



TECHNICAL DESCRIPTION **BAKERY**



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

The Technical Description consists of the following:

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Stefan Praschl
Chair Technical Committee

Michael Fung
Vice Chair Technical Committee

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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

Bakery

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

The baker is a highly skilled professional who produces a wide range of bread and pastry items. They will produce various bakery products such as instant breads, sweet doughs, rye breads, croissants, brioche, artisan breads and puff pastry products commercially. These items will appear in a large number of bakeries. Bakers may also have to produce elaborate display decorative breads using creative skills.

A high degree of specialist knowledge and skill is required. Bakers will have undergone years of training in order for them to develop the level of skill required. They will be proficient in wide range of specialist techniques; to mix, process and bake the variety of breads needed. An artistic talent and attention to detail are required alongside the ability to work effectively and economically in order to achieve outstanding results within set timeframes.

Bakers must have a good understanding about reformulating recipes and adapting to a changing environment. The ability to work on their own initiative is essential. They will use a range of specialist equipment and materials. The professional baker must take account of the quality of ingredients, respect those ingredients and work to high levels of food hygiene and safety.

Specialist bakers are likely to work in high quality hotels, smaller country bakeries or specialised bakeries. It is often the case that specialist retail shops sell hand-made and decorated pastry products, artisan breads and decorative doughs, which are prepared using the skills of a specialist baker.

1.2 THE RELEVANCE AND SIGNIFICANCE OF THIS DOCUMENT

This document contains information about the standards required to compete in this skill competition, and the assessment principles, methods and procedures that govern the competition.

Every Expert and Competitor must know and understand this Technical Description.

In the event of any conflict within the different languages of the Technical Descriptions, the English version takes precedence.

1.3 ASSOCIATED DOCUMENTS

Since this Technical Description contains only skill-specific information it must be used in association with the following:

- WSI – Competition Rules
- WSI – WorldSkills Standards Specification framework
- WSI – WorldSkills Assessment Strategy (when available)
- WSI – Online resources as indicated in this document
- Host Country – Health and Safety regulations



2 THE WORLDSKILLS STANDARDS SPECIFICATION (WSSS)

2.1 GENERAL NOTES ON THE WSSS

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

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

In the skill competition the assessment of knowledge and understanding will take place through the assessment of performance. There will not be separate tests of knowledge and understanding.

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

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

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

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



2.2 WORLDSKILLS STANDARDS SPECIFICATION

SECTION		RELATIVE IMPORTANCE (%)
1	Work organization and management	10
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none">• Basic principles involved in accurately combining ingredients in order to produce products• The manipulation of raw materials through production techniques• The factors bearing on ingredients used in bakery including seasons, availability, costs, storage and use• The impact of various flours and ingredients on the finished product• The range of pre-mixes and concentrates used in commercial baking• The physical changes that take place within bakery products during the baking process• The range of tools and equipment used in bakery• The importance of oven conditions and their control: temperature, humidity, supply of top and bottom heat, damper control• Colour applications, taste combinations and texture co-ordination• Finesse and artistic appreciation• The importance of minimising waste and maximising sustainability• Legislation and good practice relating to the purchase, storage, preparation, cooking and service of food products• Legislation and safe working practices in a bakery or kitchen and for using commercial equipment• Causes of deterioration of food• Quality indicators for fresh and preserved foods• Principles of business	



	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Prepare and correctly use tools and equipment • Prioritize and plan work effectively to work within a given time • Comply with all health and safety and food hygiene regulations and best practice • Show respect for raw materials • Use ingredients cost-effectively and minimise waste • Prepare products within prescribed costs • Pre-order goods and materials accurately for planned work • Work efficiently and cleanly, paying attention to the workplace and the people in it • Demonstrate good work flow skills • Demonstrate inspiration, flair and innovation in design and work techniques • Work within given themes • Follow detailed written and verbal instructions • Produce large quantities of bakery products to a consistent standard • Be consistent with size and weight of products in order to maintain customer satisfaction and profit margins • Use pre-mixes and concentrates as appropriate • React professionally and effectively to unexpected situations • Work to deadlines 	
2	Food Hygiene and Health and Safety	10
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • 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 food. 	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Work hygienically and account for sanitary regulations for food storage, preparation, cooking and service (HACCP) • Store all commodities safely and hygienically • Ensure all work areas are cleaned based on the highest standards • Apply the business internal HACCP concept to the last detail • Work safely and uphold accident prevention regulations • Use all tools and equipment safely and within manufacturer's instructions • Promote health and safety and food hygiene within the working environment 	



3	Communication and Interpersonal Skills	5
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • The importance of displays and notices as sales and communication tools • Legal restrictions on the presentation of promotional materials • The importance of appearance when on public view and dealing with customers • The importance of effective communications across teams, colleagues, contractors and other professionals • The need to communicate effectively with customers 	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Have a professional dialogue with customers • Work effectively with colleagues and other professionals • Be an effective team member • Display products in order to maximise sales • Always pay attention to own cleanliness and appearance • Communicate effectively with colleagues, teams and customers • Provide advice and guidance on specialist matters to managers, colleagues and customers • Propose solutions and discuss with goal orientated attitude, arrive at common solutions • Plan and implement promotions 	
4	Breads	25
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • The factors that impact on the performance of yeast • The use of yeast in its various forms • The stages in the bread producing process • The range of large and small bread products • The range and characteristics of bread products from around the world • The importance of appearance, texture and taste • How bread products should be displayed for sale • How bread products should be stored 	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Combine dry and liquid ingredients to make a dough • Knead the dough in order to develop the gluten to give it stretch and strength • Prove the dough to develop its aeration and structure • Knock back the dough in order to create a uniform texture • Shape bread products consistently and to pre-determined shapes 	



5	Sweet and Enriched Yeast Products	15
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • The factors that impact on the performance of yeast • The use of yeast in its various forms • The range of sweet and enriched dough products • How to produce and enriched dough enhancing with such ingredients as sugar, eggs, butter and milk • The impact of enriching ingredients on the proving process • How sweet or enriched dough products should be displayed for sale • How sweet or enriched dough products should be stored. 	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Produce a range of sweet or enriched doughs • Produce a range of bakery products using sweet or enriched dough • Produce products in bulk to a consistent size, shape, appearance, flavour and standard • Use appropriate flavourings effectively • Finish or decorate products as appropriate • Display products for sale 	
6	Savoury Products	15
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • The range of savoury products produced by the baker • The range and uses of doughs and pastes used in producing savoury baked products • Ingredients used to produce savoury products including; meat, fish, dairy products, vegetables, herbs and spices 	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Produce doughs or pastes used in savoury bakery products • Make a range of savoury products • Devise products demonstrating innovation and flair • Produce products in bulk to a consistent size, shape, appearance, flavour and standard • Use appropriate ingredients and flavourings effectively • Finish or decorate products as appropriate • Display products for sale • Store both hot and cold products safely and hygienically at the point of sale 	
7	Laminated Products	10
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • The principle of lamination as a form of raising a paste or dough • The range of laminated pastes and doughs used in bakery products • Methods of making and using laminated pastes and doughs 	



	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Produce high quality laminated pastes and doughs • Produce bakery products using laminated pastes and doughs including Danish pastries, croissants, pain au chocolat and puff pastry products • Produce products in bulk ensuring that the quality, size and finish remains consistent • Finish or decorate products • Display products for sale • Store products safely and hygienically at the point of sale 	
8	Display Pieces	10
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • The purpose and function of display pieces • The importance of creativity of design • Various techniques used to produce display pieces • The hygiene implications of displaying edible pieces 	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Design display pieces based on clients' briefs • Create designs that take account of the purpose of the pieces and the environment where they will be displayed • Create display pieces to meet specifications 	



3 THE ASSESSMENT STRATEGY AND SPECIFICATION

3.1 GENERAL GUIDANCE

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

Expert assessment practice lies at the heart of the WorldSkills Competition. For this reason it is the subject of continuing professional development and scrutiny. The growth of expertise in assessment will inform the future use and direction of the main assessment instruments used by the WorldSkills Competition: the Marking Scheme, Test Project, and Competition Information System (CIS).

Assessment at the WorldSkills Competition falls into two broad types: measurement and judgment. These are referred to as **objective** and **subjective**, respectively. For both types of assessment the use of explicit benchmarks against which to assess each Aspect is essential to guarantee quality.

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

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

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



4 THE MARKING SCHEME

4.1 GENERAL GUIDANCE

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

The Marking Scheme is the pivotal instrument of the WorldSkills Competition, in that it ties assessment to the standards that represent the skill. It is designed to allocate marks for each assessed aspect of performance in accordance with the weightings in the Standards Specification.

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

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

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

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

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

4.2 ASSESSMENT CRITERIA

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

Assessment Criteria are created by the person(s) developing the Marking Scheme, who are free to define criteria that they consider most suited to the assessment and marking of the Test Project. Each Assessment Criterion is defined by a letter (A-I).

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

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



4.3 SUB CRITERIA

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

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

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

4.4 ASPECTS

Each Aspect defines, in detail, a single item to be assessed and marked together with the marks, or instructions for how the marks are to be awarded. Aspects are assessed either objectively or subjectively and appear on the appropriate marking form.

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

The sum of the marks allocated to each Aspect must fall within the range of marks specified for that section of the skill in the Standards Specification. This will be displayed in the Mark Allocation Table of the CIS, in the following format, when the Marking Scheme is reviewed from C-8 weeks. (Section 4.1)

CRITERIA										TOTAL MARKS PER SECTION
STANDARD SPECIFICATION SECTIONS										
TOTAL MARKS PER CRITERION										100

SAMPLE OF TABLE FROM CIS



4.5 SUBJECTIVE MARKING

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

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

4.6 OBJECTIVE MARKING

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

4.7 THE USE OF OBJECTIVE AND SUBJECTIVE ASSESSMENT

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

SECTION	CRITERION	MARKS		
		Subjective	Objective	Total
A	Mise en place /Preparation/Hygiene/ Work process/Waste Communication/Recipes	10	5	15
B	Display Pieces	20	5	25
C	Bread and Rolls	10	5	15
D	Mystery Breads	10	5	15
E	Laminated Products	8	2	10
F	Sweet and enriched Products	8	2	10
G	Savoury Product	8	2	10
Total		74	26	100



4.8 COMPLETION OF SKILL ASSESSMENT SPECIFICATION

The skill assessment criteria are clear and concise aspect specifications which explain exactly how and why a particular mark is awarded.

Module A: Mise en place/Preparation

- Preparation of tools and equipment;
- Basic treatment of raw materials/ingredients;
- Preparation of semi-finished products;
- Hygiene;
- Recipes

Module B: Display Pieces.

- Different techniques;
- Creativity and finesse;
- Hygiene/work processes/waste;
- Design and general impression;
- Time;
- Size.

Module C: Bread and Rolls

- Creativity/Harmony;
- General impression;
- Taste and texture;
- Weight;
- Time;
- Quantity;
- Variety;
- Hygiene/work processes/waste.

Module D: Mystery Breads

- Creativity/Harmony;
- General impression;
- Taste and texture;
- Weight;
- Time;
- Quantity;
- Use of mystery ingredients;
- Hygiene/work processes/waste.

Module E: Laminated Products

- Lamination technique/ingredients;
- Creativity and finesse;
- Finishing, decoration, general impression;
- Taste and texture;
- Time;
- Weight;
- Size;
- Hygiene/work processes/waste.



Module F: Sweet and enriched Products

- Technique;
- Creativity and finesse;
- Uniformity;
- Taste and texture;
- Quantity;
- Time;
- Weight;
- Size;
- Hygiene/work processes/waste.

Module G: Savoury Product

- Creativity;
- Taste and texture;
- Quantity;
- Time;
- Weight;
- Size;
- Hygiene/work processes/waste.

4.9 SKILL ASSESSMENT PROCEDURES

The Experts that attend the Competition will be divided into rotating mixed groups.

Experts will maintain supervision of the Competitors during the Competition period.

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



5 THE TEST PROJECT

5.1 GENERAL NOTES

Sections 3 and 4 govern the development of the Test Project. These notes are supplementary.

Whether it is a single entity, or a series of stand-alone or connected modules, the Test Project will enable the assessment of the skills in each section of the WSSS.

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

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

The Test Project will enable knowledge and understanding to be assessed solely through their applications within practical work.

The Test Project will not assess knowledge of WorldSkills rules and regulations.

This Technical Description will note any issues that affect the Test Project's capacity to support the full range of assessment relative to the Standards Specification. Section 0 refers.

5.2 FORMAT/STRUCTURE OF THE TEST PROJECT

The Test Project is a series of separately assessed modules.

5.3 TEST PROJECT DESIGN REQUIREMENTS

The Test Project should include and assess the skills described in section 2.2 in this document, as well as being composed and formatted in accordance with item 5.2 and be in accordance with current standards. It should be noted that the Test Project must have a recreational purpose, namely, to simulate a real application, even though it may not be used in practice due to its dimensions, power, strength, etc.

- A module must be dedicated to "mise en place" (preparation);
- One of the models must be the artistic piece, and its presentation should be on the third day of Competition. The execution of the artistic sample should be divided into three phases during the first day of Competition;
- One module should include bread making made with sweet dough, with 75% of them being filled;
- One module must be dedicated to the production of puff pastry (fermented) with sweet filling;
- One module must be used for making "salty dough" bread, where four varieties of bread must be prepared, differing in size and composition; one of which must be a specialty bread of the Competitor's country of origin;
- One module must include the manufacture of 03 types of salty snacks, one of which has to be "Quiche" and the others are small salty "appetizer types";
- A module must be allocated for the preparation of a type of bread made with ingredients from a mystery basket.



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 is developed by all Experts.

For WSC2015, four months before the Competition, the Experts make proposals for the Test Project Modules on the discussion forum.

For WSC2015, three months before the Competition, the Test Project modules will be selected through a vote on the discussion forum.

For WSC2017 all Experts have the opportunity to bring module proposals for the upcoming Competition to the previous Competition. These can then be discussed and selected, by a vote of all the Experts during the previous Competition preparation period.

5.4.2 How and where is the Test Project or modules developed

The Test Project is developed independently by the Skill Experts for WSC2015.

For WSC2017, the Test Project is developed by all the Experts during the previous Competition and finalized by the end of the Competition.

All Test Projects proposals for WSC2017 are discussed and revised by all the Experts until a definitive new Test Project is agreed upon by the majority of Experts.

5.4.3 When is the Test Project developed

The Test Project is developed at least three months before the Competition and presented with the Assessment forms (CIS).

TIME	ACTIVITY
WSC2015 - Four months prior to the Competition	Experts make Test Project module proposals on the forum
WSC2015 – Three months prior to the Competition	Experts select the Test Project modules by vote on the forum
WSC2015 - At the Competition	Experts propose the 30% change to the Test Project modules. The changes are selected by vote of the Experts.
WSC2017 – At the current Competition	Experts bring Test Project module proposals for the following competition. Experts agree by vote on the Test Project modules for the following competition.

5.5 TEST PROJECT VALIDATION

The modules are finalized by Experts once all have arrived at the Competition to confirm that they can be completed in the allotted time with the materials and equipment provided.



5.6 TEST PROJECT SELECTION

The Test Project modules are selected by vote of Experts at the previous Competition

5.7 TEST PROJECT CIRCULATION

The Test Project is circulated via the website as follows:

For WSC2015, Test Project modules are circulated 3 months prior to the Competition.

The Competitors will be given all Competition documents including the Mark Summary Form on Familiarization Day C-2 so that they may study the requirements in their preferred language. It is the responsibility of the Expert from each country/region to provide a translation in their Competitor's preferred languages.

For WSC2017, Test Project modules are circulated immediately after the current competition.

5.8 TEST PROJECT COORDINATION (PREPARATION FOR COMPETITION)

Coordination of the Test Project will be undertaken by the Chief Expert.

5.9 TEST PROJECT CHANGE AT THE COMPETITION

After defining the Test Project proposals that will follow the process, each of the Experts that sent their proposal must present a suggested modification of at least 30% for each of them. The Chief Expert constitutes groups of Experts to proceed with the changes for each module of the randomly selected Test Project.

A 30% change which has been discussed and agreed by all Experts and the Skills Management Team will be announced to the Competitors shortly before the Competition commences.

5.10 MATERIAL OR MANUFACTURER SPECIFICATIONS

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

All equipment and raw materials specifications are prepared by the Workshop Manager and are posted on the Infrastructure List as early as possible but by a minimum of 12 weeks before the Competition.

All Experts must submit their Competitor's specific and total ingredients order in English by four (4) weeks before the Competition. This can be any selection of ingredients which appear on the Infrastructure List. This is essential.

Every Competitor is allowed to bring with them two non-perishable ingredients (which do not exist on the Infrastructure List).

All Experts must submit a list of which equipment on the Infrastructure List their Competitor will not be requiring. This should be done four weeks before the Competition. This is essential.



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
- Marking Schemes
- Test Projects
- Infrastructure List
- Health and Safety documentation
- Other Competition-related information

6.3 TEST PROJECTS [AND MARKING SCHEMES]

Circulated Test Projects will be available from www.worldskills.org/testprojects 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 Chief Expert. The Skill Management Team comprises the Jury President, Chief Expert and Deputy Chief Expert. The Skill Management Plan is progressively developed in the six months prior to the Competition and finalized at the Competition by agreement of the Experts. The Skill Management Plan can be viewed in the Expert Centre (www.worldskills.org/expertcentre).



7 SKILL-SPECIFIC SAFETY REQUIREMENTS

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

- Skill-specific safety requirements for Confectioner/Pastry Cooks are:
- All Competitors must wear a chef's jacket, long black or finely chequered trousers, safety shoes and hats. 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;
- All Competitors must know how to use all the equipment on site before starting the Competition;
- All Competitors must be aware of all dangers associated in working in a hot kitchen and be aware of the specific Health and Safety regulations of the Competition Organizer.



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

At each Competition, the Experts must review and update the Infrastructure List in preparation for the next Competition. Experts must advise the Technical Director of any increases in space and/or equipment.

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

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

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

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

- Small equipment and utensils (knives, cutters etc.);
- Food colouring materials in powder, paste, liquid or natural form;
- Food Spices
- Two non-perishable ingredients of Competitor's choice will be allowed, but must be declared upon opening of the toolbox. In case of bringing flour, it is allowed to bring a maximum of 5 kg of flour.

8.3 MATERIALS, EQUIPMENT AND TOOLS SUPPLIED BY EXPERTS

Not applicable

8.4 MATERIALS AND EQUIPMENT PROHIBITED IN THE SKILL AREA

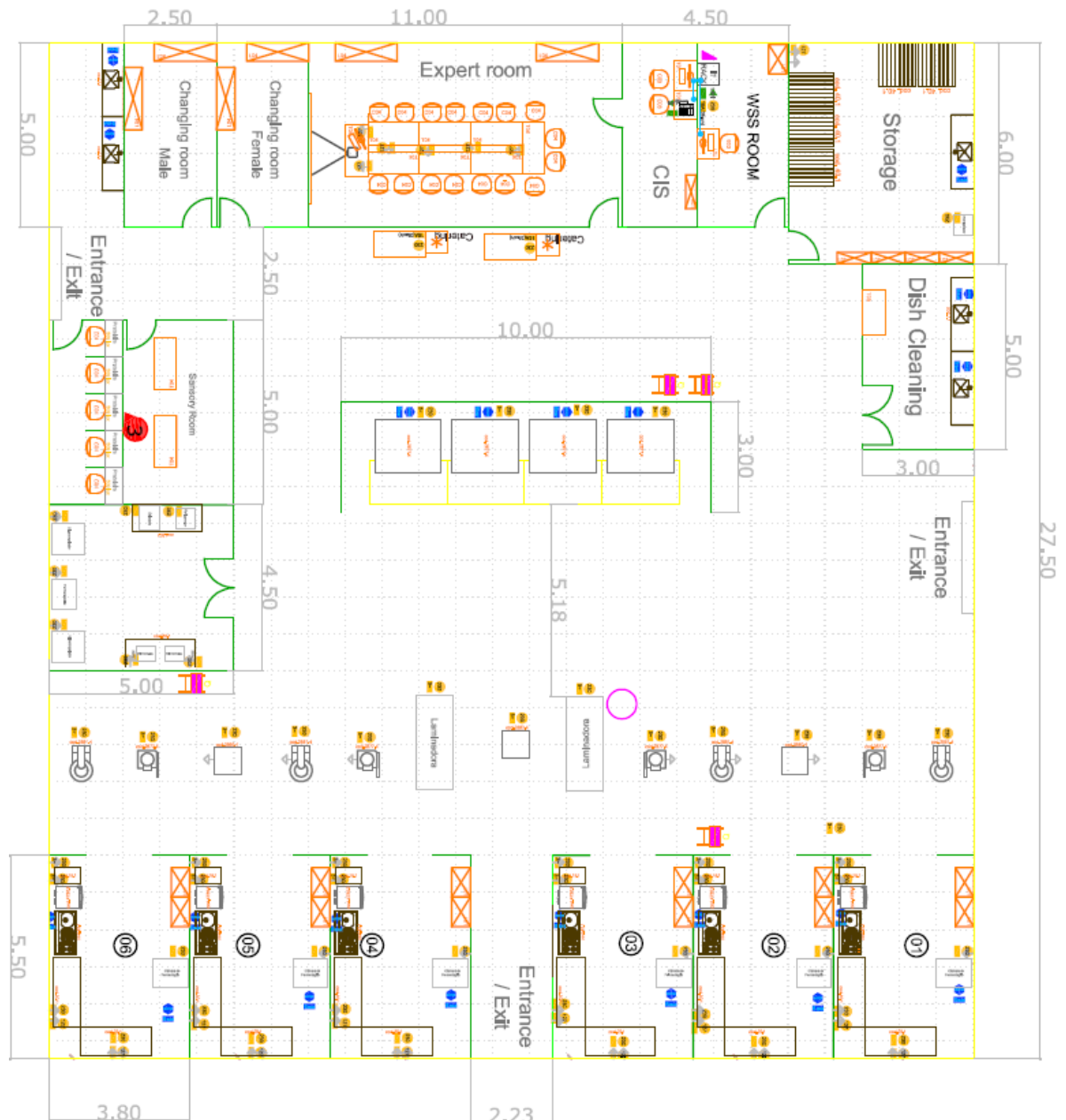
All other food ingredients not specified in paragraphs 8.1 and 8.2.



8.5 PROPOSED WORKSHOP AND WORKSTATION LAYOUTS

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

Example workshop layout:





9 VISITOR AND MEDIA ENGAGEMENT

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

- Have a Go: visitors are able to try a skill with 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 in order 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) in order to ensure uniformity throughout the stand;
- Career opportunities: World travel is a distinct possibility as there is a shortage of good bakers throughout the world. Opportunities which exist in hotels and restaurants, schools, developmental areas, own businesses, .etc. should be well presented;
- Daily reporting of Competitor status is not encouraged in this skill area.



10 SUSTAINABILITY

In order to support sustainability of this competition we should be aware of the following points

- During the entire process (before, during and after the actual competition days);
- Recycling of waste products;
- Encouraging the use of 'green' materials;
- Re-use of completed products from the Test Project modules after Competition;
- Order lists based on the Infrastructure List: Competitors/Experts should place a specific order list for raw materials based on the infrastructure list agreed upon by the Experts at the previous competition;
- The ingredients must be ordered four weeks before the competition and this order should constitute as much as possible of their entire order requirements;
- Control of the equipment required from the Infrastructure list by each Competitor/Expert – equipment not required from the host country should be declared by the Expert/Competitor four weeks before the Competition;
- 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.