



Technical Description

Cooking

Skill 34



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

The Technical Description consists of the following:

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1 Introduction

1.1 Name and description of the skill competition

1.1.1 The name of the skill competition is

Cooking

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

The professional chef operates across a wide range of establishments, from fine dining and casual restaurants to hotels, hospitals, residential homes, theme parks, airlines, cruise ships, private clubs, fast food outlets, Food-To-Go services, and international street food. Each setting demands a tailored skill set, balancing culinary expertise with customer expectations, while understanding how service quality shapes the guest's perception of value.

Chefs must master diverse dining styles, including classical fine dining, à la carte, banqueting, casual bistro service, receptions, canteens, and takeaway. This includes multiple service formats: plated, buffet, silver service, gueridon, set menus, counter, and breakfast service. Alongside this, they must manage kitchen operations: menu planning, costing, purchasing, storage, waste reduction, and resource efficiency within strict budgets and sustainability goals.

In today's dynamic culinary landscape, chefs must excel in preparation, production, and presentation, blending the foundations of classical cookery (as outlined by Escoffier and Pauli) with modern gastronomy techniques such as sous-vide, fermentation, dehydration, molecular methods, and low-temperature cooking. Precision, consistency, and creativity in both flavour and presentation are essential.

Globalisation demands fluency in international cuisine, reflecting evolving food cultures. From European traditions and North American innovation to Latin American boldness, African diversity, Asian heritage, Middle Eastern depth, and Oceanic freshness, chefs must integrate these influences with respect, crafting menus that speak to well-travelled, adventurous diners. This requires cultural sensitivity, adaptability, and the ability to apply both classical and modern culinary techniques to local ingredients and customs.

Chefs must also respond to global food trends: plant-based cuisine, hyper-local sourcing, zero-waste practices, health-conscious menus, ethical sourcing, and AI integration. Today's diners expect not just flavour and technique but also sustainability and cultural sensitivity. This includes catering to dietary needs: vegetarian, vegan, gluten-free, halal, kosher, allergen-free, using seasonal, local, and sustainable ingredients.

Strict adherence to food safety, hygiene, and HACCP protocols is vital. Any failure risks health and reputation. Kitchens, with their intense pace, heat, tools, and equipment, require vigilance in health and safety.

Chefs must also work with front-of-house and management to ensure a seamless dining experience, where food, service, and ambiance align.

Digital transformation is reshaping kitchens. From smart appliances and AI-driven inventory to digital ordering and precision tools, chefs must embrace technologies that boost consistency, efficiency, and guest satisfaction.

In summary, the 21st-century professional chef stands at the intersection of classical cuisine, modern gastronomy, global trends, and international influences. Success requires technical excellence, creativity, profitability, sustainability, and lifelong learning, all delivered with passion and precision.

1.1.3 Number of Competitors per team

Cooking is a single Competitor skill competition.

1.1.4 Age limit of Competitors

The Competitors must not be older than 22 years in the year of the Competition.

1.2 The relevance and significance of this document

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

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

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

1.3 Associated documents

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

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

2 The WorldSkills Occupational Standards (WSOS)

2.1 General notes on the WSOS

The WSOS specifies the knowledge, understanding, skills, and capabilities that underpin international best practice in technical and vocational performance. These are both specific to an occupational role and also transversal. Together they 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, to the extent that it can. 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 and capabilities that are set out in the WorldSkills Occupational Standards. 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, if this does not distort the weightings assigned by the Standards.

2.2 WorldSkills Occupational Standards

| Section | | Relative importance (%) |
|---------|---|-------------------------|
| 1 | Work organization and management | 10 |
| | The individual needs to know and understand: <ul style="list-style-type: none"> • Business regulations and legislation relevant to their kitchen and food service operations • The organization and structure of the hospitality and restaurant service industry • The importance of effective teamwork within the kitchen brigade and across departments • The use, care, and maintenance of specialist tools and equipment used in gastronomy | |

| Section | | Relative importance (%) |
|----------|---|-------------------------|
| | <ul style="list-style-type: none"> • The significance of the role of the professional chef in creating menus and producing dishes in a commercial environment • The value of continuous professional development to stay current with culinary trends and innovations • The requirement for well-balanced menus for diverse occasions, within operational restrictions and financial budgets. | |
| | <p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Maintain consistent quality standards in food production, even under pressure or during peak service • Prepare accurate time plans and daily schedules to ensure smooth, efficient production and timely service • Co-ordinate mise en place effectively, ensuring all preparation is completed to the required standard before service • Prioritise tasks logically and manage workflow to maximise efficiency and meet service demands • Collaborate effectively with restaurant service teams to ensure smooth communication and outstanding guest experience • Create, adapt, and develop recipes, drawing on classical techniques, modern gastronomy, and global culinary influences • Apply environmentally sustainable practices, including responsible use of resources and waste reduction • Operate commercial kitchen equipment and technologies safely, efficiently, and correctly • Evaluate personal performance and manage stress, maintaining resilience and professionalism • Engage in continuous professional development, staying current with culinary trends, innovation, and industry technologies. | |
| 2 | Customer service and communications | 5 |
| | <p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • The characteristics of different types and styles of food service (e.g., plated, buffet, silver service, take-away) and when each is appropriately used to meet customer expectations and operational needs • The impact of various food service styles on food production, preparation, and timing in the kitchen • The role of the menu as both a sales tool and a communication tool, shaping guest choices and conveying the restaurant's concept, values, and style | |

| Section | | Relative importance (%) |
|----------|--|-------------------------|
| | <ul style="list-style-type: none"> • Legal requirements and restrictions concerning promotional materials and menu presentation, ensuring accuracy, transparency, and compliance • The importance of personal appearance and professionalism at all times and especially when interacting directly with customers • The importance of effective communication within the kitchen brigade, with front-of-house teams, customers, and external contractors, to ensure a smooth, high-quality service. | |
| | <p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Maintain high standards of personal cleanliness, hygiene, and professional appearance at all times • Ensure the cleanliness, organisation, and professional presentation of the work area throughout service • Communicate clearly and effectively with colleagues, front-of-house teams, and customers to ensure smooth, high-quality service • Use the menu as a key sales and communication tool, accurately reflecting the restaurant's identity and guiding guest choices • Check all dishes meet the menu description, ensuring accuracy in presentation, ingredients, and portion size • Apply appropriate food service styles based on the service context, menu, and customer expectations • Place customer service at the centre of all kitchen decisions and actions, delivering memorable guest experiences • Provide culinary advice and guidance to management, team members, and customers, demonstrating leadership and expertise • Propose and implement practical solutions to operational challenges, working collaboratively towards agreed outcomes • Plan, promote, and manage menu-based events and service timings to enhance guest engagement and ensure efficient delivery. | |
| 3 | Food hygiene and health, safety, environmental sustainability. | 10 |
| | <p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • The current legislation and best practices for the purchase, storage, preparation, cooking, and service of food to ensure food safety and legal compliance • Safe working practices in the kitchen, including the correct use, cleaning, and maintenance of commercial catering equipment • The main causes of food spoilage, contamination, and deterioration, and apply appropriate preventative measures to maintain safety and quality | |

| Section | | Relative importance (%) |
|----------|---|-------------------------|
| | <ul style="list-style-type: none"> • Key quality indicators for fresh, frozen, and preserved foods to ensure only ingredients of the correct standard are used in production • The basic principles of HACCP (Hazard Analysis and Critical Control Points): a system used to identify, control, and monitor potential food safety risks at every stage of production. | |
| | <p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Apply current food safety legislation and industry best practices to the purchase, storage, preparation, cooking, and service of food to protect public health and ensure legal compliance • Follow safe working practices in the kitchen, including the correct, safe, and efficient use of complex commercial catering equipment • Identify the main causes of food spoilage, contamination, and deterioration, and take appropriate action to prevent risks to food safety and quality • Identify and assess quality indicators in fresh, frozen, and preserved foods to ensure only safe, high-quality ingredients are used • Apply the principles of HACCP (Hazard Analysis and Critical Control Points). | |
| 4 | Ingredients and menu development | 10 |
| | <p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • Ingredient market pricing and how price relates to quality, origin, and availability • Identify the type, nature, and characteristics of ingredients used across classical, modern and international cookery • How seasonal availability and ingredient value supports cost-effective, fresh, and sustainable menu planning • The link between ingredient quality, menu complexity, and the gastronomic level of the dining experience • The nutritional properties of ingredients and their contribution to balanced, healthy menus • The impact of cooking methods on the nutritional content and physical properties of ingredients • Import regulations and restrictions affecting the availability and legal use of certain ingredients • The variety of menu types and styles and their suitability for different occasions, concepts, and clientele • The principles of menu balance: flavour, texture, colour, dietary needs, and profitability | |

| Section | | Relative importance (%) |
|----------|---|-------------------------|
| | <ul style="list-style-type: none"> • The significance of sustainability factors, environmental impact, and ethical sourcing when selecting ingredients • The influence of culture, religion, geographical sources, allergies, intolerances, and tradition on dietary choices and menu design. | |
| | <p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Advise on the procurement of ingredients and equipment, ensuring alignment with quality, sustainability, and commercial objectives • Select appropriate product quality standards based on menu requirements, budgets, and service style • Identify and comply with legal requirements for ingredient labelling, including allergen information, dietary declarations, and provenance • Apply sound nutritional principles to meet guest expectations, dietary needs, and modern health considerations • Assess and identify ingredient quality and freshness using key sensory indicators such as appearance, aroma, texture, and integrity • Store ingredients correctly to maintain quality, minimise waste, and ensure food safety • Appraise and reject sub-standard goods, ensuring only products of the correct quality are accepted and used • Select suitable products for special diets, cultural requirements, and gastronomic standards • Compose balanced, accurate menus for a range of occasions, clientele, and service styles, ensuring both creativity and operational efficiency • Ensure accuracy in menu preparation, including mandatory allergen declarations, nutritional considerations, and legal compliance • Calculate and control Food Cost Percentage, Gross Profit Percentage, Sales Revenue, and Tax to ensure menus are both financially viable and commercially successful. | |
| 5 | Preparation of ingredients | 20 |
| | <p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • The importance of using environmentally sustainable and locally sourced foods currently in season • Cuts of meat, poultry and game, fish and shellfish commonly used in cookery and the re-use of wastage and trimmings • Methods of preparing and using eggs, The range of dairy products available and their suitable uses and re-uses | |

| Section | Relative importance (%) |
|--|-------------------------|
| <ul style="list-style-type: none"> • The range of fruits, salad ingredients, and vegetables, their methods of preparation, vegetable cuts and their uses • The methods of making stocks, soups, and sauces and their uses • The methods of making and finishing pastry, bakery products, and desserts • The methods of making pasta and other farinaceous products • Classical and modern techniques as well as international flavour profiles • Principles and methods for cookery, including: Dry Heat Methods, Moist Heat Methods, Combination Methods, Frying Methods, Modern Techniques e.g. Sous Vide • Basic scientific principles behind molecular gastronomy • The safe handling of knives, tools, and equipment including modern kitchen technology • How to identify freshness, quality, and classification of all ingredients • How to Interpret dietary needs and adapt recipes for allergens, religious, and cultural requirements and labelling requirements • How to calculate and control costs, prices, and profit margins through the control of measurements, cooking times, and temperatures, waste management. | |
| <p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Make environmentally sustainable choices by using locally sourced, seasonal, and ethically produced meat, poultry, game, offal, seafood, eggs, dairy, fruit, vegetables, and plant-based alternatives • Incorporate global ingredient trends such as ancient grains, pulses, seaweed, edible flowers, superfoods, fermented products, alternative proteins and heritage vegetables • Calculate, measure, and weigh ingredients accurately to ensure portion control, cost management, and consistency • Use knife skills and classical and modern cutting techniques suitable for diverse cuisines and presentation styles • Prepare, portion, debone, trim and tie meat, poultry, and game cuts as well as offal • Prepare whole fish and shellfish to accepted portions for further processing and cooking • Prepare and use eggs including plant-based egg alternatives • Prepare fruits, salad ingredients, and vegetables embracing global preparation techniques • Prepare and use dairy products and plant-based dairy substitutes (e.g., nut milks, oat creams, vegan butters) | |

| Section | | Relative importance (%) |
|----------|--|-------------------------|
| | <ul style="list-style-type: none"> • Prepare stocks, soups, sauces, marinades, accompaniments, and dressings • Make preparations for the production and finishing of pastry, bakery products, and desserts • Produce a variety of pasta, noodle pastes and other farinaceous items • Plan and assemble the mise en place for the entire menu with a focus on minimal waste, seasonal adaptability, and efficiency • Separate waste carefully for recycling, composting, and responsible disposal. | |
| 6 | Food production and application of cooking methods | 20 |
| | <p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • The range and application of cooking methods, and their appropriate uses for a variety of ingredients, dishes, and menus, ensuring optimal texture, flavour, and presentation • The effects of cooking on ingredients, including changes in texture, flavour, colour, and nutritional value, to achieve the desired culinary outcomes • Principles for assembling, finishing, and presenting hot and cold dishes and desserts with precision and artistry, respecting classical presentation and modern aesthetics • How to identify and prepare classical and contemporary hot and cold sauces, recognising their role in flavour enhancement, balance, and the correct methodology for sauce production • How to prepare and serve classical and modern hot and cold soups, with a focus on correct techniques, texture, flavour development, and elegant presentation • The use of classical garnishes and appropriate extensions to fundamental dishes, adding flavour, texture, colour, and visual appeal while maintaining authenticity and culinary tradition. | |
| | <p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Choose the correct equipment for each cooking method to achieve the desired result • Apply a full range of cookery methods while preserving the freshness, flavour, and nutritional value of all ingredients, in line with both traditional and contemporary culinary expectations • Monitor cooking times and temperatures to prevent overcooking, drying out, or burning, ensuring precise results and consistency • Minimise wastage by carefully managing spoilage, overcooking, trimming losses, and unused or discarded food, adhering to | |

| Section | | Relative importance (%) |
|----------|--|-------------------------|
| | <p>sustainable kitchen practices and utilisation of trimmings and off cuts</p> <ul style="list-style-type: none"> • Follow established recipes accurately, adapting as necessary to meet service requirements or customer preferences, and calculate ingredient quantities based on the number of covers required • Prepare and cook a wide range of dishes, including: <ul style="list-style-type: none"> ◦ Hot and cold soups and sauces, Hot and cold starters, Salads and hors d'œuvres, Fish and shellfish dishes ◦ Meat, poultry, game, and offal preparations, Vegetable and vegetarian creations ◦ Speciality and international cuisine, ◦ Rice, pasta, noodle pastes and farinaceous dishes ◦ Egg preparations, Pastry, bakery, confectionery, and desserts ◦ Plant Based dishes Vegetable Proteins, Inter Continental / Global recipes and specialty dishes • Prepare and cook complex dishes combining diverse ingredients, flavours, and textures (hot, cold, crisp, soft, moist, dry) • Prepare and cook authentic classical regional, national, and international dishes, using traditional recipes and modern techniques • Produce and serve dishes for a variety of meal styles including breakfast, lunch, afternoon tea, high tea, and dinner • Use contemporary cooking technologies and methods, integrating them seamlessly with classical culinary practices. | |
| 7 | Presentation of dishes | 15 |
| | <p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • The importance of the visual presentation of food to the overall meal experience • The wide range of service dishes, plates, platters, and specialist presentation equipment available for selection to complement the food, support the service style, and elevate the visual appeal • Current Trends in Food Presentation, such as minimalism, natural plating, deconstruction, textural contrast, and the use of edible botanicals • How various service styles (plated service, silver service, buffet, gueridon, family-style) impact presentation, portioning, and delivery of dishes • How to select acceptable, authentic garnishes and suitable accompaniments that enhance both the appearance and flavour of | |

| Section | | Relative importance (%) |
|---------|--|-------------------------|
| | <p>traditional and classical dishes, reflecting culinary heritage and balance</p> <ul style="list-style-type: none"> • The need for precision, cleanliness, and finesse in the assembly of dishes, ensuring a harmonious composition of ingredients on every plate • The need for strict control over portion sizes, plating layouts, and presentation standards to ensure consistent quality and cost control in commercial kitchens and catering operations • The importance of nutritional value, freshness, and seasonal quality of ingredients in dish design and preparation. | |

| Section | | Relative importance (%) |
|----------|--|-------------------------|
| | <p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Portion all components to achieve the required yield, ensuring consistent replication of portion sizes, ingredients, garnishes, and overall presentation across every plate served • Create visual and flavour harmony by carefully balancing ingredients, colours, textures, preparation methods, and classical plating techniques • Demonstrate advanced culinary techniques and precise technical skills in the assembly and presentation of dishes • Present cold plates, composed salads, and cold starters with precision, applying classical garnishing and elegant arrangement to maintain freshness and appeal • Present food items attractively for hot and cold buffets, canapé receptions, and self-service environments, ensuring durability, visual appeal, and easy access for guests • Prepare appropriate edible garnishes, both classical and contemporary, and apply them effectively to enhance visual presentation and flavour balance • Adapt preparation, portioning, and plating styles to suit the chosen service method (e.g. fine dining, bistro/casual, banqueting, gueridon/table side, buffet), maintaining the integrity and appearance of each dish. • Taste all dishes systematically, applying correct seasoning, herbs, spices, and aromatic elements to achieve a well-balanced flavour profile and sensory harmony. • Present food attractively to elevate the overall meal experience, enhancing customer appreciation through thoughtful design, colour balance, and meticulous execution. • Select and utilise appropriate service equipment, such as flat plates, cloches, tureens, platters, and specialty dishes, to support the visual impact and practicality of presentation. • Present plated dishes on suitable service plates or vessels, ensuring a clean, precise, and aesthetically pleasing appearance. | |
| 8 | Food purchase, storage, costing, and wastage control | 10 |
| | <p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • The impact of seasonal availability on ingredient quality, pricing, and menu composition, adapting purchasing and recipe design to reflect both market conditions and classical culinary principles • The sourcing process for common commodities, including fresh produce, proteins, and dry goods, ensuring quality | |

| Section | | Relative importance (%) |
|---------|---|-------------------------|
| | <ul style="list-style-type: none"> • The relative benefits of local, national, and international suppliers, considering ingredient provenance, quality assurance, sustainability, and logistical reliability • Ordering procedures for commodities and equipment • Factors influencing menu pricing, such as ingredient costs, labour, portion size, market trends • Costing and selling price calculations, both traditional and using AI and other modern methods • Principles and practices of economy and efficiency in food preparation • The importance of environmental impact and sustainable practices for the culinary sector • Potential digital solutions for enhancing catering services • The available options for food storage and their relative advantages and and limitations. | |
| | <p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Select suppliers based on key criteria including product quality, reliability of service, product range, sustainability, and competitive pricing • Prepare accurate daily requisitions for food, beverages, and consumables in line with forecasted business needs and stock levels • Secure the best possible combination of price, quality, delivery terms, and service from suppliers • Complete and submit purchase orders both manually and through online procurement systems, ensuring orders are placed on time to avoid disruption to service • Receive and inspect all deliveries to ensure quantities match the order, products meet specified quality standards • Cross-check delivery notes, invoices, and purchase orders to identify and resolve any variations in quantity, specification, or price • Store all fresh, chilled, frozen, and ambient food items safely and correctly, maintaining appropriate storage temperatures, conditions, and hygiene standards. Ensure all products are properly covered, labelled, dated, and rotated following FIFO / LIFO principles • Complete ordering, stock control, and inventory records, using manual systems or IT-based solutions to maintain transparency, accountability, and real-time control • Calculate ingredient costs and determine accurate selling prices using standard costing formulas to achieve targeted gross profit margins, integrating AI or other digital tools where available to enhance precision | |

| Section | | Relative importance (%) |
|---------|--|-------------------------|
| | <ul style="list-style-type: none"> • Minimise waste through precise forecasting, correct ordering, and careful production planning. | |
| | 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, 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 Assessment Design and Practice

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 Test Project Designer(s) 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 Competition Rules for further details.

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

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

4.2 Assessment Criteria

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

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

methods all depend on the nature of the Marking Scheme and Test Project, which is decided after this Technical Description is published.

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

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

4.3 Sub Criteria

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

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

4.4 Aspects

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

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

| | CRITERIA | | | | | | | | TOTAL MARKS PER SECTION | WSSS MARKS PER SECTION | VARIANCE | |
|---------------------------------|----------|-------|-------|-------|-------|-------|-------|-------|-------------------------|------------------------|----------|------|
| | A | B | C | D | E | F | G | H | | | | |
| 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 | |

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). This is documented in the Standards and Assessment Guide.
- 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 and procedures

WorldSkills is committed to continuous improvement including reviewing past limitations and building on good practice. The following skill assessment strategy and procedures for this skill competition take this into account and explain how the marking process will be managed.

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.

A proportion of marks is deducted for infringements to the marking Aspects. The amount of the deduction varies depending on the Aspect and is itemized on the Measurement Marking Form.

Work organization and management assessment criteria to include evidence of: Workplans and workflow; Co-ordination and prioritization of tasks in the kitchen.

Customer service and communication assessment criteria to include evidence of personal appearance (including dress code); personal and workstation organization and cleanliness service delivery timings; menu description reflects in dishes presented.

Food hygiene and health, safety, and environment assessment criteria to include evidence of food safety in storage, preparation, cooking, and service; workstation safety and accident prevention in using tools and equipment safely.

Ingredient knowledge and menu development assessment criteria to include evidence of menu description and identification meets required menu criteria and reflects in dishes produced.

Preparation of ingredients assessment criteria to include evidence of calculation/measurement/weighing of correct amounts of ingredients; knife skills and preparation techniques; wastage control of raw and prepared ingredients (including over-preparation, over-trimming, bin waste, etc.)

Application of cookery methods assessment criteria to include evidence of correct use of various cooking methods to provide a range of dishes; end products cooked according to method criteria; wastage control of cooked ingredients (including spoilage, burnt, waste etc.).

Presentation of dishes assessment criteria to include evidence of portion control; flavouring and seasoning (taste); attractive presentation (visual); texture; style and creativity; combined harmony of ingredients on the plate; service criteria requirements met.

Food purchase, storage, costing, and control assessment criteria to include evidence of selection/ordering of commodities to meet menu requirements; receiving and checking of goods; correct storage of items; wastage control by not over-selecting/ordering items.

Each judging team has a team leader. During the competition Experts are selected to undertake assessment duties, floor judging, and other judging areas. This is timetabled across the four days of competition.

The Expert judges in Skill 34 must take detailed notes on the new: "Expert Judging Notes Sheet" provided and present them for inspection to the SCM while they are assessing as to indicate their justification in allocating/deducting of marks.

In the timings for service there should be no delay. Service delivery of the food should be presented during the allocated time with a window of a total of ten minutes (five minutes on each side). For late serving after the five-minute grace period, an additional five minutes is given but Competitors are penalized. Thereafter, no marks are allocated for the presentation and taste of that dish.

All plates must be identical in components, temperature, and aesthetics. All dishes will be marked in their entirety. CE with nominated ELs only will choose each plate on each course for the Judges Tasting Room.

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 SCM/Chief Expert. When the Experts are out of the tasting room they must remain out of sight of the production area. This ensures that Experts do not know which work belongs to which Competitor. The blind tasting Experts must return to the blind tasting room thirty minutes before service time.

The difference of the marking in judgement can only be a maximum of 1 mark before a discussion with written justification is called upon. The SCM/Chief Expert will advise on discrepancies and recalls a re-mark to take place with concerned Experts.

Marking and assessment will be done using tablets (were possible), paper will only be used as a back-up resource, all marking will be led by the Chief Expert and judging teams will be ratified and published by CE/SCM.

Independent Assessors may be used at the discretion of WorldSkills.

The defined learning outcomes are directly derived from the official standards of WorldSkills and are systematically categorized using Bloom's Taxonomy.

"The skill competition is based on the standards and expectations of a skilled professional working in the global hospitality industry and not solely on competition cooking or culinary art for show purposes."

(WorldSkills TD34 – Cooking, 2026)

The purpose of this description is to define a consistent, transparent, and measurable competency profile for learners and Competitors. The learning outcomes serve both as professional benchmarks for training and as a basis for fair and objective evaluation in international cooking competitions. All essential aspects of professional kitchen work are addressed – from planning and organization to ingredient knowledge, food preparation, presentation, and costing etc.

It is essential to understand that this Technical Description (TD) does not only reflect the artistic or creative goals of culinary competitions, but rather represents the real-life profession of cooking on an industrial and global level.

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 Designer, normally from C-12 months. They are subject to independent review, verification, and validation. (Section 4.1 refers.)

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

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

5.2 Format/structure of the Test Project

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

5.3 Test Project design requirements

Test Projects should reflect the purposes, structures, processes, and outcomes of the occupational role they are based on. They should aim to be a small-scale version of that role. Before focusing on practicalities, SMTs should show how the Test Project design will provide full, balanced, and authentic opportunities for assessment and marking across the Standards, as set out in Section 5.1.

All compulsory ingredients and/or compulsory methods will be highlighted in the complete Test Project.

Ingredient list

For the objective of sustainability, in not over-ordering ingredients as well as for practicality for the Workshop Manager in sourcing the ingredients, the Test Project will contain:

- Standard ingredient black boxes of ingredients in fixed pre-set measured quantities (disclosed to the Competitors on C-2 prior to the Competition);
- A communal (common) table of staples, herbs, spices, and basic molecular ingredients in limited quantities will be released 2 months before the competition).
- Host Country specific ingredients (mystery list of 5 additional local Host Country ingredients of which 2 need to be selected by the Competitors at C-2). The Workshop Manager together with the Skill Competition Manager will select these five (5) additional Host Country specific ingredients.
- Compulsory ingredients (to be disclosed at C-2). The Skill Competition Manager together with the Workshop Manager will select each mystery ingredient based on accessibility and availability.
- As all modules will be outlined and released 2 months before the competition.

Extra ingredients not listed on the C-2 ingredients list may be added by the Skill Competition Manager, Chief Expert, and Workshop Manager collectively.

Any extra quantities of items further requested from the Workshop Manager by Competitors after the commencement of each module will be penalized.

Common table ingredients are available to the Competitors on the communal tables for the full duration of the modules and must be used in reasonable proportions, if Competitors choose to avail of more common table ingredients than they use, this will also incur a penalty for wastage of ingredients. SCM reserves the right to limit quantities of ingredients or equipment taken by individual Competitors.

The prepared dishes must be arranged professionally and aesthetically on the plates/platters made available in the Infrastructure List as specified.

The crockery will be presented to the Experts and Competitors on C-2 and no other additions will be allowed.

Test Project-specific culinary glossary

The Test Project will contain a glossary of terms specific to the Test Project (for assisting with international standardization of terminology). This is the main reference to be used with regards to terms and techniques contained in the Test Project. These terms will then be banked in the skill glossary after the competition for future use. This document will only be available in English, the accuracy and integrity of translation is the full responsible of the compatriot nation.

Competitors will be given autonomy and flexibility in expression of all dishes, unless otherwise instructed in the Test Project.

5.4 Test Project coordination and 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 Test Project coordination (preparation for Competition)

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

5.4.2 Who develops the Test Project/modules

The Test Project/Modules are developed by Independent Test Project Designers (ITPD) in collaboration with the Skill 34 Cooking SCM and SCM Skill 35 Restaurant Service as an integral part of both Test Projects.

5.4.3 When is the Test Project developed

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

| Time | Action |
|---|--|
| Fifteen (15) months prior to the Competition | The ITPD's are identified and a Confidentiality Agreement between WSI and the ITPD is organized. |
| Discussion Forum | The Standards and Assessment Guide, together with digital training resources such as <i>Get more Brain</i> and the <i>WorldSkills Digital Culinary Training Files</i> from Pauli, is introduced to all Experts through the Discussion Forum as a guide and aid to assessment training. |
| Two (2) months prior to the Competition | Module outlines and common table ingredients are circulated on the WorldSkills website. ESRs are announced on the Discussion Forum. |
| No later than two (2) months prior to the Competition | The Test Project documents are sent to the WorldSkills International Skills Competitions Administration Manager. |
| At the Competition on C-4 | The Skill Competition Manager and Chief Expert deliver sessions on Test Project marking, Code of Ethics and Conduct, timetabling, and marking team allocations to the Experts. |
| At the Competition on C-2 | The Skill Competition Manager presents the complete Test Project to the Chief Expert/Experts and Competitors. All mystery commodities which will be used over the four (4) days of competition will be released to Competitors Competitors choose their two (2) ingredients from the five (5) Host Country ingredient list. |

5.5 Test Project initial review and verification

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

To support Test Project design and development, a rigorous quality assurance and design process is in place (Competition Rules sections 10.6-10.7 refer.) Once approved by WorldSkills, the Independent Test Project Designer (ITPD) is expected to identify one or more independent expert(s), and trusted individuals initially to review the Independent Test Project 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 of the Test Project/modules and will ensure that it can be completed within the material, equipment, knowledge, and time constraints of Competitors.

5.7 Test Project circulation

The outline of the Test Project/modules will be circulated two (2) months prior to the Competition. The complete Test Project/modules are presented to Experts and Competitors on C-2.

5.8 Test Project change

Due to the Test Project being developed by an Independent Test Project Designer (ITPD), there is no 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 according to infrastructure limitations.

5.9 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 items may include those for fault finding modules or modules not circulated.

6 Skill management and communication

6.1 Discussion Forum

Prior to the Competition, all discussion, communication, collaboration, and decision making regarding the skill competition must take place on the WorldSkills skill-specific Discussion Forum. (<http://forums.worldskills.org>). Skill related decisions and communication are only valid if they take place on the WorldSkills Discussion Forum. The Chief Expert (or an Expert Lead appointed by the Skill Management Team) will be the moderator for this Discussion Forum. Refer to the 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 competition during the Competition is defined in the Skill Management Plan that is created by the Skill Management Team. The Skill Management Team comprises the Skill Competition Manager, Chief Expert, and the Expert Leads. The Skill Management Plan is progressively developed in the six (6) months prior to the Competition and finalized at the Competition. The Skill Management Plan can be viewed in the Expert Centre (www.worldskills.org/expertcentre).

6.5 General best practice procedures

General best practice procedures clearly delineate the difference between what is a best practice procedure and skill-specific rules (section 9). General best practice procedures are those where Experts and Competitors CANNOT be held accountable as a breach to the Competition Rules or skill-specific rules which would have a penalty applied as part of the Issue and Dispute Resolution

procedure including the Code of Ethics and Conduct Penalty System. In some cases, general best practice procedures for Competitors may be reflected in the Marking Scheme.

- The Competitors are allowed 15 minutes of non-assessed time, prior to the start of every module to set-up their kitchen with tools and equipment. No ingredients preparation or cooking is allowed during this time. Each Competitor must sign for and inspect the quality and quantity of the ingredients received before the written menu is submitted.

All ingredients provided by the Workshop Manager/Competition Organizer shall be of high international quality, standards, and of equal proportion in regards to size and nature.

- The Test Project for Cooking is carried out in rotating modular format over a four-day period, total project time 16 to 20 hours.
- All Competitors run through the Test Project/modules, one module to be completed on each Competition Day;
- The Competitors are divided into four groups by computerized random draw prior to the Competition;
- All food preparations will commence as specified in the Test Project/modules. Competitors are not permitted to do any preparation in advance of the competition.

| Topic/task | Best practice procedure |
|---------------------|--|
| Regulation uniforms | Mandatory for Competitors and Experts. All Experts MUST wear the correct regulation uniform, this is to be strictly adhered to, by ALL EXPERTS - NO exceptions. When judging commences all judges must wear a full length white chef's apron. If you do not wear the regulation uniform you cannot complete your responsibility as a WorldSkills Expert. |
| Interpretation | Because of the number of registrations in the skill, sufficient time will be factored into the translation process to allow for fair and equal access to information and asking questions. Interpreters must stay in their designated "Interpreter Area" until called upon by the SCM/CE for translation purposes only. |

7 Skill-specific safety requirements

7.1 Personal Protective Equipment

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

| Task | Anti-slip closed-toe, flat shoes with full heel or half heel (but not heeless), without laces. Or with laces taped down | Sturdy shoes with closed toe and no heel | Loose fitting long chef trousers | White long-sleeve chef jacket, with sleeves not rolled up past the elbow | Full or half apron | Chefs hat (provided) hairnet if long or lots of hair | Beard net if beard longer than 2mm |
|----------------------------|---|--|----------------------------------|--|--------------------|--|------------------------------------|
| General PPE for safe areas | | √ | √ | √ | | | |
| Food preparation areas | √ | √ | √ | √ | √ | √ | √ |
| Use of the oven | | | | √ | | | |

Competitor/Expert regulation uniform code of practice

- White long sleeve chef's jacket - ALL;
- Black chef's trousers - ALL;
- Black closed in the front and back non-slip shoes, not heeless - ALL;
- Professional white chef's toque hat - ALL (supplied by the Competition Organizer);
- Black apron (may only be used during mise-en-Place) – Competitors;
- White apron (can be used during mise-en-Place and MUST be used during Service) - ALL;
- Kitchen towel clothes will be supplied by the organisers and are not to be worn on the apron - Competitors.

8 Materials and equipment

8.1 Infrastructure List

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

The Infrastructure List is available at www.worldskills.org/infrastructure.

The Infrastructure List specifies the items and quantities requested by the Skill Management Team for the next Competition. The Competition Organizer will progressively update the Infrastructure List specifying the actual quantity, type, brand, and model of the items. Note that in some cases details of specific materials and/or manufacturer specifications may remain secret and will not be released prior to the Competition. These 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 for the upcoming WorldSkills 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 are not allowed to send a toolbox to the Competition however they are allowed to bring one knife roll/set in their checked luggage to bring with them on Familiarization Day. All other tools are provided by the Competition Organizer.

Dimensions of roll/set maximum size and volume: Length 50 cm x Width 20 cm x Height 20 cm.

8.3 Materials, equipment, and tools supplied by Competitors

ALL Competitors may bring ONLY one knife roll/set containing the following:

1 × Sharpening steel, 1 × Chef's carving fork, 1 × Small vegetable peeler, 1 × Paring knife, 1 × Large, French cook's knife or Chinese chef's knife, 1 × Medium cook's knife, 1 × Serrated edge knife, 30 cm, 1 × Turning knife, 1 × Microplane, 1 × Large palette knife (step palette may be used), 1 × Small palette knife, 1 × Boning knife, 1 × Flexible fish filleting knife, 1 × Serrated edge utility knife, 11 cm, 1 × Parisienne spoon, 1 × Small Parisienne spoon, 1 × Zester, 1 × Channel knife, 2 × Tweezers, 1 × Small slotted collecting spoon, 2 × 50 ml syringes (no needles), 1 × Quenelle spoon

Knife sets/rolls will be inspected on C-2. They will be registered, logged, and stored until the Competition begins. Any additional small equipment not specified will be removed from the set and returned to the compatriot Expert. **Due care should be taken when preparing the knife roll/set, as no additional knives can be added after C-2.**

All other small equipment (e.g. moulds, trays, silicone paper, forms, cloths, non-stick sprays, acetate plastic, metal rings) will be provided for Competitors by the Competition Organizer and will be available for viewing on C-2.

The Infrastructure List will provide all other equipment needed to complete the Test Project such as recyclable tasting spoons, micro scales, scales and measuring cups and spoons, spice grinders, peppermills, silicone molds and will be available for Competitors to use.

8.4 Materials, equipment, and tools supplied by Experts

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

Experts are responsible that Interpreters bring their own PPE.

Experts and Interpreters must present at the Competition in appropriate attire. Interpreters are required to wear a white lab coat and hat provided by the Competition Organizer.

Experts must keep the briefing room and refreshment area clean and tidy at all times. The Expert briefing area is in use throughout each day, and access for Experts and Interpreters is permitted only during the periods stated in the Skill Management Plan (SMP). All Experts are expected to conduct themselves in a professional manner at all times

8.5 Materials and equipment prohibited in the skill area

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

No extra equipment or ingredients may be brought by the Competitor or compatriot Expert.

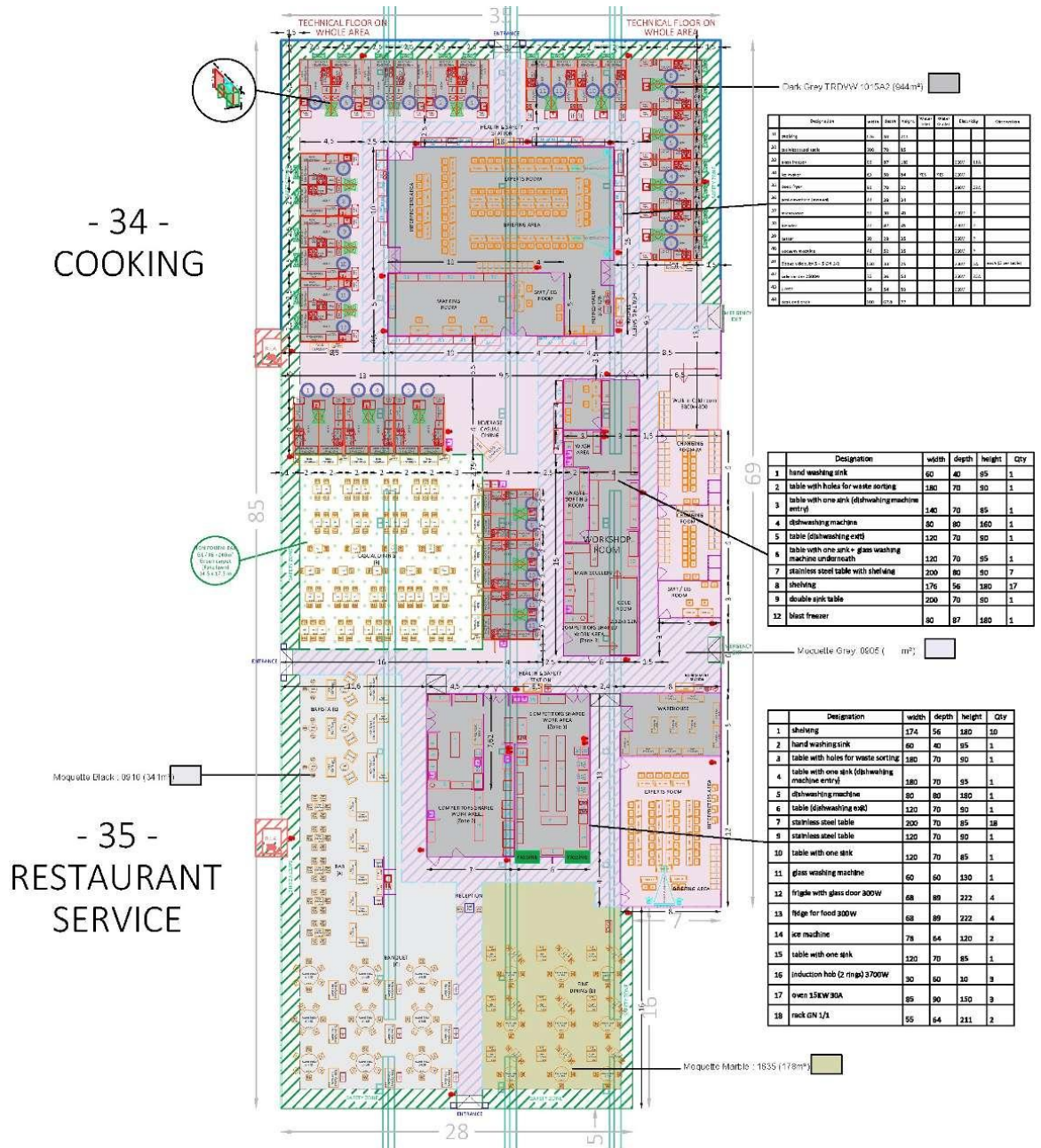
The Test Project is designed so that all tasks can be completed by all Competitors, using the equipment and materials specified in the Infrastructure List.

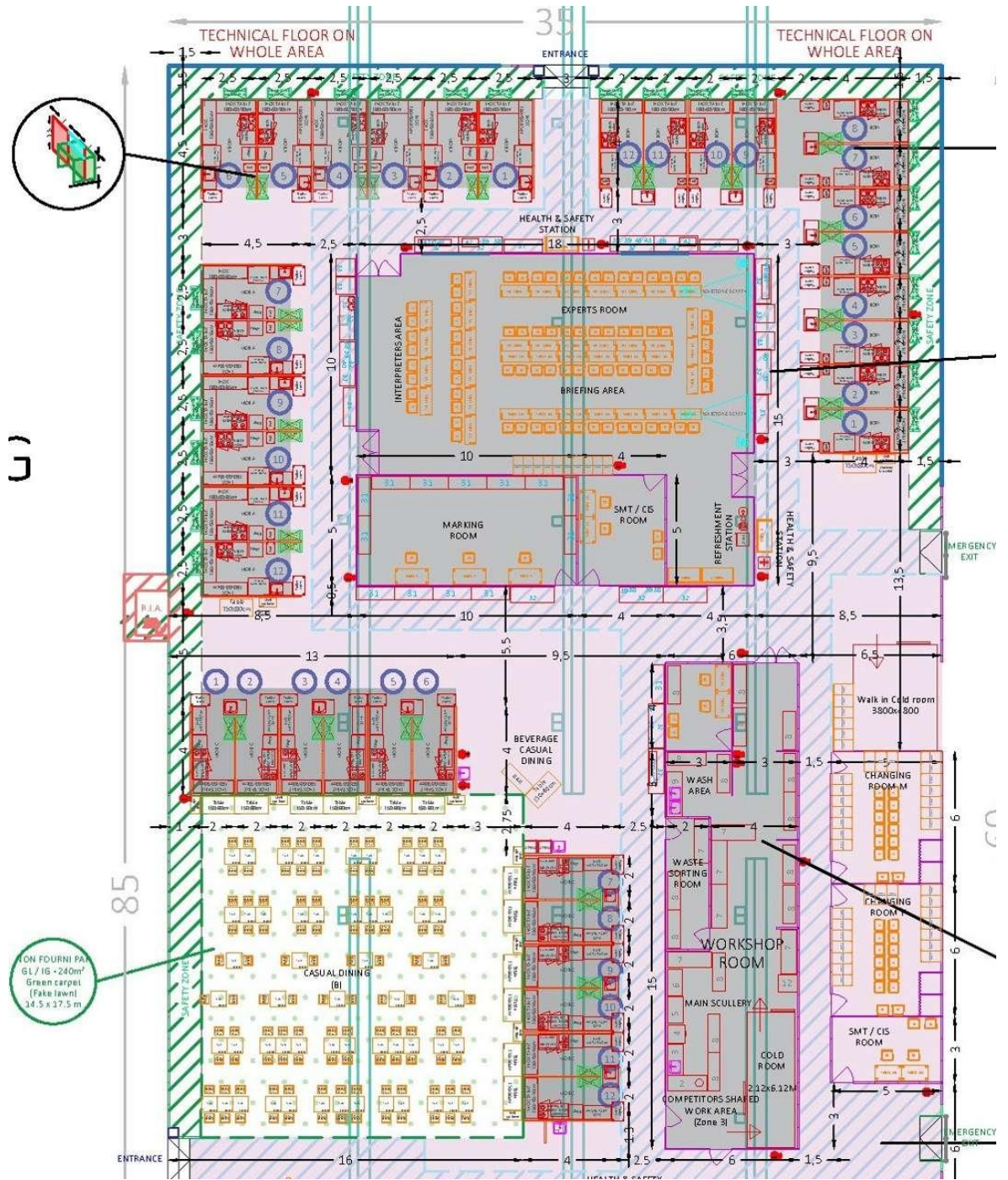
Failure to comply with section 8.5 will be regarded as an attempt to gain a competitive advantage and will be subject to review under the Competition Rules and the Code of Ethics and Conduct.

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

9.1 General notes

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.

9.2 Skill-specific rules

| Topic/task | Skill-specific rule |
|--|--|
| Use of technology – USB, memory sticks | <ul style="list-style-type: none"> • Skill Competition Manager, Chief Expert, Competitors, Experts, and Interpreters are allowed to bring personal memory sticks into the workshop however when not in use they must remain in the locker until the end of C-2. |
| Use of technology – personal laptops, tablets, and mobile phones | <ul style="list-style-type: none"> • Competitors, Experts, and Interpreters are allowed to bring personal laptops, tablets, or mobile phones into the workshop however they will be collected by the Skill Competition Manager, Chief Expert or designated Expert Lead / ESR and secured in a locker until the end of each day. Only the Skill Competition Manager or Chief Expert may release a laptop, tablet, or phone, and it may only be operated in front of the Skill Competition Manager or Chief Expert and then returned, should a emergency message or call need to be made. |
| Use of technology – personal photo and video taking devices | <ul style="list-style-type: none"> • Competitors, Experts, and Interpreters are not allowed to use personal photo and video taking devices in the workshop. The assessment tablets may only be used by Experts for taking pictures and/or videos for fault finding purposes. Only the Skill Competition Manager and Chief Expert may take pictures for marketing and social media purposes and may only publish pictures which do not allow for any competitive advantage or show any assessment practice. A photography Expert/ ESR will be responsible for capturing images relevant to the Test Project each day, each competitors work will be documented and logged as such. No other image capture whatsoever will allowed. |
| Ingredients | <ul style="list-style-type: none"> • No ingredients, flavourings, or colourings may be brought into the competition area and used by a Competitor. Only ingredients supplied by the Competition Organizers may be used. |
| Templates, aids, etc. | <ul style="list-style-type: none"> • Competitors are allowed to bring "hard copy" menu planning, workplans, and recipes only into the workshop. Digital aids from the "Internet of Things" or otherwise, are forbidden during competition time. |

10 Expert knowledge and experience

10.1 Requirements

Experts appointed for this skill competition must have the following knowledge and experience for the appropriate occupation or work role as documented in **section 1.1.2**.

Serving as a WorldSkills Expert in Skill 34 – Cooking is a position of high responsibility, central to maintaining the integrity and quality of the Competition. This role requires more than technical expertise; it demands commitment to fairness, professionalism, and the advancement of global standards in culinary education and practice.

Experts represent both their country and the profession, acting as adjudicators, mentors, and ambassadors of vocational excellence. They are entrusted with preparing Competitors for the demands of international benchmarking and ensuring that Competition standards are applied consistently, transparently, and fairly.

In fulfilling their duties, Experts apply the WorldSkills Competition Rules, adhere to the Code of Ethics and Conduct, and work collaboratively with international colleagues to ensure the highest standard of assessment and Competitor experience.

Expert Requirements - Experts must demonstrate the following knowledge and experience:

- **Extensive industry experience:** minimum of eight years in professional culinary environments, including five-star establishments or equivalent, with mastery of both classical and contemporary methodologies.
- **Pedagogical and training expertise:** demonstrated experience in vocational education and training (VET), including curriculum design, assessment development, and practical instruction.
- **Judging and assessment proficiency:** prior experience judging at national or international culinary competitions, with familiarity in objective marking, calibration, and feedback.
- **Technical excellence:** high-level proficiency across competition-relevant domains, including knife skills, butchery, classical sauce work, garde-manger, hot and cold preparation, pastry and dessert work, and modern gastronomy.
- **Knowledge of WorldSkills documentation:** comprehensive understanding of WorldSkills Technical Descriptions, Infrastructure Lists, and performance requirements, including active participation in Test Project development and assessment.
- **Adherence to the Code of Ethics and Conduct:** commitment to integrity, impartiality, and professionalism in all Competition activities.
- **Compliance with the Competition Rules:** full awareness of requirements relating to health and safety, marking schemes, dispute resolution, and Technical Committee protocols.
- **International collaboration and communication:** strong cross-cultural communication skills and ability to collaborate respectfully with Experts from diverse nations.
- **Mentorship and leadership:** ability to support Competitors and colleagues through guidance, technical training, stress management, and leadership in high-pressure environments.
- **Organizational and operational capability:** skilled in managing timelines, equipment compliance, workspace preparation, and sustainability requirements under Competition conditions.

11 Visitor and media engagement

11.1 Engagement methods

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

- Try-a-Skill;
- Display screens;
- Test Project descriptions;
- Enhanced understanding of Competitor activity;
- Competitor profiles;
- Career opportunities;
- Daily reporting of Competition status;
- Highlight daily Competition Test Projects to visitors;
- Detailed timetable for Experts and Competitors.

12 Sustainability

12.1 Sustainable practices

This skill competition will focus on the sustainable practices below:

- Recycling of paper, cardboard, glass, plastic, food waste, etc.
- Use of true "green" materials
- Using tablets for marking where possible for improved efficiency and reduced use of paper.
- Reduce toolboxes to knife roll/set ONLY - reducing carbon emissions through weight reduction in transport.
- Minimizing the food cost by ordering only the required ingredients.
- Sharing resources with Skill 35 Restaurant Service, to reduce costs.
- Gifts brought by the teams, Competitors, and Experts to be given to fellow Competitors and Experts should be limited to one pin and one business card per Competitor and Expert.

13 References for industry consultation

13.1 General notes

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

13.2 References

This WSOS (Section 2) appears most closely to relate to Cooks, Restaurant:
<https://www.onetonline.org/link/summary/35-2014.00>

and Chefs:

<http://data.europa.eu/esco/occupation/1009be17-7efd-45f1-a033-566bf179c588>

These links can also help to search adjacent occupations.

ILO 3434

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 2026

| Organization | Contact name |
|--|---|
| Hotel & Gastro formation, SG AR AI FL | Daniel Inauen, Managing Director, School Management |
| Hotel Alpenrose GmbH & CoKG | Michael Josef Tschanun, Chef |
| South African Chefs Association (SACA) | Elsu Gericke, Head of Education |
| Unilever Food Solutions | Audrey Crone, Executive Chef Ireland |
| WACS - World Chefs - Austria | Mike Panso, Europe Continental Director, President of Austria |
| WACS - World Chefs | Andy Cuthbert, Worldchefs, President |

14 Appendix

14.1 Appendix information

References used

Standards and Assessment Guide (SAG)

Each Expert and Competitor will be given full access to "Pauli" Digital Culinary Training Files including demonstration skill videos relating to both Modern and Classical Cooking Techniques required to complete the Test Project. This new resource access has been developed by PAULI for Skill 34 Cooking and is an integral part of the WorldSkills - Skill 34 Standards & Assessment Guide

An exclusive Private Digital Link will be published for each Expert and Competitor when WSC2026 registration for the Competition closes and individual passwords as well as full "how to use" training will be given to all Experts and Competitors via the Skill 34 Discussion Forum.

Any Classical Culinary reference will be superseded by: *"The Complete Guide to the Art of Modern Cookery, Revised Edition"* Cracknell & Kaufmann

- Publisher: John Wiley & Sons
- Publication date: 8 August 2011
- Edition: 2nd revised edition
- Language: English
- ISBN-10: 047090027X
- ISBN-13: 978-0470900277

Any Modern Gastronomy reference will be superseded by: *"On Food and Cooking: The Science and Lore of the Kitchen"* Harold McGee

- Publisher: Scribner
- Publication date: 15 November 2004
- Edition: Revised and updated edition
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The defined learning outcomes are directly derived from the WorldSkills Occupation Standards (refer section 2 of this document) and are systematically categorized using Bloom's Taxonomy.

Reference: Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York, NY: Longman.

"The skill competition is based on the standards and expectations of a skilled professional working in the global hospitality industry and not solely on competition cooking or culinary art for show purposes."

(WorldSkills TD34 – Cooking, 2026)