



# TECHNICAL DESCRIPTION COOKING



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

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# 1 INTRODUCTION

## 1.1 NAME AND DESCRIPTION OF THE SKILL COMPETITION

### 1.1.1 The name of the skill competition is

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 restaurants and hotels, welfare catering such as hospitals and residential homes and industrial sites providing catering services to staff. The range of skills and customer expectations will vary according to the work-place. There is also a direct relationship between the nature and quality of the service provided and the payment made by the customer or corporate client. As well as the skill of cooking, the role of a chef will also demand further skills that relate to cooking in a commercial setting and therefore working to a budget or expected profit margin. These skills include menu compilation and costing, control and correct storage of stock, planning work for self and others and managing a kitchen brigade.

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

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

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

Effective communication skills are essential for the chef. A professional kitchen is a high pressure environment where teams of chefs specializing in various producing aspects of the menu work together to produce the entire meal. Co-ordination of the kitchen brigade is essential to quality assure the dishes being sent to the restaurant and to meet very tight time frames. In addition, the kitchen team need to work effectively with other departments in the hotel or restaurant to ensure a good overall experience for the guest.

With globalization of cuisine, chefs can work all over the world. Talented chefs are always in demand and have opportunities to travel and work in some of the most interesting and exciting global destinations. This carries with it the need to appreciate diverse cultures, especially with regard to dietary requirements and traditions.

## 1.2 THE RELEVANCE AND SIGNIFICANCE OF THIS DOCUMENT

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

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

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



## 1.3 ASSOCIATED DOCUMENTS

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

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



## 2 THE WORLDSKILLS STANDARDS SPECIFICATION (WSSS)

### 2.1 GENERAL NOTES ON THE WSSS

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

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

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

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

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

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

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

### 2.2 WORLDSKILLS STANDARDS SPECIFICATION

SECTION		RELATIVE IMPORTANCE (%)
1	Work organization and management	5
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"><li>• All internal business regulations</li><li>• The organization and structure of the hospitality and restaurant service industry</li><li>• The importance of effective teamwork</li><li>• The use and care of speciality tools used in gastronomy</li><li>• The role of the professional chef in producing menus and dishes in a business environment</li><li>• The importance of continuous professional development to maintain knowledge of current trends and fashions within culinary arts</li><li>• How to plan a well-balanced menu for a range of occasions and situations and within given restrictions and budgets</li></ul>	



	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> <li>• Maintain quality standards throughout production, even when under pressure</li> <li>• Prepare work plans for single dishes and plan schedules for the preparation of a menu. Plan daily work for self and others</li> <li>• Co-ordinate all preparatory tasks (mise en place) prior to serviced</li> <li>• Prioritize work to differentiate important issues from lesser important ones</li> <li>• Optimize work flow</li> <li>• Function effectively in every area of the kitchen</li> <li>• Account for time and staff resource</li> <li>• Detect conflicts, address them and find solutions with the team</li> <li>• Apply energy saving practices when using cooking equipment</li> <li>• How to operate all commercial kitchen equipment and technology properly and safely</li> <li>• Apply legal requirements for the description and sale of menu items</li> <li>• Be responsive and flexible to unforeseen situations</li> <li>• Adapt working methods to the situation and be an effective member to the team</li> <li>• Make suggestions for improvement of operational procedures</li> <li>• Create and adapt recipes with own ideas and develop them further</li> <li>• Demonstrate a feel and understanding of ingredients and be able to create dishes without recipes</li> <li>• Treat all goods with respect and economic resourcefulness</li> <li>• Judge personal performance ability and avoid unnecessary stress</li> <li>• Set goals independently and achieve them</li> <li>• Take personal responsibility for own continuous professional development</li> </ul>	
<b>2</b>	<b>Customer Service and Communication</b>	<b>5</b>
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> <li>• The characteristics of different types and styles of food service and when each would be appropriately used</li> <li>• The impact on food production of the various types of food service</li> <li>• The importance of the menu as a sales and communication tool</li> <li>• Legal restrictions on promotional materials and menu presentation</li> <li>• The importance of appearance when on public view and dealing with customers</li> <li>• The importance of effective communications within the team, with customers and contractors</li> </ul>	



	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> <li>• Pay attention to own cleanliness and appearance at all times</li> <li>• Communicate effectively with colleagues, teams and customers</li> <li>• Apply appropriate food service styles to the situation and clientele</li> <li>• Demonstrate awareness that the hospitality and catering industry is a customer service orientated industry</li> <li>• Provide advice and guidance on culinary matters to management, colleagues and customers</li> <li>• Propose solutions and discuss with goal orientated attitude, arriving at agreed solutions</li> <li>• Plan and implement meal promotions</li> </ul>	
<b>3</b>	<b>Food Hygiene and Health and Safety</b>	<b>20</b>
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> <li>• Legislation and good practice relating to the purchase, storage, preparation, cooking and service of food</li> <li>• Legislation and good practice for safe working practices in a kitchen and for using commercial catering equipment</li> <li>• The causes of deterioration of food</li> <li>• Quality indicators for fresh and preserved foods</li> </ul>	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> <li>• Work hygienically and account for sanitary regulations for food storage, preparation, cooking and service (HACCP)</li> <li>• Store all commodities safely and hygienically</li> <li>• Ensure all work areas are cleaned based on highest standards</li> <li>• The business internal HACCP concept is applied to the last detail</li> <li>• Work safely and uphold accident prevention regulations</li> <li>• Use all tools and equipment safely and within manufacturer's instructions</li> <li>• Promote health and safety and food hygiene within the working environment</li> </ul>	
<b>4</b>	<b>Ingredients and Menu Knowledge</b>	<b>5</b>
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> <li>• Market prices for ingredients and the correlation between price and quality</li> <li>• The nature and types of ingredients used in cookery</li> <li>• Product seasonal availability and value</li> <li>• The correlation between product quality, menu sophistication and gastronomic level</li> <li>• The nutritional properties of ingredients</li> <li>• The physical nutritional impact of cooking methods</li> <li>• Import regulations and restrictions that apply to some ingredients</li> <li>• Types and styles of menu</li> <li>• Balance in menu compilation</li> <li>• Issues surrounding sustainability and ethics when sourcing ingredients</li> <li>• The impact of culture, religion, allergies and intolerances and tradition on diet and cooking</li> </ul>	





	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> <li>• Advise on procurement of ingredients and equipment</li> <li>• Select appropriate product quality standards for menu, budget and situation</li> <li>• Recognize and comply with ingredient labelling</li> <li>• Apply nutritional principles in order to comply with guests' expectations and requirements</li> <li>• Identify the quality state of ingredients and recognize the signs of quality and freshness, e.g. appearance, aroma, structure etc.</li> <li>• Appraise and reject sub-standard goods</li> <li>• Select appropriate products for speciality meals</li> <li>• Compose menus for a variety of situations and occasions</li> <li>• Be accurate in menu preparation and account for obligatory declarations such as dietary and allergy information</li> <li>• Compile menus for a variety of occasions and settings</li> </ul>	
<b>5</b>	<b>Preparation of Ingredients</b>	<b>8</b>
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> <li>• The structure of a carcass and a poultry or game bird and the uses for all cuts of meat, poultry or game</li> <li>• Methods of butchering and preparing meat for cooking</li> <li>• The range of meats, game and poultry and their best uses</li> <li>• Cuts of meat, poultry and game commonly used in cookery</li> <li>• The range of fish and shellfish available and their suitable uses</li> <li>• Cuts of fish used in cookery</li> <li>• Methods of preparing fish and shellfish for cooking</li> <li>• The range of fruits, salad ingredients and vegetables used in cookery and their methods of preparation for cookery or use</li> <li>• Accepted vegetable cuts and their uses</li> <li>• The methods of making stocks and their uses</li> <li>• The equipment and tools used in butchery, fishmongery and the preparation of ingredients</li> <li>• The safe use and care of tools, especially knives</li> </ul>	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> <li>• Calculate, measure and weigh correct amounts of products</li> <li>• Apply excellent knife skills and common cutting techniques</li> <li>• Debone meat, poultry and game cuts and prepare for further processing</li> <li>• Trim and tie meats, poultry and game</li> <li>• Prepare, portion and fillet kitchen meat cuts</li> <li>• Prepare whole fish for further processing, scale, remove entrails, fillet</li> <li>• Prepare accepted portions of fish for further processing and cooking</li> <li>• Prepare stocks, sauces, marinades, accompaniments and dressings</li> <li>• Conclude and assemble the mise en place for the menu in its entirety</li> <li>• Independently take care of mise en place for functions and banqueting</li> <li>• Utilize unused mise en place for other applications</li> <li>• Make preparations for the production of pastry, bakery products and desserts</li> <li>• Produce a variety of pasta</li> </ul>	





6	Application of Cookery Methods	5
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> <li>• The range of cookery methods available and their appropriate uses for various ingredients and menus</li> <li>• The effects of cooking on ingredients</li> <li>• Types of sauces used in professional cookery and the rules for making sauces</li> <li>• Types of soups used in professional cookery and the rules for making soups</li> <li>• Classic garnishes and extensions to basic dishes</li> </ul>	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> <li>• Select the appropriate cooking equipment for the cooking method</li> <li>• Apply the correct cooking method for each ingredient and each dish</li> <li>• Apply a full range of cookery methods</li> <li>• Account for the cooking times</li> <li>• Combine and apply various cooking methods simultaneously</li> <li>• Account for shrinkage during cooking</li> <li>• Produce harmony of products, preparation methods and plating techniques</li> <li>• Align preparation methods with a gastronomic level</li> <li>• Follow recipes, adapting them as necessary and calculate ingredients based on covers required</li> <li>• Combine ingredients to achieve the required result</li> <li>• Produce a wide range of dishes including: <ul style="list-style-type: none"> <li>• Soups and sauces</li> <li>• Starters</li> <li>• Salads and hors d'oeuvres</li> <li>• Fish and shellfish dishes</li> <li>• Meat, poultry and game dishes</li> <li>• Vegetable and vegetarian dishes</li> <li>• Speciality and international dishes</li> <li>• Rice and pasta dishes</li> <li>• Pastry, bakery products, sweets and desserts</li> </ul> </li> <li>• Prepare and cook complex dishes combining ingredients to produce interesting and innovative dishes</li> <li>• Prepare regional, national and international dishes using recipes</li> <li>• Prepare and cook dishes for a range of meals including breakfast, lunch, afternoon tea, high tea and dinner</li> <li>• Apply modern technology and methodology in food production</li> </ul>	



7	Preparation and Presentation of Dishes	50
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> <li>• The importance of the presentation of food as part of the meal experience</li> <li>• The range of servicing dishes, plates and other presentation equipment available</li> <li>• Trends in food presentation</li> <li>• Styles of food service and their impact on the presentation of dishes</li> <li>• Accepted garnishes and accompaniments for traditional dishes</li> <li>• The importance of portion control in a commercial restaurant or catering operation</li> </ul>	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> <li>• Portion the components of a meal to provide the required yield</li> <li>• Clarify or thicken and enhance soups and sauces</li> <li>• Produce and present cold cut plate and assorted salads</li> <li>• Present food items for hot and cold buffets and self-service settings</li> <li>• Prepare accepted garnishes and use them for the effective presentation of dishes</li> <li>• Adjust preparation and plating styles to service methods</li> <li>• Taste dishes and apply seasonings, herbs and spices professionally</li> <li>• Present food attractively to enhance the meal experience and customer appreciation of the food</li> <li>• Present food using service equipment such as flats, tureens, dishes etc. present plated dishes on appropriate service plates or dishes to provide an attractive and pleasing appearance</li> <li>• Produce a variety of pasta</li> </ul>	
8	Food Purchase, Storage, Costing and Control	2
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> <li>• Seasonal availability and price variations of ingredients</li> <li>• The market process of common merchandise</li> <li>• The range and advantages of local, national and international suppliers</li> <li>• Common payment and shipment conditions</li> <li>• The process for ordering commodities and equipment</li> <li>• The factors that influence the menu price</li> <li>• The methods for calculating selling price based on ingredients' cost</li> <li>• The importance of economy and efficiency when preparing food</li> <li>• Product solutions such as recipe programmes, menu, merchandise systems, banquet systems etc.</li> <li>• The food storage solutions available</li> </ul>	



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

### 3.1 GENERAL GUIDANCE

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

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

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

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

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

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



## 4 THE MARKING SCHEME

### 4.1 GENERAL GUIDANCE

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

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

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

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

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

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

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

### 4.2 ASSESSMENT CRITERIA

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

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

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

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



## 4.3 SUB CRITERIA

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

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

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

## 4.4 ASPECTS

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

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

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

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

SAMPLE OF TABLE FROM CIS



## 4.5 SUBJECTIVE MARKING

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

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

## 4.6 OBJECTIVE MARKING

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

## 4.7 THE USE OF OBJECTIVE AND SUBJECTIVE ASSESSMENT

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

SECTION	CRITERION	MARKS		
		Subjective	Objective	Total
A	Hygiene	0	0	0
B	Preparation and timing	0	0	0
C	Presentation	0	0	0
D	Tasting	0	0	0
Total		TBC	TBC	100

## 4.8 COMPLETION OF SKILL ASSESSMENT SPECIFICATION

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

### Deductions

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

## 4.9 SKILL ASSESSMENT PROCEDURES

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

During the Competition each Expert will undertake judging in all areas, floor judging as well as blind tasting judging. This is timetabled across the four days of Competition.





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.

\*In the timings for service (Subjective marking) 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 agreed time, an additional time frame of further five minutes is agreed on, while Competitors will receive for each additional one minute delay a deduction of 0.1 mark. Thereafter, no points will be allocated at whole.

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 chief deputy 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 Subjective Blind Marking can only be a maximum of three points 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.



## 5 THE TEST PROJECT

### 5.1 GENERAL NOTES

Sections three and four govern the development of the Test Project. These notes are supplementary.

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

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

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

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

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

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

### 5.2 FORMAT/STRUCTURE OF THE TEST PROJECT

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

All Competitors run through the TEST project modules as indicated and voted over the two days of their competition – one module to be competed on each day with an alternate day off.

The two groups of Competitors will have their own mystery ingredients on their competition days.

The mystery ingredients or recipes of the modules will be chosen two days before competition (C-2) by drawings from the experts. The CE and DCE will put together three items for drawings in each category.

All food preparations will commence as indicated in the Test Projects as specified. Competitors are not permitted do preparations in advance.



## 5.3 TEST PROJECT DESIGN REQUIREMENTS

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

Over the four days, the Competitor must prepare (this list will be prepared by a working group by 31 August 2014):

- Module one – four hours
- Module two – four hours
- Module three – eight hours
- Module four – eight hours

50% of the Competitors will receive one basket of ingredients each morning, the remaining 50% in the afternoon on Day one and two. Food Ingredients for Competition Day two and three will be issued prior to the beginning of the Competition.

To complete daily modules (specified) for the duration of the Competition not exceeding 16 hours in total) ingredients required for all Test Project Modules must be ordered from the Ingredients List and submitted one month prior to the commencement to the Competition. No late orders specified on the date for submission by the CE and DCE are accepted and valid.

### **Food Commodity List/Market List**

The proposed ingredient list will be established by Experts prior to the departure of the current Competition. It is as a reference for the next competition and to be included in the Test Project Proposal for the next competition.

The final Market List (without pricing indication) is to be distributed 90 day prior to the next Competition to Experts and Competitors before the Competition and issued with base digital photos for obscure ingredients.

Extra ingredients not listed on ingredients list can be requested for consideration on the Forum via the Chief Expert four weeks prior to the Competition.

Competitors order their food commodities per module and be submitted four weeks prior to the competition to the SMT. If late receive of complete order list, competitors will carry a demerit point of two marking points.

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.

### **Mystery Food Components/Commodities**

Mystery box food commodities will be primarily identified and provided by the Chief Expert and Workshop Supervisor. The Mystery Food Commodities are to be introduced and discussed, voted and approved on Competition Day C-2.

### **Plating Dishes Made Available**

The prepared dishes must be arranged professionally and aesthetically on the plates/platters made available in the Infrastructure List as specified. Plating Dishes made available and used for all specific module criteria's will be drawn and voted on Day C-2 at each competition venue by all Experts.

### **Reference Book**

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



## 5.4 TEST PROJECT DEVELOPMENT

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

### 5.4.1 Who develops the Test Project or modules

The Test Project/modules are to be developed by an Expert group nominated by the CE at the previous Competition.

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

The Test Project/modules are developed jointly by the nominated Expert group and will be ready ten months prior to the next Competition. The development of the TP is prepared at the current Competition Site, discussed and voted by all Experts prior to be handed to the CE.

### 5.4.3 When is the Test Project developed

The Test Project is developed according to the following timeline:

TIME	ACTIVITY
At the previous Competition	The Test Project for the next Competition is developed, discussed and voted on prior to the completion of the current Competition and forwarded to the CE
Ten months prior to the Competition	The CE forwards the agreed Test Project for submission to the Technical Director

## 5.5 TEST PROJECT VALIDATION

The shortlisted Test Project proposals are assessed by the Experts for suitability and ability to be completed by the Competitors in the time allowed with the foreseen equipment and ingredients available. This is achieved by a majority agreement (50%+1) by the Experts in corporation with the Workshop Manager and Competition Organizer of next WorldSkills Competition.

## 5.6 TEST PROJECT SELECTION

The Test Project is selected as follows:

The Test Project/modules are developed by the nominated Expert group, discussed, voted and agreed jointly by all Experts prior to the departure of the current Competition and handed over to the CE.

The agreed Test Projects are submitted to the WSI Secretariat in accordance to time limitation issued to the CE. The Technical Director randomly selects one Test Project three months before the next Competition.

## 5.7 TEST PROJECT CIRCULATION

The Test Project is circulated via the website as follows:

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



## 5.8 TEST PROJECT COORDINATION (PREPARATION FOR COMPETITION)

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

## 5.9 TEST PROJECT CHANGE AT THE COMPETITION

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

## 5.10 MATERIAL OR MANUFACTURER SPECIFICATIONS

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



## 6 SKILL MANAGEMENT AND COMMUNICATION

### 6.1 DISCUSSION FORUM

Prior to the Competition, all discussion, communication, collaboration, and decision making regarding the skill competition must take place on the skill specific Discussion Forum (<http://forums.worldskills.org>). Skill related decisions and communication are only valid if they take place on the forum. The Chief Expert (or an Expert nominated by the Chief Expert) will be the moderator for this Forum. Refer to Competition Rules for the timeline of communication and competition development requirements.

### 6.2 COMPETITOR INFORMATION

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

This information includes:

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

### 6.3 TEST PROJECTS [AND MARKING SCHEMES]

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

### 6.4 DAY-TO-DAY MANAGEMENT

The day-to-day management of the skill during the Competition is defined in the Skill Management Plan that is created by the Skill Management Team led by the Chief Expert. The Skill Management Team comprises the Jury President, Chief Expert and Deputy Chief Expert. The Skill Management Plan is progressively developed in the six months prior to the Competition and finalized at the Competition by agreement of the Experts. The Skill Management Plan can be viewed in the Expert Centre ([www.worldskills.org/expertcentre](http://www.worldskills.org/expertcentre)).



## 7 SKILL-SPECIFIC SAFETY REQUIREMENTS

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

Skill-specific safety requirements include:

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

### **Competitor/Expert Uniform Code of Practice**

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

- White Chefs Jacket-Competitors;
- Professional Chefs Jacket-Experts;
- Black Chef's Trousers-ALL;
- Black Closed Safety Shoe-ALL;
- White Chef's Hat-ALL;
- White Apron-ALL;
- Kitchen Towel Cloth-Competitors.





## 8 MATERIALS AND EQUIPMENT

### 8.1 INFRASTRUCTURE LIST

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

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

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

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

Kitchen Chopping Board/Code of WorldSkills International Standard

The following colour-codes apply to all WorldSkills International Competition as a Base Guideline:

<b>RED</b>	Raw Food
<b>Blue</b>	Raw Seafood
<b>Yellow</b>	Raw Poultry
<b>Green</b>	Raw Vegetables and Fruits
<b>White</b>	Cooked Food

Toolboxes Guidelines/Size and Measures

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



#### Box 1

Length 0.6m

Depth/width 0.7m

Height 0.6m

Total 0.25m<sup>3</sup>

Space for 2 rows of 6 GN 1/1 = 12 GN 1/1



#### Box 2

Length 0.45m

Depth/width 0.65m

Height 0.95m

Total 0.28m<sup>3</sup>



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

- Each Competitor can bring their own equipment of choice. Every piece of equipment (also little toolboxes) must be stored completely in the box. The box must not be bigger than 0.3 cubic metres. They should include wheels to make them easy to move. The base area must not bigger than 0.7m x 0.7m;
- Each workstation will have room for one box only;
- The boxes must not be removed during the module;
- The box must make it possible to leave the workstation 20 minutes after end of the module. Toolboxes cannot be used as a work surface;
- Competitors can provide for themselves table decorations for their public food display table.

## 8.3 MATERIALS, EQUIPMENT AND TOOLS SUPPLIED BY EXPERTS

Not applicable.

## 8.4 MATERIALS AND EQUIPMENT PROHIBITED IN THE SKILL AREA

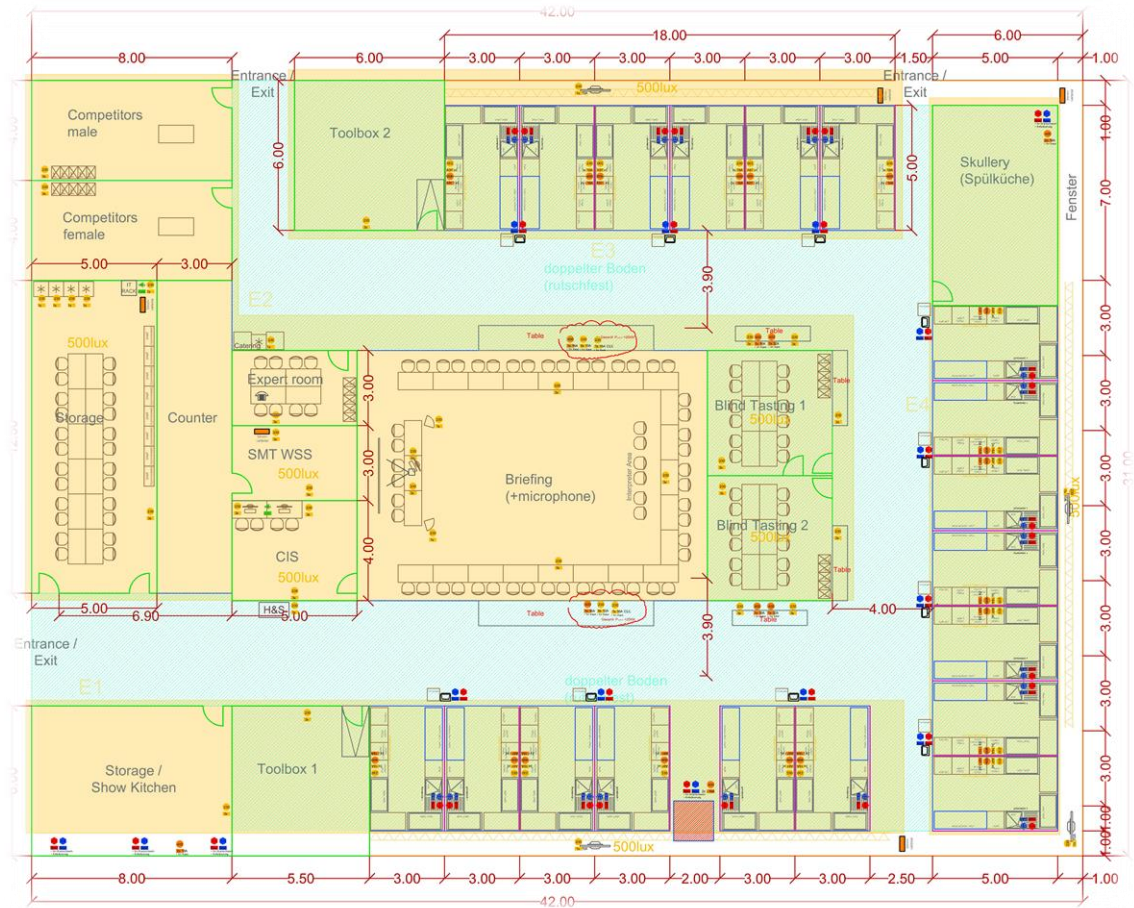
Competitors are not allowed to bring raw materials e.g. foodstuffs or additives into the Competition. No own plates, small dishes or spoons are allowed to use for presentation.



## 8.5 PROPOSED WORKSHOP AND WORKSTATION LAYOUTS

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

Example workshop layout:





## 9 VISITOR AND MEDIA ENGAGEMENT

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

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



## 10 SUSTAINABILITY

- 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.