Pâtisserie and Confectionery

Technical Description

worldskills

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

Pâtisserie and Confectionery

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

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

A high degree of specialist knowledge and skill is required.

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

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

The Expert practitioner will work using a range of specialist equipment and materials. The

Pâtissiers/Confectioners must take account of the quality of ingredients, respect those ingredients, and work to high levels of food hygiene and health and safety.

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

1.1.3 Number of Competitors per team

Pâtisserie and Confectionery 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	**12**

The individual needs to know and understand:

- Basic principles involved in accurately combining ingredients to achieve optimum results and troubleshooting when results are not as planned.
- The manipulation of raw materials through production techniques
- Range of ingredients used in pastry work and confectionery including seasons, availability, costs, storage, and use
- Colour applications, taste combinations and texture co-ordination
- Finesse and artistic appreciation in finishing products
- The importance of minimization of waste and of sustainability and respect for all ingredients
- The importance of effective teamwork and effective communication within the team and with customers
- Responsiveness to unexpected situations and demands
- Planning for good time management

The individual shall be able to:

- Check and prepare tools and equipment to maximize workflow and efficiency
- Prioritize and plan work effectively to work within a given timeframe
- Show respect for raw materials and finished goods
- Use ingredients cost effectively and to minimize waste
- Pre-order goods and materials accurately for planned work
- Demonstrate inspiration, gastronomic flair and innovation in design and work techniques
- Work within given themes
- Follow detailed written and verbal instructions and copy from images
- Produce portfolios for clients that include images of products and methods of making and presentation, along with visionary statements if requested
- React professionally and effectively to unexpected situations and requests
- Formulate and substitute other ingredients to overcome unforeseen shortages
- Communicate effectively with colleagues, teams, and clients
- Produce a varied range of products within given timeframes and present at stipulated times

Section	Relative importance (%)
2 **Food hygiene and health (including dietary), safety, and environment**	**8**

The individual needs to know and understand:

- Requirements for health including dietary and allergens, safety, and environment, food hygiene and legislation relating to the production, display, and sale of products
- Legislation and good practice relating to the use and care of speciality tools and equipment and safe working methods
- The causes of deterioration of food
- Quality indicators for fresh, preserved, and dry goods
- Safe temperature zones for production and service

The individual shall be able to:

- Work hygienically, taking responsibility for regulations for food storage, preparation, cooking, and service
- Respond effectively to overcome adverse environmental conditions which may not be as expected
- Pay attention to own cleanliness and appearance at all times
- Observe all safety processes and requirements in relation to dietary and allergy information
- Prepare accurate menus and account for obligatory declarations such as dietary and allergy information
- Ensure all work areas and equipment are cleaned to the highest standards and equipment is replaced
- Work safely and uphold accident prevention regulations
- Use tools and equipment safely and within manufacturers' instructions
- Store all commodities and made products safely and hygienically
- Observe service temperatures of all products during production and service, to maintain health and safety

Section	Relative importance (%)
3 **Cakes, gateaux, and entremets**	**14**

The individual needs to know and understand:

- A comprehensive range of cakes, gateaux, and entremets, classical and contemporary
- Methods of production, storage, and presentation of cakes, gateaux, and entremets
- Specialist tools used in the production of cakes, gateaux, and entremets
- The range of ingredients used to produce and decorate cakes, gateaux, and entremets
- Variances in international customs and practices and dietary considerations
- Different expectations and definitions relating to cakes, gateaux, and entremets
- Optimum temperatures for consumption

Section	Relative importance (%)

The individual shall be able to:

- Produce a comprehensive range of cakes using various techniques, types of cake and decorations
- Construct and finish a comprehensive range of gateaux demonstrating flair and innovation
- Produce a comprehensive range of entremets effectively incorporating such layers as sponge, biscuit, creams, custards, ganache, jellies, mousses, fruits etc.
- Produce cakes, gateaux, and entremets to a high quality for taste with appropriate combinations, texture, presentation, and decoration
- Ensure yield products are of consistent and accurate size, weight, quality, and appearance, taking account of portion control and costs and minimizing waste
- Combine tastes, textures, and colours effectively
- Present cakes, gateaux, and entremets to maximize appeal and to be appropriate for the occasion, environment, and style of service and within set times
- Serve all cakes at safe and appealing temperatures for consumption

4	Hot, cold, iced and plated desserts	13

The individual needs to know and understand:

- A comprehensive range of classical and contemporary hot, cold, and iced desserts including methods of production, ingredients, alternative presentations, and costs of production
- Allergies and dietary restrictions
- The range of ingredients used to produce hot, cold, iced, and plated desserts, storage seasons, availability, and costs
- How hot, cold, iced, and plated desserts can be presented and safely served in a range of settings and occasions to reflect traditional/classical and contemporary trends
- The use and impact of raising agents including yeast, baking powder, egg whites, and any innovative, modern commodities
- The range and scope of hot, cold, iced, and plated dessert products
- Waste management when producing and serving hot, cold, iced, and plated desserts

Section	Relative importance (%)

The individual shall be able to:

- Produce a comprehensive range of hot, cold, and iced desserts to a consistently high standard with or without allergens and other dietary considerations
- Use appropriate cooking methods and ensure all products are safe and desirable to eat
- Present plated desserts that are tidy, appropriately flavoured, and textured, well-co-ordinated, innovative, and balanced
- Present desserts for service for a range of settings and occasions such as street-food concepts, buffets, banquets and for fine dining
- Produce hot, cold, iced, and plated desserts within time constraints and to a consistently high standard
- Follow instructions, recipes, and dish specifications in order to produce desserts spontaneously by applying prior experience and knowledge
- React to ingredient shortages or changes and supplement appropriately
- safeguard against over-production
- utilize excess with other products
- Use methods which are feasible to the equipment available
- Present at optimum safe temperatures

5	Confectionery and chocolate	13

The individual needs to know and understand:

- Range of chocolate and confectionery items and relative H&S requirements
- The methods of tempering chocolate couverture by manual techniques
- The types, qualities, and uses of various chocolate couverture and chocolate products
- The principle of producing a range of sugar-based products, such as fruit jelly, marshmallow, nougat, nougatine, or any other specialities with a variety of sugars and sugar replacements to respond to dietary needs
- Sustainability and ethics of chocolate sources
- Safety issues when handling hot sugar products
- Dietary and allergen information about the ingredients being used to produce confectionery and chocolates and effective substitution possibilities

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Section	Relative importance (%)

The individual shall be able to:

- Temper chocolate couvertures in order to produce a product with shine and "snap" that does not show signs of fat or sugar bloom
- Work with dark, milk, and white chocolate couvertures effectively and economically within limited timescales
- Pipe, fill, layer, cut etc. chocolates and confectionery of even size and character
- Combine and co-ordinate textures and tastes
- Dip and coat products using hand dipping forks to achieve neat and fine coverings
- Use moulds to achieve acceptable lining and capping
- Produce and use ganache effectively
- Present confectionery and chocolates with style for service or sale
- Store confectionery, chocolate and chocolate ingredients and products to maximize life and quality
- Produce and use decorations appropriately including caramelized and candied fruits, nuts, herbs, and chocolate shapes (piped, cut, moulded etc)
- Accurately produce chocolates and confectionery to specific weights and sizes and quantity.
- Minimize and care for waste
- Produce and present a range of confectionery products using a variety of skills and ingredients and pay attention to any overriding dietary factors
- Accommodate unexpected requests and plan work accordingly
- Work systematically and safely with hot products
- Ensure all Health, Safety and Hygiene requirements are followed

6	Miniatures, individual cakes, and petits fours	13

The individual needs to know and understand:

- A comprehensive range of products, ingredients including dietary and allergy information, techniques, and methods of presentation for miniatures, small cakes, and petits fours
- Types of pastries, cakes, sponges etc. and their use in the production and presentation of individual cakes, pastries, miniatures, and petits fours
- The use of raising agents for the production of miniatures, individual cakes, and pastries
- Specialist tools and equipment used in producing miniatures, individual cakes, and pastries and petits fours
- Storage and display of miniatures, individual cakes, pastries, and petits fours
- The importance of portion control in a commercial catering operation
- Hand piping and preparing products when moulds are not available

Section	Relative importance (%)

The individual shall be able to:

- Produce a comprehensive range of pastries and use them appropriately including puff, short, choux, sweet, sable, etc.
- Produce a comprehensive range of individual cakes, biscuits and petits fours
- Produce finished products within a brief to consistent and accurate quality, weight, and size within set timeframes
- Produce miniatures, individual cakes, and petits fours based on sweet biscuits and cake combinations including:
  - Dry cakes and pastries;
  - Glazed and coated cakes and pastries;
  - Mousses;
  - Variety of fillings: sponge, crunchy, creams, jellies etc;
  - Decorations;
  - Fruits

- Present miniatures, individual cakes, and petits fours accordingly to market demands
- Handle piping bag and tubes to produce and present individual products consistently

7	Presentation pieces	14

The individual needs to know and understand:

- The impact of a display or presentation piece
- The situations where a presentation piece may be used
- The impact of the environment (exposure to heat, light, exposure to dampness) on a presentation piece
- The range of materials, tools and techniques that can be used to produce a presentation piece
- Specific safety issues relating to sugar work and the handling of specialist equipment
- How to achieve dramatic and adept results without relying on specialist-made moulds

The individual shall be able to:

- Creative designs that reflect personal style or assigned to them and produce elegance with neat forms and finishing
- Design presentation pieces demonstrating artistic flair, innovation whilst taking account of the client's needs and any restrictions related to the venue or environment
- Produce a chocolate presentation piece employing techniques such as pouring, moulding, cutting, piping, brushing, polishing, and modelling chocolate
- Produce a presentation piece using sugar employing techniques such as poured sugar, pulled sugar, blown sugar, moulded sugar, pastillage, nougatine, etc.

Section	Relative importance (%)
• Produce presentation pieces designed to be eaten • Colour sugar and chocolate pieces • Use specialist tools for sugar and chocolate work with minimum pre-made moulds • Work effectively from a brief and manage work programme within allotted timescales • Produce presentation pieces within prescribed sizes, adjust and manipulate to suit changes which may arise	
8 Modelling in various media	**13**

The individual needs to know and understand:

- The effect that the process of modelling and moulding has on materials used
- The visual impact of displays using modelled forms
- The range of materials that can be effectively used to produce modelled forms
- Techniques and methods of modelling, moulding, colouring, and presenting modelled forms
- Where and when modelling is effective and appropriate to use

The individual shall be able to:

- Hand mould smooth and crack-free marzipan and sugar paste forms to include a theme or topic assigned to them as figures, fruits, animals, flowers, etc.
- Visualize and produce any piece as requested by the client verbally or pictorially
- Produce hand-moulded forms to correct size and weight
- Colour modelled pieces using a variety of techniques including air brushing, painting, flaming, and the use of colours
- When appropriate, effectively use modelling tools such as cutters, moulds, and presses
- Creatively and harmoniously design figures in form and colour
- Present stylish and co-ordinated displays of models
- Decorate with royal icing and chocolate to highlight features
- Observe extreme health and safety procedures when hand-modelling
- Work within time constraints

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 <u>not</u> be set out within this Technical Description. This is because the Criteria, allocation of marks, and assessment methods all depend on the nature of the Marking Scheme and Test Project, which is decided after this Technical Description is published.*

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

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

4.3 Sub Criteria

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

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

4.4 Aspects

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

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

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

SAMPLE OF TABLE FROM CIS

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 and concise aspect specifications which explain exactly how and why a particular mark is awarded.

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

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

4.10 Skill assessment procedures

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

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

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

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

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

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

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

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

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

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

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 separately assessed modules.

5.3 Test Project design requirements

The Test Project may include any of the following modules:

- Cakes, gateaux, and entremets: which could include tiered cakes, themed cake, loaf cakes, glazed entremets-type layered cakes, sponges, roulades and more, of multiple portions;
- Hot, cold, iced, and plated desserts: which could be specified with or without guidelines of ingredients and style;
- Chocolates/confectionery: the production of piped, cut, layers, dipped, moulded chocolates/bars/lollipops/confections with a variety of fillings;
- Miniature, individual cakes, or petits fours: The production of a variety of different individual cakes and biscuits with components to be presented combined or singularly;
- Presentation piece (large and small) – These can be made from sugar, pastillage, chocolate, nougatine, marzipan, baked goods, or any combination of the above media;
- Modelling: sculpting by hand two or more identical figures in modelling mediums;

- Pastry products: pastry products based on yeast, puff pastry, short pastry, choux, sweet, or sablé doughs and which in some products could include savoury;

Any of the above could include mystery or surprise elements, not necessarily from the same section in the WSOS in section 2.1.

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 is circulated on the WorldSkills website. Mystery elements are excluded. It is the responsibility of every Expert to provide translation in their Competitor's preferred languages.
At the Competition on C-2	The mystery elements are presented to Experts and Competitors.

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 without the mystery elements are circulated three (3) months prior to the competition.

The mystery elements of the Test Project modules are presented to Experts and Competitors on C-2.

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

There is no 30% change required to be made to the Test Project/modules at the Competition. Exceptions are amendments to technical errors in the Test Project documents and to infrastructure limitations.

The mystery elements constitute the required changes.

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.

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

All Experts must submit their Competitor's specific and total ingredients order for the declared modules in English by four (4) weeks prior to the Competition to the Skill Competition Manager and the Workshop Manager via email. This can comprise any selection of ingredients which appear on the Infrastructure List. This is essential to ensure the Competitor receives their ingredients in order to compete.

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.

Topic/task	Best practice procedure
Competitor setting up	- On C-2 Competitors will have an opportunity to visit their respective workplaces and receive general information. The Competitors of the first group to compete is allowed half an hour to prepare their workstations. - On C-2 each Competitor will set-up an equipment trolley during Familiarization Day with their personal equipment. This trolley is provided by the Competition Organizer. - All personal equipment is to be stored on a trolley provided and removed at the end of each Competitor's competition day, to be locked in a room, and monitored by two Experts selected by the Chief Expert. - Equipment supplied by the Competition Organizer must be left complete and ready to use by the next Competitor. - Once vacated the Competitor due to compete next is allowed half an hour to set up their equipment on the stand, ready to start work. - No food materials are to be handled during these set-up times except for melting chocolate and cocoa butter colours. - Recipes can be taken from any cookbook or from personal collections but must not be in electronic form. - No Mise en Place can be carried over to the next competition day.

7 Skill-specific safety requirements

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

Task	Oven gloves	Safety shoes	Sturdy shoes with closed toe and heel	Hairnet/hat/ beard protection	Protective kitchen clothing	Sugar gloves	Fabric apron
General PPE for safe areas			√				
Use of the oven and the ultra-freezer	√		√	√			
At Competitor workstation/kitchen		√		√	√		
Preparation of food			√	√	√		
Working with isomalt or sugar						√	√

- All Competitors must wear a chef's jacket, long black or finely chequered trousers, fabric apron, safety shoes, and hats with hairnets if hair is long. No visible jewellery is allowed;
- All Experts' uniforms should consist of long black trousers, flat safety shoes, chef's jacket, and hat. In all cases jewellery should be minimal;
- Interpreters must wear an overall and closed-in flat shoes when going into the Competition areas.
- All Competitors must know how to use all the equipment on site prior to starting the Competition;
- When cooking, reheating, or working with isomalt or sugar a fabric apron and sugar gloves must be worn, plastic aprons are prohibited. A microwave must not be used for the cooking or reheating process, only stove top or induction plate with a saucepan is allowed, blow torches are also allowed.

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

Competitors may bring one toolbox with the total external volume not exceeding 0.77 m³.

(Volume = Length x Height x Width, or V = L x H x W)

Volume measurement does not include a packing crate, other protective packing material, palette for transportation, wheels, etc.

Competitors equipment is restricted to that which can be stored on **one** trolley of overall size 700 mm x 540 mm x 1700 mm (pâtissier specification trays 600 mm x 400 mm) provided for the duration of the competition.

- In addition, Competitors can bring one piece of hand luggage into the workshop; suitcase of maximum dimensions 560 mm x 450 mm x 250 mm for transporting personal small items such as knives, piping tubes, cutters etc;
- Timing and transportation of toolboxes is at the discretion of each Member Country

8.3 **Materials, equipment, and tools supplied by Competitors**

Following items are allowed to be carried in the toolbox:

Description	Quantity	Photo
Clothing/uniform, appropriate footwear compliant with safety regulations (no sport shoes or runners are allowed)		
Knives		
Palette knives		
Scissors		
Metal Moulds, frames, tins – large and small		
Silicone moulds – large and small		
Chocolate moulds		
Baking beans		

Description	Quantity	Photo
Decorating utensils, cutters, and presses		
Moulding tools		
Dough cutters		
Piping tubes		
Decorating combs, scrapers, smoothers		
Dipping forks		
Brushes		
Thermometers		
Sugar sifters		
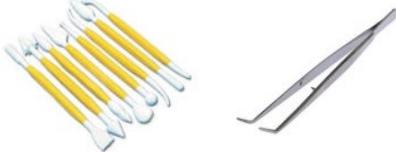
Description	Quantity	Photo
Mandolin		
Grater		
Timer		
Whipper (with gas cylinder chargers		
Measuring spoons or cups		
Mini rolling pin		
Whisk		
Scales		
Juice squeezer		

Description	Quantity	Photo
Spatulas		
Cake stand		
Silicone/vinyl mats and noodles		
Air brush and pump		
Turntable		
Lidded containers		
Acetate ribbon		
Sugar pump		
Tape		

Description	Quantity	Photo
Chocolate spray gun		
Hot box/dehydrator		
Fan/hairdryer		
Cotton gloves (chocolate)		
Rubber gloves (sugar work)		
Spirit level		
Travel adapter/power board		
Food colours (powder, paste, cocoa butter, liquid colour) and food grade metallic powders and leaves		

Equipment is restricted to that which is stored on the trolley; toolboxes are removed without further access until the end of the competition.

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

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

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

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

Thermomix food processors and equivalent programmable machines cannot be used during the competition.

No electronic equipment is allowed to be used in the workshop by Competitors.

Experts are not permitted to use mobile phones anywhere standing the workshop.

Furthermore, Competitors and Experts are prohibited to bring any materials or equipment not listed in section 8.3 and section 8.4.

8.6 Proposed workshop and workstation layouts

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

Example workshop layout
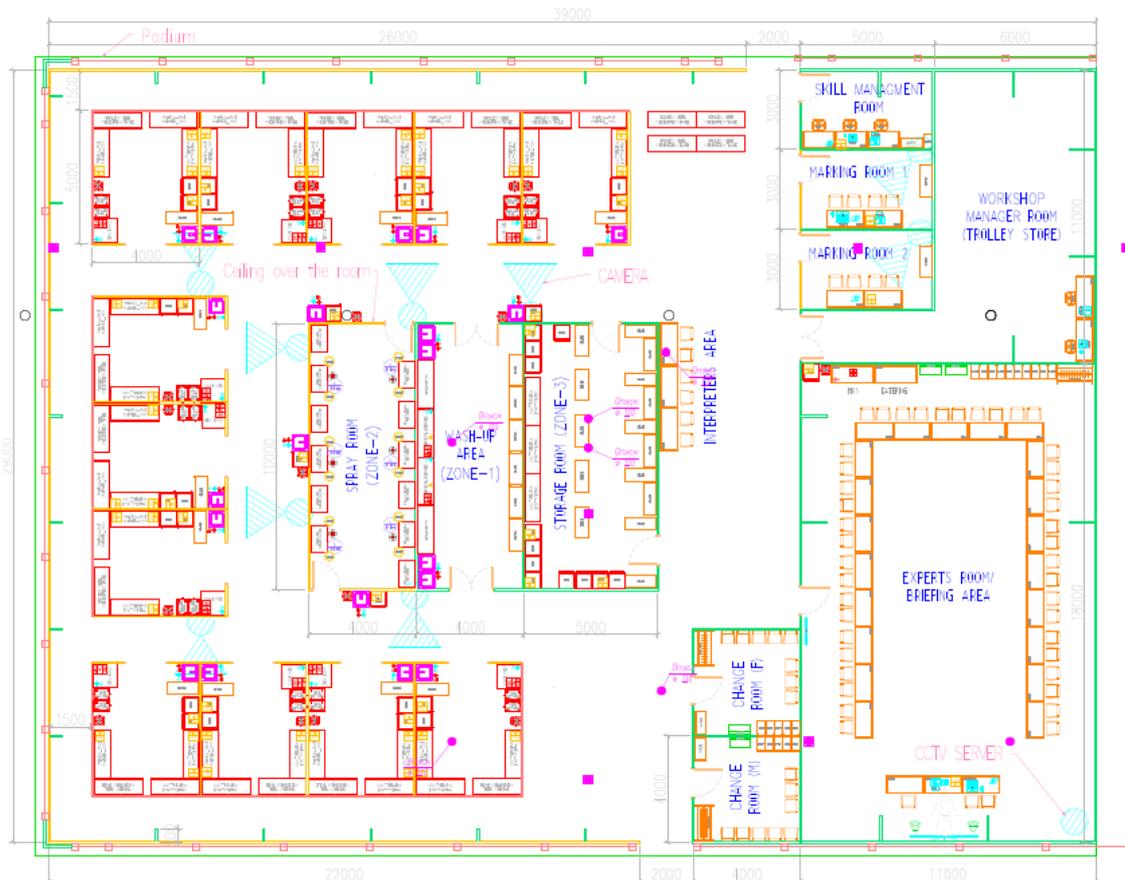
9 Skill-specific rules

Skill-specific rules cannot contradict or take priority over the Competition Rules. They do provide specific details and clarity in areas that may vary from skill competition to skill competition. This includes but is not limited to personal IT equipment, data storage devices, Internet access, procedures and 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 rules
Use of technology – personal laptops, tablets, and mobile phones	• Skill Competition Manager, Chief Expert, Deputy Chief Expert, Experts and Interpreters are allowed to use personal laptops and tablets in the Expert room only. These can be brought into the workshop each day and removed at the end of the day. • Experts and Interpreters are not allowed to bring mobile phones into the workshop. If brought in, then they must be locked in the locker and can only be removed at lunchtime and at the end of the day. At that time, they can only be used outside the workshop. • Competitors are not allowed to bring into the workshop and use personal laptops, tablets, mobile phones, or music devices. If brought in they must be locked in the locker until the end of the day.
Use of technology – personal photo and video taking devices	• Skill Competition Manager, Chief Expert, Deputy Chief Expert, Competitors, Experts, and Interpreters are allowed to use personal photo and video taking devices in the workshop at the conclusion of the competition on C4 only. • The Skill Competition Manager, Chief Expert and/or Deputy Chief Expert may take photos of work to keep a record on the tablet supplied by WorldSkills.

10 Visitor and media engagement

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

The following ideas may be considered in order to maximize visitor and media engagement.

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

11 **Sustainability**

This skill competition will focus on the sustainable practices below:

To support sustainability in this competition we should be aware of the following points during the entire process (prior to, during, and after the actual competition days);

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

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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; 7512
- ESCO: (https://ec.europa.eu/esco/portal/home)
- O*NET OnLine (www.**onet**online.org/)

This WSOS (Section 2) appears to relate most closely to *Confectioner*:
http://data.europa.eu/esco/occupation/e00c46c4-bd3c-4d88-8d30-fc6f951554bd

and *Pastry Chef*:
http://data.europa.eu/esco/occupation/e00c46c4-bd3c-4d88-8d30-fc6f951554bd

These links also enable a review of adjacent occupations.

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
Gumnut Patisserie (Australia)	Tracy Nickl, Owner