

SOCIAL AND PERSONAL SERVICES

Cooking



Technical Description

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, airlines, ships, clubs, retail HMR and Food To-Go, Fast Food outlets, and industrial canteens; providing catering services to both guests and staff. The range of skills and customer expectations will vary according to the workplace. There is also a direct relationship between the nature and quality of the service provided and the payment made by the customer.

The professional chef can also deliver different styles of dining such as fine dining, banqueting, casual dining, cocktail dining, canteen and take-away dining, as well as different styles of food service including plated, a la carte, and set menu service, buffet self-service, silver service, canteen counter service, and breakfast service. 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, utilization of food commodities and minimizing wastage, as well as the control, work/time organization, planning, and communication required in managing a kitchen brigade.

Professional chefs need to demonstrate outstanding skills in food preparation (with both speed and accuracy), in production (using varied cooking methods and techniques) and in the final presentation and flavour. They are expected to create and adapt dishes that meet the expectations of demanding customers with varying nutritional and religious dietary requirements. Fashions and trends in cuisine also fluctuate, so it is important that the professional chef keeps abreast of these trends and adapts their product and service accordingly. The Professional chef needs to be adept at managing food cost and maintaining environmentally-friendly sustainable food production by making use of locally sourced and seasonal ingredients, as well as controlling unnecessary waste by creatively re-using trimmings and reducing ingredient wastage.

Strict maintenance of the highest level of personal and food hygiene and safety are paramount at all times. Failure to fulfil this requirement can have a devastating impact on a diner's 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 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 service 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. - A customer is expecting a memorable meal experience which incorporates the setting and ambiance of the restaurant, staff interaction, and outstanding customer care, as well as exceptional food.

With the 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

international destinations. This carries with it the need to appreciate diverse cultures, especially with regard to using locally available ingredients, and observing local dietary requirements and traditions.

1.1.3 **Number of Competitors per team**

Cooking 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 – Code of Ethics and Conduct
- WSI – Competition Rules
- WSI – WorldSkills Occupational Standards framework
- WSI – WorldSkills Assessment Strategy
- WSI online resources as indicated in this document
- WorldSkills Health, Safety, and Environment Policy and Regulations.

2 The WorldSkills Occupational Standards (WSOS)

2.1 General notes on the WSOS

The WSOS 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/WSOS).

The skill competition is intended to reflect international best practice as described by the WSOS, and to the extent that it is able to. The Standard 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 Standard 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. This is often referred to as the “weighting”. The sum of all the percentage marks is 100. The weightings determine the distribution of marks within the Marking Scheme.

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

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

2.2 WorldSkills Occupational Standards

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

The individual needs to know and understand:

- All internal business regulations
- The organization and structure of the hospitality and restaurant service industry
- The importance of effective teamwork
- The use and care of speciality tools used in gastronomy
- The role of the professional chef in producing menus and dishes in a business environment
- The importance of continuing professional development to maintain knowledge of current trends and fashions within culinary arts
- How to plan a well-balanced menu for a range of occasions and situations and within given restrictions and budgets

The individual shall be able to:

- Maintain quality standards throughout production, even when under pressure
- Prepare work plans for single dishes and plan schedules for the preparation of a menu. Plan daily work for self and others
- Co-ordinate all preparatory tasks (mise-en place) prior to service
- Prioritize work to differentiate important issues from less important ones
- Optimize workflow
- Function effectively in every area of the kitchen
- Account for time and staff resources
- Detect conflicts, address them and find solutions with the team
- Apply environmentally sustainable energy saving practices when using cooking equipment
- Operate all commercial kitchen equipment and technology properly and safely
- Apply legal requirements for the description and sale of menu items
- Be responsive and flexible to unforeseen situations
- Adapt working methods to given situations and be an effective member to the team
- Make suggestions for improvement of operational procedures
- Create and adapt recipes with own ideas and develop them further
- Demonstrate a feel and understanding of ingredients and be able to create dishes without recipes
- Treat all goods with respect and apply sustainable economic resourcefulness
- Judge personal performance ability and avoid unnecessary stress
- Set goals independently and achieve them
- Take personal responsibility for own continuing professional development

Section	Relative importance (%)
2 Customer service and communications	5

The individual needs to know and understand:

- The characteristics of different types and styles of food service and when each would be appropriately used
- The impact on food production of the various types of food service
- The importance of the menu as a sales and communication tool
- Legal requirements and restrictions on promotional materials and menu presentation
- The importance of appearance when on public view and dealing with customers
- The importance of effective communication within the team, with customers and contractors

The individual shall be able to:

- Pay attention to own cleanliness, personal hygiene, and professional appearance (including dress code) at all times
- Pay attention to work area cleanliness and appearance at all times
- Communicate effectively with colleagues, teams, and customers
- Make use of a menu as a sales and communication tool
- Check dishes produced match the menu description
- Apply appropriate food service styles to the situation and clientele
- Place customer service at the heart of decision-making and activities
- Provide advice and guidance on culinary matters to management, colleagues, and customers
- Propose solutions and discuss with goal orientated attitude, arriving at agreed solutions
- Plan and implement meal promotions
- Plan and implement timings for service delivery

3 Food hygiene and health, safety, and environment	15
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The individual needs to know and understand:

- Legislation and good practice relating to the purchase, storage, preparation, cooking, and service of food
- Legislation and good practice for safe working practices in a kitchen and for using commercial catering equipment
- The causes of deterioration of food
- Quality indicators for fresh and preserved foods

Section	Relative importance (%)
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The individual shall be able to:

- Work hygienically and practise hygienic food tasting procedures
- Maintain clean, neat, and tidy workstation, storage, and waste areas
- Practise food safety during storage, preparation, cooking, and service (HACCP principles are applied)
- Prevent cross-contamination, fridge drip-contamination and time-temperature abuse
- Store all food items contained, covered, labelled, and dated
- Store all non-food commodities, tools, and equipment safely and hygienically
- Ensure all equipment and work areas are cleaned to the highest standards
- Work safely and uphold accident prevention regulations
- Use all tools and equipment safely and according to the manufacturer's instructions
- Promote health, safety, and environment and food hygiene within the working environment

4	Ingredients and menu development	5
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The individual needs to know and understand:

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

Section	Relative importance (%)
<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Advise on procurement of ingredients and equipment • Select appropriate product quality standards for menus, budgets, and situations • Recognize and comply with ingredient labelling • Apply nutritional principles in order to comply with guests' expectations and requirements • Identify the quality state of ingredients and recognize the signs of quality and freshness, e.g. appearance, aroma, structure, etc. • Appraise and reject sub-standard goods • Select appropriate products for speciality meals • Compose menus for a variety of situations and occasions • Be accurate in menu preparation and account for obligatory declarations such as dietary and allergy information • Compile menus for a variety of occasions and settings 	
5 Preparation of ingredients	25
<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • The importance of using environmentally sustainable and locally sourced meat, poultry, game, offal, seafood, eggs, dairy, fruit, and vegetables currently in season. • The importance of ordering and preparing only what is needed to produce sufficient output for a menu • The structure of a carcass and whole poultry or game bird • Methods of butchering and preparing meat for cooking with minimal wastage • The range of meats, game, and poultry and their best uses • Cuts of meat, poultry and game commonly used in cookery and the re-use of wastage and trimmings • The range of offal and their suitable uses • The range of fish and shellfish available and their suitable uses • Cuts of fish used in cookery, and the re-use of wastage and trimmings • Methods of preparing fish and shellfish for cooking • Methods of preparing and using eggs • The range of dairy products available and their suitable uses and re-uses • The range of fruits, salad ingredients, and vegetables available, their methods of preparation and the re-use of wastage and trimmings • Accepted vegetable cuts and their uses • The methods of making stocks, soups, and sauces and their uses • The methods of making pastry, bakery products, and desserts • The methods of making pasta and other farinaceous products • The equipment and tools used in butchery, fishmongery, and the preparation of ingredients • The safe use and care of tools, especially knives • The separation of waste for recycling and composting 	

Section	Relative importance (%)
<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Make environmentally sustainable choices and use locally sourced meat, poultry, game, offal, seafood, eggs, dairy, fruit, and vegetables currently in season. • Order and prepare only what is needed for producing sufficient output for a menu • Calculate, measure, and weigh correct amounts of products • Apply excellent knife skills and common cutting techniques • Debone meat, poultry and game cuts and prepare for further processing, and re-use any wastage and trimmings • Trim and tie meats, poultry, and game • Prepare, portion, and fillet meat, poultry, and game cuts • Prepare offal • Prepare whole fish for further processing - scale, remove entrails, fillet, and re-use any wastage and trimmings • Prepare accepted portions of fish for further processing and cooking • Prepare shellfish • Prepare and use eggs • Prepare and use dairy products • Prepare fruits, salad ingredients, and vegetables • Prepare stocks, soups, sauces, marinades, accompaniments, and dressings • Plan and assemble the mise en place for the menu in its entirety with minimal wastage • Re-use and utilize unused wastage, trimmings, and mise en place for other applications • Make preparations for the production of pastry, bakery products, and desserts • Produce a variety of pasta and other farinaceous items • Separate waste for recycling and composting 	
6 Food production and application of cooking methods	15

The individual needs to know and understand:

- The range of wet, dry, and non-thermal cooking methods available and their appropriate uses for various ingredients and menus
- The effects of cooking on ingredients
- The assembly of dishes for cold food presentation and cold desserts
- Types of hot and cold sauces used in professional cookery and the methodology for making sauces
- Types of hot and cold soups used in professional cookery and the methodology for making soups
- Classic garnishes and extensions to basic dishes

Section	Relative importance (%)
<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Select the appropriate cooking equipment for each cooking method • Apply correct cooking methods for each ingredient and dish • Apply a full range of cookery methods, maximizing the freshness and nutritional value of the ingredient • Monitor cooking times and temperatures so as not to dry out, overcook or burn anything • Combine and apply various cooking methods simultaneously • Account for shrinkage during cooking • Follow recipes, adapting them as necessary, and calculate ingredients based on covers required • Combine ingredients and assemble dishes to achieve the required result for cold food presentation and cold desserts • Produce a wide range of dishes including: <ul style="list-style-type: none"> • Soups and sauces (either hot and/or cold); • Starters (either hot and/or cold); • Salads and hors d'oeuvres; • Fish and shellfish dishes; • Meat, poultry, game and offal dishes; • Vegetable and vegetarian dishes; • Speciality and international dishes; • Rice, pasta and farinaceous dishes; • Egg dishes • Pastry, bakery products, sweets, and desserts • Prepare and cook complex dishes combining ingredients to produce interesting and innovative dishes with various flavours and textures (including hot, cold, crisp, soft, moist, dry) • Prepare and cook various ingredients to the required point of doneness • Prepare regional, national, and international dishes using recipes • Prepare and cook dishes for a range of meals including breakfast, lunch, afternoon tea, high tea, and dinner • Apply modern technologies and methodologies in food production 	

Section	Relative importance (%)
7 Presentation of dishes	20

The individual needs to know and understand:

- The importance of the presentation of food as part of the meal experience
- The range of servicing dishes, plates, and other presentation equipment available
- Trends in food presentation
- Styles of food service and their impact on the presentation of dishes
- Acceptable garnishes and accompaniments for traditional dishes
- The importance of clean plating, clean slicing, and precision of technical skills in visual presentation with balance of colour and harmony of ingredients.
- The importance of plate replication and portion control in commercial restaurants and catering operations
- The importance of nutritional balance and maximizing the freshness and nutritional value of the ingredient

The individual shall be able to:

- Portion the components in the required yield and replicate portions, ingredients, and garnishes across all plates
- Produce harmony of ingredients, colours, preparation methods and plating techniques
- Display complex techniques and technical skills in the dish presentation
- Present cold plates and assorted salads
- Present food items for hot and cold buffets and self-service settings
- Prepare acceptable edible garnishes and use them for the effective presentation of dishes
- Adjust preparation and plating styles to service methods
- Taste dishes and apply seasonings, herbs, and spices to achieve a balanced flavour of taste and aroma
- Present food attractively to enhance the meal experience and customer appreciation of the food
- Present food using service equipment such as flat plates, tureens, dishes, etc.
- Present plated dishes on appropriate service plates or dishes to provide an attractive and pleasing appearance

Section	Relative importance (%)
8 Food purchase, storage, costing, and control	10
<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • Seasonal availability and price variations of ingredients • The market process of common merchandise • The range and advantages of local, national, and international suppliers • Common payment and shipment conditions • The process for ordering commodities and equipment • The factors that influence the menu price • The methods for calculating selling price based on ingredients' cost • The importance of economy and efficiency when preparing food • The importance of sustainability, environmental impact, and the carbon footprint caused by their choices. • Product solutions such as recipe programmes, menu, merchandise systems, banquet systems, etc. • The food storage solutions available 	
<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Select suppliers based on quality, service, range, and price • Prepare daily requisitions • Accurately select/order required food and consumable items to meet the needs of the business • Secure best prices, service, and quality from suppliers • Complete purchase orders and submit on-line purchase orders on time • Receive goods and ensure that the delivery quantity is correct and that the goods are correct and of acceptable quality. • Check the delivery documentation against the order documentation for any variations. • Store all fresh, frozen, chilled, and ambient food items correctly, ensuring that appropriate storage temperatures and conditions are maintained, and that all products are suitably covered, labelled, and dated. • Account for storage losses • Estimate cost of storage • Align purchase orders with storage capacity • Complete ordering, control, and stock records manually or by the use of IT • Calculate material costs and selling prices to reach required kitchen profit • Monitor and adapt food production and portion control to maintain required profit margins • Control wastage by correctly estimating preparation quantities required and by not over-ordering 	
Total	100

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. The Test Project is the assessment vehicle for the skill competition, and therefore also follows the Standards. The CIS enables the timely and accurate recording of marks; its capacity for scrutiny, support, and feedback is continuously expanding.

The Marking Scheme, in outline, will lead the process of Test Project design. After this, the Marking Scheme and Test Project will be designed, developed, and verified through an iterative process, to ensure that both together optimize their relationship with the Standards 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.

Prior to submission for approval to WSI, the Marking Scheme and Test Project will liaise with the WSI Skill Advisors for quality assurance and to benefit from the capabilities of the CIS.

4 The Marking Scheme

4.1 General guidance

This section describes the role and place of the Marking Scheme, how the Experts will assess Competitors' work as demonstrated through the Test Project, and the procedures and requirements for marking.

The Marking Scheme is the pivotal instrument of the WorldSkills Competition, in that it ties assessment to the standard that represents each skill competition, which itself represents a global occupation. It is designed to allocate marks for each assessed aspect of performance in accordance with the weightings in the Standards.

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

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

For integrity and fairness, the Marking Scheme and Test Project are increasingly designed and developed by one or more independent people with relevant expertise. In these instances, the Marking Scheme and Test Project are unseen by Experts until immediately before the start of the skill competition, or competition module. Where the detailed and final Marking Scheme and Test Project are designed by Experts, they must be approved by the whole Expert group prior to submission for independent validation and quality assurance. Please see the Rules for further details.

Experts and Independent Assessors are required to submit their Marking Schemes and Test Projects for review, verification, and validation well in advance of completion. They are also expected to work with their Skill Advisor, reviewers, and verifiers, throughout the design and development process, for quality assurance and in order to take full advantage of the CIS's features.

In all cases a draft Marking Scheme must be entered into the CIS at least eight weeks prior to the Competition. Skill Advisors actively facilitate this process.

4.2 Assessment Criteria

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

Assessment Criteria are created by the person or people developing the Marking Scheme, who are free to define the Criteria that they consider most suited to the assessment and marking of the Test Project. Each Assessment Criterion is defined by a letter (A-I). *The Assessment Criteria, the allocation of marks, and the assessment methods, should not be set out within this Technical Description. This is because the Criteria, allocation of marks, and assessment methods all depend on the nature of the Marking Scheme and Test Project, which is decided after this Technical Description is published.*

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

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

4.3 Sub Criteria

Each Assessment Criterion is divided into one or more Sub Criteria. Each Sub Criterion becomes the heading for a WorldSkills marking form. Each marking form (Sub Criterion) contains Aspects to be assessed and marked by measurement or judgement, or both measurement and judgement.

Each marking form (Sub Criterion) specifies both the day on which it will be marked, and the identity of the marking team.

4.4 Aspects

Each Aspect defines, in detail, a single item to be assessed and marked, together with the marks, and detailed descriptors or instructions as a guide to marking. Each Aspect is assessed either by measurement or by judgement.

The marking form lists, in detail, every Aspect to be marked together with the mark allocated to it. The sum of the marks allocated to each Aspect must fall within the range of marks specified for that section of the Standards. This will be displayed in the Mark Allocation Table of the CIS, in the following format, when the Marking Scheme is reviewed from C-8 weeks. (Section 4.1 refers.)

	CRITERIA								TOTAL MARKS PER SECTION	WSSS MARKS PER SECTION	VARIANCE
	A	B	C	D	E	F	G	H			
1	5.00								5.00	5.00	0.00
2		2.00					7.50		9.50	10.00	0.50
3								11.00	11.00	10.00	1.00
4			5.00						5.00	5.00	0.00
5				10.00	10.00	10.00			30.00	30.00	0.00
6		8.00	5.00				2.50	9.00	24.50	25.00	0.50
7			10.00				5.00		15.00	15.00	0.00
TOTAL MARKS	5.00	10.00	20.00	10.00	10.00	10.00	15.00	20.00	100.00	100.00	2.00

4.5 Assessment and marking

There is to be one marking team for each Sub Criterion, whether it is assessed and marked by judgement, measurement, or both. The same marking team must assess and mark all Competitors. Where this is impracticable (for example where an action must be done by every Competitor simultaneously, and must be observed doing so), a second tier of assessment and marking will be put in place, with the approval of the Competitions Committee Management Team. The marking teams must be organized to ensure that there is no compatriot marking in any circumstances. (Section 4.6 refers.)

4.6 Assessment and marking using judgement

Judgement uses a scale of 0-3. To apply the scale with rigour and consistency, judgement must be conducted using:

- benchmarks (criteria) for detailed guidance for each Aspect (in words, images, artefacts or separate guidance notes)
- the 0-3 scale to indicate:
 - 0: performance below industry standard
 - 1: performance meets industry standard
 - 2: performance meets and, in specific respects, exceeds industry standard
 - 3: performance wholly exceeds industry standard and is judged as excellent

Three Experts will judge each Aspect, normally simultaneously, and record their scores. A fourth Expert coordinates and supervises the scoring, and checks their validity. They also act as a judge when required to prevent compatriot marking.

4.7 Assessment and marking using measurement

Normally three Experts will be used to assess each aspect, with a fourth Expert supervising. In some circumstances the team may organize itself as two pairs, for dual marking. Unless otherwise stated, only the maximum mark or zero will be awarded. Where they are used, the benchmarks for awarding partial marks will be clearly defined within the Aspect. To avoid errors in calculation or transmission, the CIS provides a large number of automated calculation options, the use of which is mandated.

4.8 The use of measurement and judgement

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

4.9 Skill assessment strategy

WorldSkills is committed to continuous improvement. This particularly applies to assessment. The SMT is expected to learn from past and alternative practice and build on the validity and quality of assessment and marking.

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 prioritization 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

Assessment and marking are an intense process that depends upon skilful leadership, management, and scrutiny.

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

During the Competition Experts are selected to 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 are 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 applied knowledge, skills, and behaviours set out in each section of the WSOS.

The purpose of the Test Project is to provide full, balanced, and authentic opportunities for assessment and marking across the Standards, in conjunction with the Marking Scheme. The relationship between the Test Project, Marking Scheme, and Standards 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, or affect the balance of marks within the Standards other than in the circumstances indicated by Section 2. 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. Section 2.1 refers.

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.

Most Test Projects (and Marking Schemes) are now designed and developed independently of the Experts. They are designed and developed either by the Skill Competition Manager, or an Independent Test Project Developer, normally from C-12 months. They are subject to independent review, verification, and validation. (Section 4.1 refers.)

The information provided below will be subject to what is known at the time of completing this Technical Description, and the requirement for confidentiality.

Please refer to the current version of the Competition Rules for further details.

5.2 Format/structure of the Test Project

The Test Project is a series of four (4) separately assessed modules carried out in a rotating format.

5.3 Test Project design requirements

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

Ingredient list

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 of ingredients in fixed pre-set measured quantities (disclosed to the Competitors three (3) months prior to the Competition);
- A communal (common) table of staples, herbs, and spices in limited quantities (disclosed to the Competitors three (3) months prior to the competition);
- Host Country specific ingredients (mystery list of ten additional local Host Country ingredients of which five need to be selected by the Competitors at C-2). The Workshop Manager together with the Skill Competition Manager will select these ten additional Host Country specific ingredients.
- Mystery ingredients (to be chosen at C-4 as part of the 30% change). The Workshop Manager together with the Skill Competition Manager will select three items, based on accessibility and availability, for drawing for each mystery ingredient.

Extra ingredients not listed on the ingredients list can be requested for consideration by the SMT and Workshop Manager on the WorldSkills Discussion Forum up to four (4) weeks prior to the Competition.

The Competitors will receive one basic black box of ingredients. Any quantities of items further requested from the Workshop Manager after the commencement of each module are penalized.

Common table ingredients are available to the Competitors on the communal tables for the full duration of the modules.

Crockery

The prepared dishes must be arranged professionally and aesthetically on the plates/platters made available in the Infrastructure List as specified. The crockery is drawn and voted on Day C-4 at each competition by all Experts.

Test Project-specific glossary and reference book

The Test Project must contain a glossary of terms specific to the Test Project (for assisting with international standardization of terminology). This is the main reference to be used with regards to terms and techniques contained in the Test Project.

The Pauli book is a base reference that can be used as a secondary 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 that competitors should be given autonomy and flexibility in expression of dishes, unless otherwise instructed.

5.4 Test Project development

The Test Project MUST be submitted using the templates provided by WorldSkills International (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 an Independent Test Project Designer in collaboration with the Skill Competition Manager.

5.4.2 When is the Test Project developed

The Test Project/modules are developed according to the following timeline:

Time	Activity
Prior to the Competition	The Test Project/modules are developed.
Three (3) months prior to the Competition	The Test Project/modules are circulated on the WorldSkills website and posted to the WorldSkills Discussion Forum together with the black box and common table ingredient lists.
At the Competition on C-4	The Independent Test Project Designer presents the Test Project with the proposed 30% change to the Experts. Experts vote on the changes.
At the Competition on C-2	The Independent Test Project Designer presents the Test Project to the Competitors. Competitors chose ingredients from the Host Country ingredient list.

5.5 Test Project initial review and verification

The purpose of a Test Project is to create a challenge for Competitors which authentically represents working life for an outstanding practitioner in an identified occupation. By doing this, the Test Project will apply the Marking Scheme and fully represent the WSOS. In this way it is unique in its context, purpose, activities, and expectations,

To support Test Project design and development, a rigorous quality assurance and design process is in place (Competition Rules sections 10.6-10.7 refer.) Once approved by WorldSkills, the Independent Test Project Designer is expected to identify one or more independent, expert, and trusted individuals initially to review the Designer's ideas and plans, and subsequently to verify the Test Project, prior to validation.

A Skill Advisor will ensure and coordinate this arrangement, to guarantee the timeliness and thoroughness of both initial review, and verification, based on the risk analysis that underpins Section 10.7 of the Competition Rules.

5.6 Test Project validation

The Skill Competition Manager coordinates the validation and will ensure that the Test Project/modules can be completed within the material, equipment, knowledge, and time constraints of Competitors.

5.7 Test Project selection

The Test Project/modules are selected by the Independent Test Project Designer in collaboration with the Skill Competition Manager.

5.8 Test Project circulation

The Test Project is circulated via the website as follows:

The Test Project/modules are circulated three (3) months prior to the competition.

5.9 Test Project coordination (preparation for Competition)

Coordination of the Test Project/modules is undertaken by the Skill Competition Manager.

5.10 Test Project change

The Independent Test Project Designer shall develop the 30% change as required by WorldSkills. This change is presented to Experts on C-4 and to Competitors on C-2.

5.11 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 located in the Expert Centre. However, note that in some cases details of specific materials and/or manufacturer specifications may remain secret and will not be released prior to the Competition. These such items may include those for fault finding modules or modules not circulated.

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).

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 and the Competitor Centre (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).

6.5 General best practice procedures

General best practice procedures clearly delineate the difference between what is a best practice procedure and skill-specific rules (section 9). General best practice procedures are those where Experts and Competitors CANNOT be held accountable as a breach to the Competition Rules or skill-specific rules which would have a penalty applied as part of the Issue and Dispute Resolution procedure including the Code of Ethics and Conduct Penalty System. In some cases, general best practice procedures for Competitors may be reflected in the Marking Scheme.

- The Competitors are allowed 15 minutes of non-judged time, prior to the start of every module to set-up their kitchen with tools and equipment. No ingredients preparation or cooking is allowed during this time. Each Competitor can also 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.
- **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.
- The Test Project for Cooking is carried out in rotating modular format over a four-day period, total project time 16 hours. A competition kitchen module rotation system which is 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 are divided into two groups by random draw two days prior to the Competition (C-2). One group is 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.
- 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.

Topic/task	Best practice procedure
Cutting Boards	<ul style="list-style-type: none"> • Use of cutting boards
	<div>Red</div> <div>Raw meat and game</div>
	<div>Blue</div> <div>Raw seafood (fish and shellfish)</div>
	<div>Yellow</div> <div>Raw poultry and gamebirds</div>
	<div>Green</div> <div>Raw vegetables and fruit</div>
	<div>Brown</div> <div>Any cooked food</div>
	<div>White</div> <div>R.T.E (Ready to Eat), bread, pastry, dairy, nuts</div>

Topic/task	Best practice procedure
Uniforms	<ul style="list-style-type: none"> • Mandatory for Competitors and Experts: • White long sleeve chef's jacket and sleeves may not be rolled up above the elbow - ALL • Black or chequered loose-fitting chef's trousers - ALL • Black or white closed in the front non-slip shoes with matching black or dark coloured socks - ALL • White chef's hat - All professional hats 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) - Competitors • Kitchen towel cloths are not to be worn on the apron or on the body - Competitors.
Personal Grooming	<ul style="list-style-type: none"> • Any facial hair more than 2mm not clean shaven, must be covered with a beard net. • No jewellery, visible piercings, or earrings other than studs/sleepers may worn • A hair net is optional depending if all hair can be gathered up neatly and held together completely under the hat.
Interpretation	<ul style="list-style-type: none"> • Because of the number of registrations in the skill, sufficient time must be factored into the translation process during Familiarization Day and the competition days to allow for fair and equal access to information and asking questions

7 Skill-specific safety requirements

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

Task	Anti-slip closed-toe, flat shoes with full heel or half heel (but not heeless), preferably without laces. Or with laces taped down	Sturdy shoes with closed toe and with full heel or half heel (but not heeless)	Loose fitting long chef trousers,	White long-sleeve chef jacket, with sleeves not rolled up past the elbow	Full or half apron	Chefs hat (provided) hairnet if long or lots of hair	Beard net if beard longer than 2mm	Disposable gloves used when handling ready-to-eat (rte) foods	Oven gloves or oven cloth
General PPE for safe areas		✓	✓	✓					
Food preparation areas	✓		✓	✓	✓	✓	✓	✓	
Use of the oven				✓					✓

Competitor/Expert uniform code of practice

- White long sleeve chef's jacket - ALL;
- Black or checkered chef's trousers - ALL;
- Black or white closed in the front non-slip shoes - ALL;
- Professional 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.

The Infrastructure List specifies the items and quantities requested by the Skill Management Team for the next Competition. The Competition Organizer will progressively update the Infrastructure List specifying the actual quantity, type, brand, and model of the items. Note that in some cases details of specific materials and/or manufacturer specifications may remain secret and will not be released prior to the Competition. These such items may include those for fault finding modules or modules not circulated.

At each Competition, the Skill Management Team must review and update the Infrastructure List in preparation for the next Competition. The Skill Competition Manager 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

The maximum amount of personal equipment a Competitor may bring to the competition (such as personal knives, moulds, utensils etc) must be able to fit inside a single full 1/1 Gastronorm 150 mm container/pan with the lid on.

The dimensions of the 1/1 Gastronorm is 150 mm (H) x 530 mm (W) x 325 mm (D), and an example graphic is found here: <https://www.nisbets.co.uk/vogue-clear-polycarbonate-full-size-gastronorm-container-150mm/u226>.

8.3 Materials, equipment, and tools supplied by Competitors

- Competitors must bring their own personal knives and basic chef knife kit;
- The basic personal tools approved for use must be unpacked into a 1/1 Gastronorm;
- The Infrastructure List shall provide all equipment needed for the TP;
- 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 workspace or equipment storage

8.4 Materials, equipment, and tools supplied by Experts

Experts are not required to bring materials, equipment, or tools. All is supplied by the Competition Organizer.

Experts are required to supply their own Personal Protective Equipment as specified in section 7 skill-specific safety requirements.

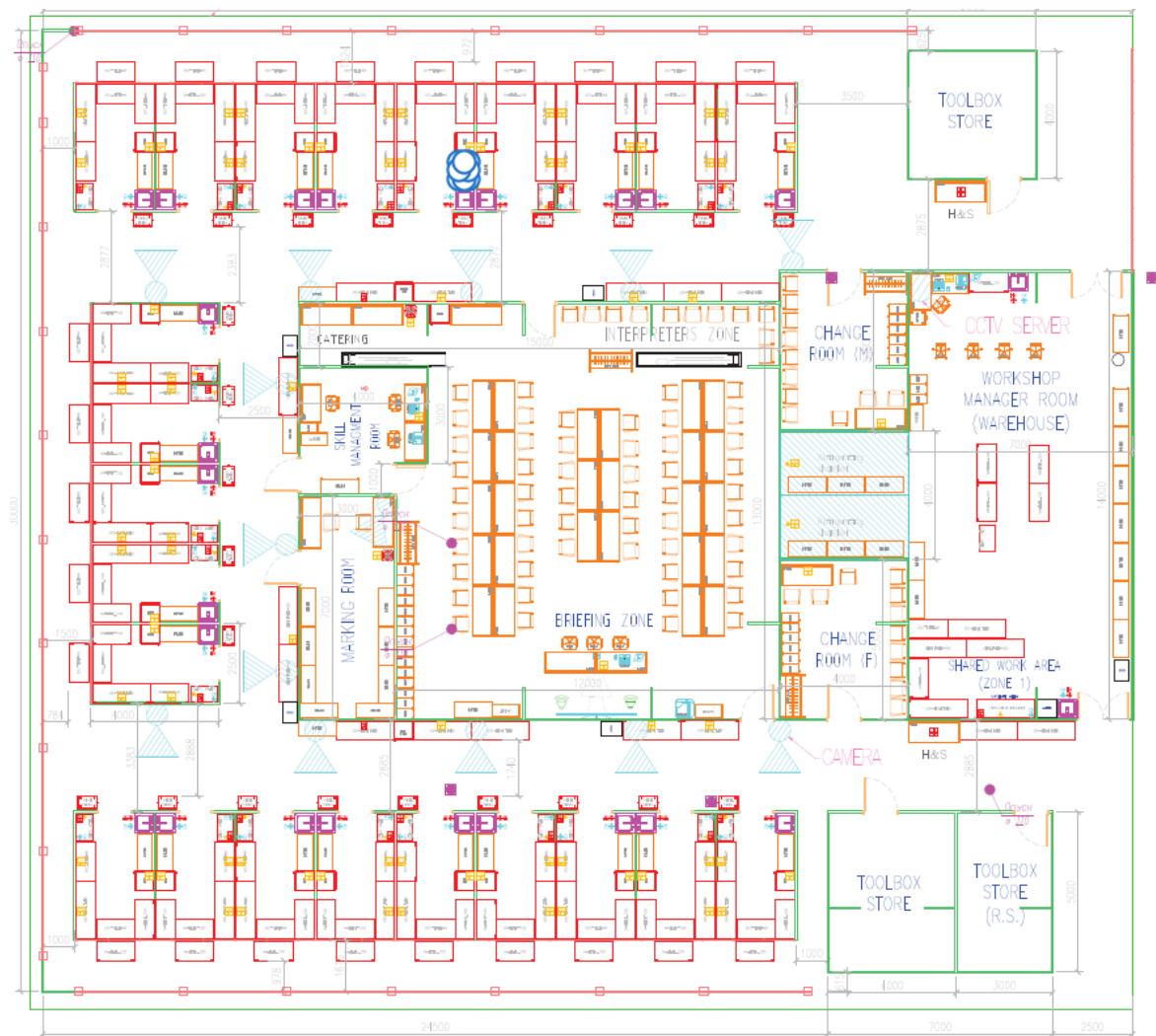
8.5 Materials and equipment prohibited in the skill area

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 is dealt as dismissal of participating.

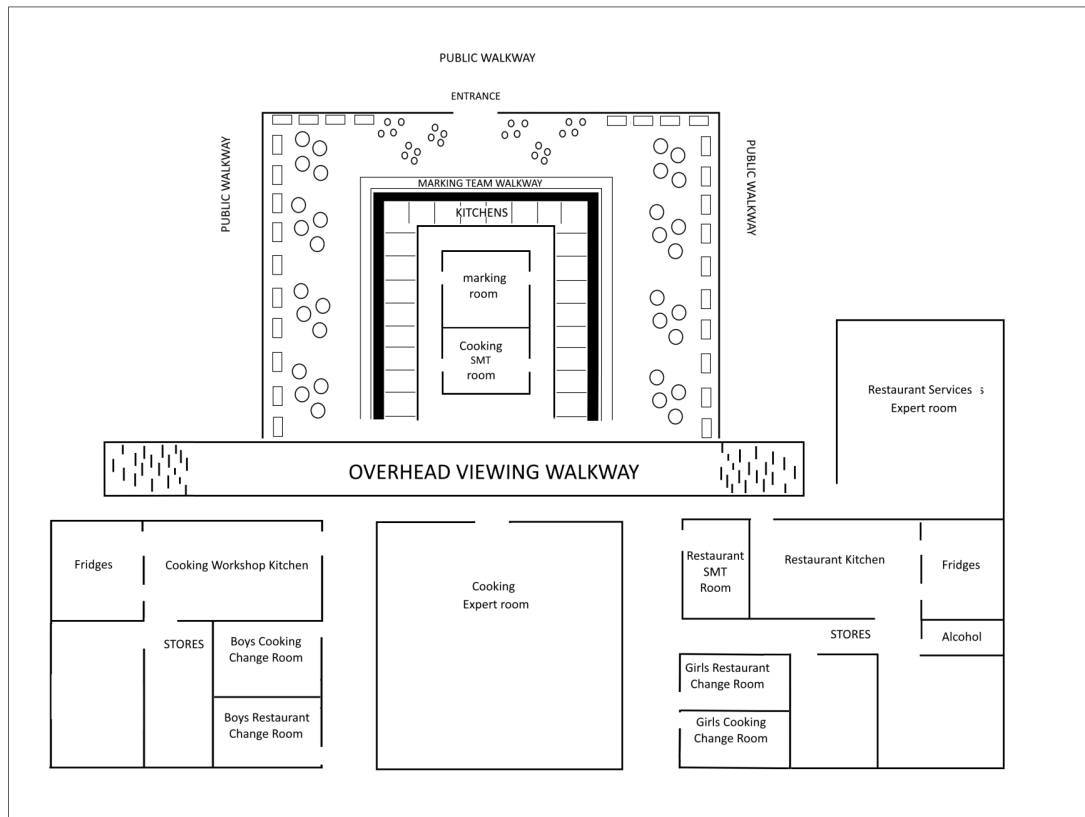
8.6 Proposed workshop and workstation layouts

Workshop layouts from previous competitions are available at www.worldskills.org/sitelayout.

Example workshop layout



Example workshop layout for Cooking and Restaurant Service if combined:



The space in the gangways backside the kitchens must not be under 4.5 m wide. In front of the blind tasting room the wide must be at least 5 m.

Its also important that its enough space/areal in the briefing room up to the account of Experts and Competitors, plus other needed persons in the group. Two walk in fridges must be provided close up to the kitchen area (one on both sides, this for storage of ingredient boxes (3x 50 l per Competitor).

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 workflow, and documentation management and distribution. Breaches of these rules will be solved according to the Issue and Dispute Resolution procedure including the Code of Ethics and Conduct Penalty System.

Topic/task	Skill-specific rule
Use of technology – USB, memory sticks	<ul style="list-style-type: none"> Skill Competition Manager, Chief Expert, Deputy Chief Expert, Competitors, Experts, and Interpreters are allowed to bring personal memory sticks into the workshop however when not in use they must remain in the locker until the end of C4.
Use of technology – personal laptops, tablets, and mobile phones	<ul style="list-style-type: none"> Competitors, Experts, and Interpreters are allowed to bring personal laptops, tablets, or mobile phones into the workshop however they must be collected by the Skill Management Team and secured in a locker until the end of each day. Only the Skill Management Team may release a laptop, tablet, or phone, and it may only be operated in front of the member of the SMT and then returned, should a message or call need to be made.
Use of technology – personal photo and video taking devices	<ul style="list-style-type: none"> Competitors, Experts, and Interpreters are not allowed to use personal photo and video taking devices in the workshop . The assessment tablets may only be used by Experts for taking pictures and/or videos. Only the SMT may take pictures for marketing and social media purposes and may only publish pictures which do not allow for any competitive advantage or show any assessment practise, and show no more than an outside visitor taking a picture would publish
Ingredients	<ul style="list-style-type: none"> No ingredients, flavourings, or colourings may be brought into the competition area and used by a Competitor. Only ingredients supplied by the Competition Organisers may be used.
Templates, aids, etc.	<ul style="list-style-type: none"> Competitors are allowed to bring menu planning, workplans, and recipes into the workshop.

10 Visitor and media engagement

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

- Try-a-Skill;
- 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;
- Detailed timetable for Experts and Competitors

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;
- 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 Occupational Standards 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 Occupational Standards 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/>) ILO 3434
- ESCO: (<https://ec.europa.eu/esco/portal/home>)
- O*NET OnLine (www.onetonline.org/)

This WSOS (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 Occupational Standards in place for WorldSkills Shanghai 2021.

Organization	Contact name
Hotel and Gastro formation Switzerland	Jean-Claude Schmocker, Head Education Marketing/Projects
Pullman Bangkok King Power - Accor	Ulhas Shetty, Director of Operations
The South African Chefs Association - SACA	Elsu Gericke, Head of Education
YOSH Hospitality (United Arab Emirates)	Alan Pedge, Food and Beverage Manager