODUCTION

## 1.1 NAME AND DESCRIPTION OF THE SKILL COMPETITION

1.1.1 The name of the skill competition is

Restaurant Service

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

The restaurant service practitioner provides high quality food and drink service to guests. A food service practitioner generally works in the commercial sector, offering a range of services to customers. There is a direct relationship between the nature and quality of the service required, and the payment made by the guest. Therefore the practitioner has a continuing responsibility to work professionally and interactively with the guest in order to give satisfaction and thus maintain and grow the business.

The practitioner is likely to work in a hotel or restaurant. However, the size, nature and quality of these establishments can vary enormously from internationally renowned hotel chains to smaller, privately-owned, more intimate restaurants. The quality and level of service provided and expected by guests will also vary. The styles of service will be dependent on the targeted customer and can range from simple self-service operations to elaborate service styles where dishes can be prepared at the guests' table. In its more elaborate form, food and drink service can be likened to a form of theatre.

High quality food and drink service requires the practitioner to have extensive knowledge of international cuisine, beverages and wines. They must have a complete command of accepted serving rules and must know the preparation of speciality dishes and drinks at the guests' table or in the bar. The food server is the most important person in attending to the guests and providing the meal experience. Skill and resourcefulness, good manners, excellent interaction with guests, aplomb, excellent personal and food hygiene practices, smart appearance and practical ability are all essential.

A wide range of specialist tools and materials will be used for the service of specialist dishes, drinks and wines. The practitioner will be familiar with their use in addition to the more usual pieces of equipment that are found in most dining situations.

Irrespective of the working environment, excellent communication and customer care skills are universal attributes of the outstanding practitioner. Food service personnel will work as part of a team and with other teams in the hotel or restaurant. Whatever the structure of the work, the trained and experienced practitioner takes on a high level of personal responsibility and autonomy. This ranges from safeguarding the health and wellbeing of the guests and colleagues through scrupulous attention to safe and hygienic working practices, to achieving exceptional experiences for special occasions.

With the globalization of gastronomy, the expansion of travel for pleasure and business, and the international mobility of people, staff in the hospitality industry enjoy rapidly expanding opportunities and challenges. For the talented restaurateur there are many commercial and international opportunities; however, these carry with them the need to understand and work with diverse cultures, trends and environments. The diversity of skills associated with restaurant service is therefore likely to keep expanding.



## 1.2 THE 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 (when available)
- WSI – Online resources as indicated in this document
- Host Country – Health and Safety 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 not be separate tests of knowledge and understanding.

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

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

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

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



## 2.2 WORLDSKILLS STANDARDS SPECIFICATION

SECTION		RELATIVE IMPORTANCE (%)
<b>1</b>	<b>Work organization and management</b>	<b>10</b>
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> <li>• Different types of food service establishment and the styles of food service that they will use</li> <li>• The importance of the ambiance of the restaurant to the overall meal experience</li> <li>• Target markets for various types of food service establishments</li> <li>• Business and financial imperatives when running a food service establishment</li> <li>• Relevant legislative and regulatory requirements including health and safety, food handling and hygiene and the sale and service of alcohol</li> <li>• The importance of working efficiently to minimize wastage and negative impacts on the environment from business activity and to maximize sustainability</li> <li>• Ethics linked to the food service industry</li> <li>• The importance of effective inter-departmental working</li> </ul>	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> <li>• Present themselves to the guest in a professional manner</li> <li>• Demonstrate personal attributes including personal hygiene, smart and professional appearance, demeanour and deportment</li> <li>• Organize tasks effectively and plan work flow</li> <li>• Consistently demonstrate hygienic and safe work practices</li> <li>• Work efficiently so as to minimize waste and any negative impact on the environment</li> <li>• Work effectively as part of a team and with other departments within the establishment</li> <li>• Always act honestly and ethically in all dealings with customers, colleagues and the employer</li> <li>• Be responsive to unexpected or unplanned situations and effectively solve problems as they occur</li> <li>• Engage with continuous professional development</li> <li>• Prioritize tasks, especially when the individual is dealing with multiple tables</li> </ul>	
<b>2</b>	<b>Customer Service Skills and Communications</b>	<b>15</b>
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> <li>• The importance of the overall meal experience</li> <li>• The importance of effective communications and inter-personal skills when working with customers and colleagues</li> <li>• The food server's role in maximizing sales</li> </ul>	



	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> <li>• Greet and seat guests appropriate to the service area</li> <li>• Provide appropriate advice and guidance based on sound knowledge to the guest on the menu choices as required</li> <li>• Take orders accurately from guests</li> <li>• Judge the level of communication and interaction appropriate for each guest or group</li> <li>• Communicate effectively with guests appropriate to the setting and the guests requirements</li> <li>• Always be polite and courteous</li> <li>• Be attentive without being intrusive</li> <li>• Check with customers that everything is satisfactory</li> <li>• Observe appropriate table etiquette</li> <li>• Deal effectively with guests who are difficult or who complain</li> <li>• Communicate effectively with guest who have communication difficulties</li> <li>• Recognize and respond to any special needs that a guest may present</li> <li>• Liaise effectively with kitchen staff and staff from other departments</li> <li>• Present the bill, deal with payment and bid guests farewell</li> </ul>	
<b>3</b>	<b>Preparation for Service (Mise in Place)</b>	<b>10</b>
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> <li>• A range of standard restaurant materials and equipment including: <ul style="list-style-type: none"> <li>• Cutlery</li> <li>• Crockery</li> <li>• Glassware</li> <li>• Linen</li> <li>• Furniture</li> </ul> </li> <li>• The purposes of specialist equipment used in restaurant service</li> <li>• The importance of the presentation and appearance of the restaurant</li> <li>• The factors that contribute to creating the right ambiance and atmosphere for dining</li> <li>• The tasks to be completed to prepare for service</li> </ul>	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> <li>• Prepare table dressings and decorations</li> <li>• Ensure that the room is clean and well presented</li> <li>• Prepare the restaurant appropriately for the meal that is to be served</li> <li>• Place tables and chairs appropriately for expected number of covers</li> <li>• Set tables using the appropriate linen, cutlery, glassware, china, cruets and additional equipment necessary</li> <li>• Create a range of napkin folds for different settings and occasions</li> <li>• Prepare the restaurant for various service styles including fine dining, bistro, banquet and bar</li> <li>• Prepare buffet tables for buffet style service including boxing table cloths</li> <li>• Organize and prepare function rooms in readiness for various function formats</li> <li>• Organize and prepare sundry supporting areas, for example sideboards, still room and expected accompaniments and condiments for menu items</li> </ul>	



4	Food Service	25
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> <li>• Food and beverage service styles and techniques</li> <li>• When and in what circumstances various food service techniques would be used</li> <li>• Ingredients, method of cookery, presentation and service for all dishes on the menu, sufficient to be able to advise guests</li> <li>• Current and future trends in restaurant service</li> <li>• Range of highly specialized and international cuisines and their styles of restaurant service</li> </ul>	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> <li>• Manage the service cycle for different styles of service</li> <li>• Correct the cover as required for the dish to be served</li> <li>• Professionally and efficiently serve food for different styles of service, for example:               <ul style="list-style-type: none"> <li>• Plated service</li> <li>• Silver service</li> <li>• Banquet style service</li> <li>• Family service</li> <li>• French service</li> <li>• Buffet/carvery service</li> <li>• Canapé service</li> </ul> </li> <li>• Serve food from the Gueridon</li> <li>• Prepare, portion and serve specialist dishes from the Gueridon, including:               <ul style="list-style-type: none"> <li>• Assembly of dishes</li> <li>• Carving of meats</li> <li>• Filleting fish</li> <li>• Preparing fruits</li> <li>• Preparing salads and salad dressings</li> <li>• Cooking dishes</li> <li>• Flambé dishes</li> </ul> </li> <li>• Demonstrate appropriate flare and theatre</li> <li>• Clear plates and other items from the customers' table</li> <li>• Crumb down at appropriate times between courses</li> <li>• Serve a range of meals including breakfast, lunch, afternoon tea, dinner</li> <li>• Provide high quality restaurant service in highly specialized or international restaurants</li> </ul>	





5	Beverage Service	10
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> <li>• The range of beverages that may be prepared and served in a restaurant or other outlet</li> <li>• How to use specialist equipment properly and safely</li> <li>• The range of glassware in which beverages may be served</li> <li>• The range of china and glassware in which beverages may be served</li> <li>• The range of china, silver and glassware that may be used such as sugar bowls, milk and cream jugs, spoons, strainers, tongs etc.</li> <li>• Recognized accompaniments for beverages</li> <li>• Trends and fashions in beverage sales and service</li> <li>• Techniques and styles of beverage service</li> <li>• Names and correct spirits and liqueurs for liqueur coffee</li> </ul>	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> <li>• Serve and clear different types of tea, coffee and other beverages according to the establishment's practice</li> <li>• Prepare and serve coffee from a range of specialist machines such as espresso, barista, filter, cafetiere, etc.</li> <li>• Prepare and serve a range of teas including: <ul style="list-style-type: none"> <li>• Blended</li> <li>• Indian</li> <li>• Ceylon/Sri Lanka</li> <li>• China/green tea</li> <li>• Herbal infusions/tisanes</li> </ul> </li> <li>• Silver serve teas and coffees and their accompaniments</li> <li>• Prepare and serve liqueur coffee</li> <li>• Serve teas and coffees at banquets and functions</li> <li>• Serve petit fours or sweetmeats as appropriate</li> </ul>	
6	Alcoholic and Non-Alcoholic Drinks Service	15
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> <li>• The range of alcoholic and non-alcoholic drinks that may be served in a restaurant</li> <li>• The range of glassware and their uses in drinks service</li> <li>• The range of accompaniments that are served with alcoholic and non-alcoholic drinks</li> <li>• Issues relating to honesty and integrity in regard to alcoholic drinks</li> <li>• Legal requirements relating to the sale and service of alcoholic drinks</li> <li>• Methods of serving drinks in a range of scenarios</li> <li>• A range of cocktails, their ingredients, methods of making and service</li> <li>• Servers ethical and moral responsibilities in relation to the sale and service of alcoholic drinks</li> </ul>	



	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> <li>• Prepare the service area for the service on alcoholic and non-alcoholic drinks</li> <li>• Select glassware and accompaniments for the sale and service of alcoholic and non-alcoholic drinks</li> <li>• Maintain the highest standards of hygiene and cleanliness during the sale and service of alcoholic and non-alcoholic drinks</li> <li>• Serve alcoholic drinks within current legislation with regard to measures, customers' ages, service times and locations</li> <li>• Pour drinks from bottles, for example beers and ciders</li> <li>• Measure drinks using appropriate measures</li> <li>• Prepare, serve and clear alcoholic and non-alcoholic beverages for different styles of service:             <ul style="list-style-type: none"> <li>• At the table</li> <li>• Reception drink service</li> </ul> </li> <li>• Prepare and serve different styles of cocktail including:             <ul style="list-style-type: none"> <li>• Stirred</li> <li>• Shaken</li> <li>• Built</li> <li>• Blended</li> <li>• Muddled</li> <li>• Non-alcoholic</li> </ul> </li> <li>• Recognize by sight and smell a selection of beers, spirits, fortified wines, aperitifs and liqueurs</li> </ul>	
<b>7</b>	<b>Wine Service</b>	<b>15</b>
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> <li>• The wine making process</li> <li>• Details of various wines including:             <ul style="list-style-type: none"> <li>• Grape variety</li> <li>• Production</li> <li>• Country and region of origin</li> <li>• Vintages</li> <li>• Characteristics</li> <li>• Approximate price</li> <li>• Matching food and wine;</li> </ul> </li> <li>• How wine is stored</li> <li>• Method of preparing wine for service</li> <li>• Selection of glassware and equipment used in wine service</li> <li>• Methods for the service for various wines wine</li> <li>• The use of wine as an accompaniment for food</li> </ul>	



	<p>The individual shall be able to:</p> <ul style="list-style-type: none"><li>• Provide informed advice and guidance to the guest on the selection of wine</li><li>• Identify a range of wines from aroma, taste and appearance</li><li>• Interpret information on a wine bottle's label</li><li>• Select and place on the table the appropriate glassware to the chosen wine</li><li>• Present wines to the guest</li><li>• Open wine at the table using accepted equipment. Open wine that has a traditional cork, champagne cork or screw top</li><li>• Decant or aerate wine when appropriate</li><li>• Offer wine for tasting</li><li>• Pour wine at the table, observing table etiquette</li><li>• Serve wines at their optimum temperature and condition</li><li>• Serve at a reception drinks service, e.g. Champagne</li></ul>	
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## 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 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 judgment. These are referred to as **objective** and **subjective**, respectively. 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 external designer for the development of the Marking Scheme and Test Project.

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

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

### 4.2 ASSESSMENT CRITERIA

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

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

The marks allocated to each criterion will be calculated by the CIS. These will be the cumulative sum of marks given to each aspect of assessment within that Assessment Criterion.



### 4.3 SUB CRITERIA

Each Assessment Criterion is divided into one or more Sub Criteria. Each Sub Criterion becomes the heading for a WorldSkills marking form.

Each marking form (Sub Criterion) has a specified day on which it will be marked.

Each marking form (Sub Criterion) contains either objective or subjective Aspects to be marked. Some Sub Criteria have both objective and subjective aspects, in which case there is a marking form for each.

### 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 objectively or subjectively and appear on the appropriate marking form.

The marking form lists, in detail, every Aspect to be marked together with the mark allocated to it and a reference to the section of the skill as set out in the Standards Specification.

The sum of the marks allocated to each Aspect must fall within the range of marks specified for that section of the 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
STANDARD SPECIFICATION SECTIONS										
TOTAL MARKS PER CRITERION										100

SAMPLE OF TABLE FROM CIS



## 4.5 SUBJECTIVE MARKING

Subjective marking uses the 10 point scale below. To apply the scale with rigour and consistency, subjective marking should be conducted using:

- benchmarks (criteria) to guide judgment against each Aspect
- the scale to indicate:
  - 0: non attempt;
  - 1-4: below industry standard;
  - 5-8: at or above industry standard;
  - 9-10: excellence.

## 4.6 OBJECTIVE MARKING

A minimum of three experts will be used to judge each aspect. Unless otherwise stated only the maximum mark or zero will be awarded. Where they are used, partial marks will be clearly defined within the Aspect.

## 4.7 THE USE OF OBJECTIVE AND SUBJECTIVE ASSESSMENT

The final deployment of objective or subjective assessment will be agreed when the Marking Scheme and Test Project are finalized. The table below is advisory only for the development of the Test Project and Marking Scheme.

SECTION	CRITERION	MARKS		
		Subjective	Objective	Total
A	Module one - Bar	15	10	25
B	Module two - Casual Dining	15	10	25
C	Module three - Banquet Dining	20	5	25
D	Module four - Fining Dining	20	5	25
<b>Total</b>		<b>70</b>	<b>30</b>	<b>100</b>



## 4.8 COMPLETION OF SKILL ASSESSMENT SPECIFICATION

Marking by the Experts will be at minimum 30% objective assessment and at most 70% subjective assessment.

Marking guides will be designed and agreed on prior to the Competition.

Experts would discuss and agree on standards at the Competition in line with the marking guides.

Example of Subjective Marking:

COMPETITOR NUMBER	1	2	3	4	5
<b>Module one - Task 1a - Uniform</b>					
- Uniform suitable for task					
- Uniform of good presentation					
- Shoes appropriate for task					
<b>Total Task 1a</b>	10	8	9		

In the above example of subjective marking – the Expert uses the criteria as a guideline to decide on a score out of ten. For example – uniform may be suitable for the task, however trousers may be too long – Competitor then has one mark deducted – and receives a score of nine.

Example of Objective Marking:

COMPETITOR NUMBER	1	2	3	4	5
<b>Module one - Task 1b Decanting Wine</b>	yes	no			
- Correct mise en place	1	0	1	0	
- Presentation of wine	1	0	1	1	
- Opening procedure	2	0	2	0	
- Checking wine quality	1	0	0	1	
- Decanting technique	2	0	2	2	
- No spillage	2	0	2	0	
- Timing	1	0	1	1	
<b>Total Task 1a</b>	10	0	9	5	

In the above example of objective marking – the Expert can allocate only the mark awarded for the specific criteria if they have achieved it – if an error has been made – they receive no mark.

*For example – No spillage – whether the Competitor may have a large or small amount of spillage they will receive zero marks. Two marks would only be awarded if there were no spillage.*





### **Proposed Guidelines for allocation of criteria for all four modules:**

#### A. Bar may include:

- Personal presentation;
- Communication skills;
- Spirit Familiarization and identification;
- Gueridon skills – carving;
- Cocktails – with or without alcohol;
- Classic Cocktails;
- Service of light snacks/canapes.

#### B. Casual Dining may include:

- Personal presentation;
- Social and communication skills with guests;
- Mise en place;
- A la carte service – plated food;
- Service of wine, beer, juices and soft drinks from the bar;
- Espresso coffee styles from Espresso machine;
- Gueridon skills including assembled dishes;
- Decanting or aeration of wine;
- Liqueur and Fortified wine familiarization and identification.

#### C. Banquet Dining may include:

- Personal presentation;
- Social and communication skills with guests;
- Mise en place;
- Banquet food service - plated and silver service;
- Gueridon skills - cake carving, plating and plate decoration;
- Banquet tea and coffee service;
- Service of wine and beverages;
- Cocktails with and without alcohol;
- Wine familiarization and identification.

#### D. Fine Dining may include:

- Mise en place;
- Personal presentation;
- Social and communication skills with guests;
- Fine dining service skills;
- Gueridon skills - assembling, carving, filleting and flambé;
- Silver service;
- Service of wine;
- Coffee Service – silver service or liqueur coffee;
- Spirit and Liqueur Service.

Underlying skills such as hygiene, occupational health and safety, waste minimization and environmentally responsible work practices, flair, technique, organizational skills and methodology will be incorporated in all criteria.



## 4.9 SKILL ASSESSMENT PROCEDURES

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

Competitors will be placed into teams by the CE and DCE which will have a range of different countries/regions. Competitor teams will rotate through the modules over the four days of Competition. Competitors will draw their allocation daily.

Separate mark sheets will break down each module into tasks (or sub criteria) and are used by the Experts to mark the Competitors. The mark sheets are shown to Competitors at the start of each day for the specific module they will be working on for a time of 15 minutes.

At the end of each day of Competition, final marks are recorded onto the Subjective or Objective mark sheets and then entered into CIS by the CE and DCE or Skill Assistant.

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

Competitors will be asked to perform a variety of practical tasks, which test theoretical, product knowledge, practical skills, personal presentation, social skills and 'green' practices. Tasks will attract a time restriction, some will be performed for invited guests and some will be 'blind marked'.



# 5 THE TEST PROJECT

## 5.1 GENERAL NOTES

Sections three and four 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 and balanced opportunities for assessment and marking across the Standards Specification, in conjunction with the Marking Scheme. The relationship between the Test Project, Marking Scheme and Standards Specification will be a key indicator of quality.

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

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 0 refers.

## 5.2 FORMAT/STRUCTURE OF THE TEST PROJECT

The Test Project is a series of standalone modules.

Competitors will be divided into equal teams subject to numbers.

Over the four days Competitors will rotate through the four different modules.

Individual Tasks will be confirmed in the modules to accommodate a daily 25% score.

## 5.3 TEST PROJECT DESIGN REQUIREMENTS

### Module Identification

- Module one: Bar
- Module two: Casual Dining – Plated service
- Module three: Banquet Dining – Plated service, Silver service, Gueridon Service
- Module four: Fine Dining – Gueridon.

MODULE	DESCRIPTION	NOTES
Module one - Bar	1. Spirit Identification	Identification of 10 spirits from a selection of 15 Ten spirits will be selected from the following list: Vodka, Gin, Rum White, Rum Dark, Canadian Whisky, Bourbon Whiskey, Scotch Whisky, Irish Whiskey, Tequila, William (Pear), Cognac, Kirsch, Calvados, Armagnac, Grappa.



MODULE	DESCRIPTION	NOTES
	<p>2. Preparation and service of a carved dish</p> <p>3. Preparation and service of cocktails</p>	<p>Carving of a selection of fruits:</p> <ul style="list-style-type: none"> <li>a. Pineapple</li> <li>b. Apple</li> <li>c. Orange</li> <li>d. Strawberry</li> <li>e. Banana</li> <li>f. Melon</li> </ul> <p>A selection of twelve cocktails will be chosen ten months prior to the competition from <a href="http://www.iba.com-world">www.iba.com-world</a>. Prepare a cocktail of Competitors choice.</p>
<p>Module two - Casual Dining</p>	<p>1. Table Napkin Folding</p> <p>2. Liqueur and Fortified wine familiarization and identification</p> <p>3. Table set up and napkin folding (paper) to suit a bistro style restaurant</p> <p>4. Mise-en-place to suit a bistro style service for up to three tables served in the same service</p>	<p>To fold eight to ten different napkin folds of Competitor's choice. Recommended site <a href="http://www.napkinfoldingguide.com">www.napkinfoldingguide.com</a></p> <p>Ten liqueurs and fortified wines will be selected from the following list of 15: Red Port, Madeira Sweet, Fino Sherry, Olorosso Sherry, Dry Vermouth, Sweet Vermouth, Marsala Sweet, Malibu, Dom Benedictine, Drambuie, Grand Marnier, Cointreau, Amaretto, Frangelico, Tia Maria. Tasks one and two will be completed prior to guests arriving and will attract a time limit. Some tasks may be blind marked.</p> <p>All tables will be offered the same menu and choice of beverages – bottled beer, white and red wine by glass, soft drinks and coffee from espresso coffee machine.</p> <p>Service of food will be plated service</p>



MODULE	DESCRIPTION	NOTES
	<p>5. Service of three tables with up to four guests on each table. The tables will be seated up to 15 minutes apart</p> <p>6. Service of drinks from the bar.</p>	<p>Drinks should be poured at the bar and taken on a tray to the guests' table</p>
<p>Module three – Banquet dining</p>	<p>1. Wine familiarization and Identification</p> <p>2. To box-cloth a buffet table</p> <p>3. Mise-en-place appropriate for the set menu in the Test Project</p> <p>4. Serve a banqueting lunch for 6-8 guests</p>	<p>Six wines will be selected from the following list of ten wine            Red wine - French Merlot, South African Pinotage, Chilean Cabernet Sauvignon, Italian Nebbiolo, French Syrah (shiraz)            White wine – New Zealand Sauvignon Blanc, German Riesling, Australian Chardonnay, French Viognier, French Semillon</p> <p>To box a table (approx. 2mx75cm) on four sides without the use of pins or tape</p> <p>Food Service may include:</p> <ul style="list-style-type: none"> <li>• Entrée - Plated service</li> <li>• Main Course – Silver Service</li> <li>• Dessert Preparation – Cake Carving, plating and plate decoration</li> <li>• Banqueting tea and coffee service</li> </ul> <p>Beverage Service may include:</p> <ul style="list-style-type: none"> <li>• Cocktails or champagne for pre meal service</li> <li>• Service of red and white wine by the bottle or in decanter</li> <li>• Dessert wine by the glass</li> <li>• Water/mineral water</li> </ul>



MODULE	DESCRIPTION	NOTES
<p>Module four – Fine Dining</p>	<ol style="list-style-type: none"> <li data-bbox="692 338 1026 524">1. Mise-en-place appropriate for the four course menu from the Test Project. Serve a Fine Dining lunch for four Guests that may include:</li> <li data-bbox="692 562 1026 622">2. Carving/Fillet dishes from the Gueridon</li> <li data-bbox="692 853 1026 913">3. Assembling dishes at the Gueridon</li> <li data-bbox="692 1010 1026 1070">4. Flambé Dishes from the Gueridon</li> <li data-bbox="692 1234 1026 1272">5. Silver Service of dishes</li> <li data-bbox="692 1435 1026 1563">6. Opening and Service of White and Red Wine. Decanting or Aeration of Wine</li> <li data-bbox="692 1615 1026 1675">7. Coffee Service from the Gueridon</li> <li data-bbox="692 1771 1026 1832">8. Service of Spirit and liqueurs</li> </ol>	<p>Task one will be completed prior to guests arriving and will attract a time limit</p> <p>Carving may include the following: Chateaubriand, Rack of Lamb, Roast Chicken, Roast Breast of Duckling, Filet Mignon and Dover Sole, Smoked Salmon, Fruit Platter - ensuring portion control</p> <p>Assembling dishes may include the following: Salmon Tartar, Salad with dressing and Soup from the terrine</p> <p>Flambé dishes may include the following: Steak Diane, Pepper Steak, Crepes Suzette, Pineapple Flambé, Banana Flambé and Cherry Jubilee</p> <p>Silver service of dishes may include some of the above Gueridon dishes as per recommended text and accompaniments</p> <p>Opening and service of wine in front of the customer. This service should include decanted or aerated wine service.</p> <p>Service can include: Silver service of coffee or preparation and service of Liqueur Coffee as per TD.</p> <p>Service of liqueurs may include the following: Cognac, Irish Mist, Drambuie, Cointreau, Grand Marnier and Calvados.</p>



## 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/modules are developed by all Experts.

The Experts are divided into teams to work on a selected module by the SMT.

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

The Test Project modules are developed jointly at the previous Competition. Each module is presented to the group of Experts for approval or changes.

### 5.4.3 When is the Test Project developed

The Test Project is developed according to the following timeline:

TIME	ACTIVITY
At the previous Competition.	The Test Project modules are developed jointly by the Experts. The Test Project modules are selected by vote of the Experts.
The Test Project modules are selected by vote of the Experts.	30% change is decided by all Experts and agreed by vote

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

## 5.5 TEST PROJECT VALIDATION

Test Project modules are designed in line with previous skill competition, equipment, knowledge and timings.

## 5.6 TEST PROJECT SELECTION

The Test Project is selected by vote of Experts at the previous Competition.

## 5.7 TEST PROJECT CIRCULATION

The Test Project is circulated via the website as follows:

The Test Project is circulated on the WorldSkills International website immediately after the previous Competition.

## 5.8 TEST PROJECT COORDINATION (PREPARATION FOR COMPETITION)

The coordination of the Test Project will be undertaken by the Chief Expert, Deputy Chief Expert and Workshop Manager.



## 5.9 TEST PROJECT CHANGE AT THE COMPETITION

The 30% change is decided by all Experts at the current Competition. Experts will be divided into equal teams to manage a project/module and present 30% changes to all Experts, who vote on agreement.

## 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.

### 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
- Marking Schemes
- Test Projects
- Infrastructure List
- Health and Safety documentation
- 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 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 in the Expert Centre ([www.worldskills.org/expertcentre](http://www.worldskills.org/expertcentre)).



## 7 SKILL-SPECIFIC SAFETY REQUIREMENTS

Refer to Host Country/Region Health and Safety documentation for Host Country/Region regulations.

No 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 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 Technical Director of any increases in space and/or equipment.

At each Competition, the Technical Observer must audit the Infrastructure List that was used at that Competition.

The Infrastructure List does not include items that Competitors and/or Experts are required to bring and items that Competitors are not allowed to bring – they are specified below.

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

To minimize costs associated with the transportation of tools and equipment for Member countries/regions, to minimize storage required and to be environmentally responsible – Competitors do not require and should not bring a large toolbox – suggested size should be approximately – L 65cm, W 40cm and H 45cm.

#### General requirements

- Pen;
- Notebook;
- Box of matches or lighter;
- Knife kit suitable for Gueridon and bar skills;
- Service gloves;
- Waiter's friend/wine opener;
- Crumber;
- Four spirit measures;
- Own cocktail shaker x 2;

No other equipment will be accepted at the Competition

#### Uniform requirements

[For module two – Casual dining and module three – Banquet Dining](#)

Competitors must wear black trousers or black skirt, white long-sleeved shirt suitable for wearing a tie. The organizers will supply the tie and black long apron.

No other uniform will be accepted for these modules.

[For Module one - Bar and Module four - Fine Dining](#)

Competitors are to bring uniform appropriate for the tasks



## 8.3 MATERIALS, EQUIPMENT AND TOOLS SUPPLIED BY EXPERTS

Experts and Interpreters must present at the Competition in appropriate attire that reflects managerial standard in the hospitality industry (suit and tie).

No cell phones and cameras will be permitted during Competition times.

The giving of gifts to fellow Experts is not compulsory however if Experts wish to bring gifts please limit to one gift and Member pin per Expert and Competitor.

## 8.4 MATERIALS AND EQUIPMENT PROHIBITED IN THE SKILL AREA

No other equipment or material is allowed.

Casual Dining

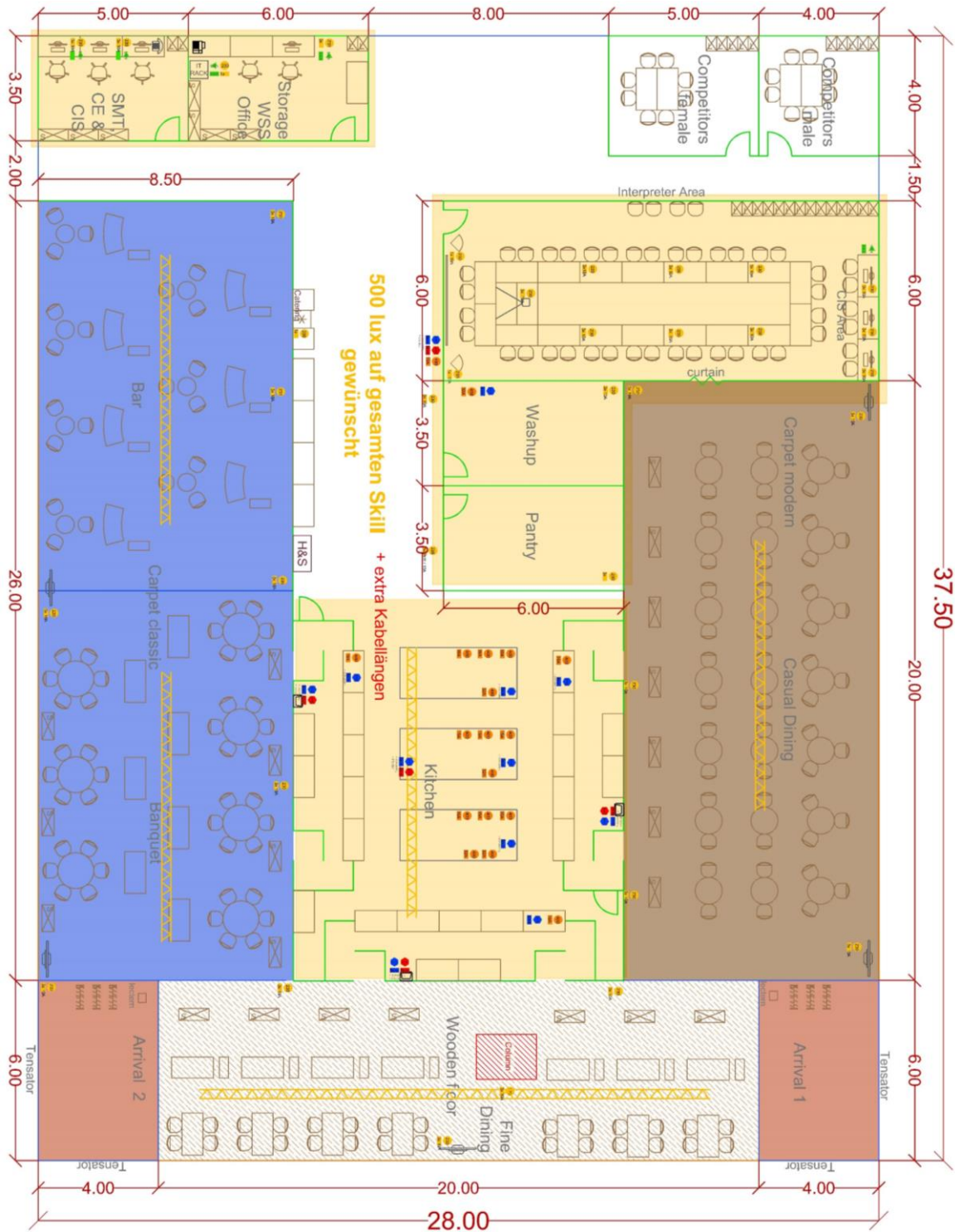
- Casual Dining will be served on attractive table tops no Linen;
- Casual Napkins should be colour and paper;
- Fine dining must be on a fine table cloth covered table ;
- Colour coordinated differentiation of each area;
- Table and cloth size to be determined by host nation and communicated three months prior to Competition –all measurement to be in cm.



## 8.5 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 VISITOR AND MEDIA ENGAGEMENT

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

- Test Project descriptions;
- Career opportunities;
- Invitation for media/sponsors for meal service;
- Try-a-trade (Competition Organizer);
- Display screen (Competition Organizer).



## 10 SUSTAINABILITY

- Recycling – paper, cardboard, glass, plastic, food waste;
- Use of green materials where possible;
- Service of food and beverages to customers to avoid wastage;
- Competitors marked on their 'green' practices;
- Small toolboxes