

Technical Description

# Restaurant Service

Skill 35



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.

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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

Restaurant Service

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

The restaurant service practitioner provides high quality food and drink service to guests. A food service practitioner generally works in the commercial sector, offering a range of services to customers. There is a direct relationship between the nature and quality of the service required and the payment made by the guest. Therefore, the practitioner has a continuing responsibility to work professionally and interactively with the guest in order to give satisfaction and thus maintain and grow the business.

The practitioner is likely to work in a hotel or restaurant. However, the size, nature and quality of these establishments can vary enormously from internationally renowned hotel chains to smaller, privately-owned, more intimate restaurants. The quality and level of service provided and expected by guests will also vary. The styles of service will be dependent on the targeted customer and can range from simple self-service operations to elaborate service styles where dishes can be prepared at the guests' table. In its more elaborate form, food, and drink service can be likened to a form of theatre.

High quality food and drink service requires the practitioner to have extensive knowledge of international cuisine, beverages, and wines. They must have a complete command of accepted serving rules and must know the preparation of speciality dishes and drinks at the guests' table or in the bar. The food server is the most important person in attending to the guests and fulfilling the meal experience. Skill and resourcefulness, good manners, excellent interaction with guests, aplomb, excellent personal and food hygiene practices, smart appearance, and practical ability are all essential.

A wide range of specialist tools and materials will be used for the service of specialist dishes, drinks, and wines. The practitioner will be familiar with their use in addition to the more usual pieces of equipment that are found in most dining situations.

The success of food service relies equally on effective communication, organisation and teamwork. Food servers must work in harmony with the kitchen brigade so as to ensure that the dining experience is seamless and memorable. Irrespective of the working environment, excellent communication, and customer care skills are universal attributes of the outstanding practitioner. Food service personnel will work as part of a team and with other teams in the hotel or restaurant. Whatever the structure of the work, the trained and experienced practitioner takes on a high level of personal responsibility and autonomy. This ranges from safeguarding the health and wellbeing of the guests and colleagues through scrupulous attention to safe and hygienic working practices, to achieving exceptional experiences for special occasions. Restaurant servers also need to master marketing skills suitable for dining scenarios, to be capable of conducting basic customer management duties and appropriate on-site sales, in order to help employers increase customer acquisition, maintain the stability of existing customer base, and sustain customer satisfaction.

With the globalization of gastronomy, the expansion of travel for pleasure and business, and the international mobility of people, staff in the hospitality industry enjoy rapidly expanding opportunities and challenges. For the talented restaurateur there are many commercial and international opportunities; however, these carry with them the need to understand and work with diverse cultures, trends, and environments. With the development of AI technology and robotics,

the change of clients' needs regarding personalized service, the trend towards healthy food, the protection of the environment, the demand for cultural experience and emotional links, the diversity of skills associated with restaurant service is therefore likely to keep expanding.

### 1.1.3 Number of Competitors per team

Restaurant Service 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](http://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	<b>Work organization and self-management</b>	10
	The individual needs to know and understand: <ul style="list-style-type: none"> <li>• The organization and structure of the hospitality and restaurant service industry</li> <li>• Different types of food and beverage service establishment and the styles of food and beverage service that they will use.</li> <li>• The importance of the ambience of the restaurant to the overall meal experience</li> <li>• Target markets for various types of food service styles</li> <li>• Business and financial imperatives when running a food service establishment</li> </ul>	

Section		Relative importance (%)
	<ul style="list-style-type: none"> <li>• Relevant legislative and regulatory requirements, including health, safety, and environment, food handling and hygiene, and the sale and service of alcoholic beverages</li> <li>• The importance of working efficiently to minimize wastage and negative impacts on the environment from business activity and to maximize sustainability, such as by composting</li> <li>• Issues surrounding sustainability and ethics of the food being served</li> <li>• The impact of culture, religion, allergies, intolerances, and tradition on diet and the cooking of the produce being served</li> <li>• Ethics linked to the food service industry</li> <li>• The importance of effective inter-departmental working with an understanding of the organisation and structure of the kitchen.</li> <li>• The requirement to be careful about detail and thorough in completing work tasks</li> <li>• Restaurant design and layout</li> <li>• The management of raw material</li> <li>• Principles and practice for environmental protection</li> <li>• Sustainable processes for the control of energy consumption, food waste, reusable packaging, and eco-friendly cleaning products</li> <li>• The importance of using local and seasonal ingredients</li> <li>• The use of digital design and processes as a factor in sustainable practice.</li> </ul>	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> <li>• Present themselves to guests in a professional manner</li> <li>• Demonstrate personal attributes including personal hygiene, smart and professional appearance, demeanour, and deportment</li> <li>• Organize tasks effectively and plan workflows</li> <li>• Manage the process of customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction</li> <li>• Consistently demonstrate hygienic and safe work practices</li> <li>• Minimize waste and any negative impact on the environment</li> <li>• Treat all goods with respect and apply sustainable economic resourcefulness</li> <li>• Work effectively as part of teams and with other departments</li> <li>• Act honestly and ethically in all dealings with customers, colleagues, and the employer</li> <li>• Be responsive to unexpected or unplanned situations and effectively solve problems as they occur</li> <li>• Engage with continuous professional development to maintain knowledge of current trends and fashions within culinary and food service developments</li> <li>• Prioritize tasks, especially when serving multiple tables</li> <li>• Apply sustainable practices to all service techniques</li> <li>• Make suggestions for improvement of operational procedures</li> </ul>	

Section		Relative importance (%)
	<ul style="list-style-type: none"> <li>• Create and adapt service techniques with own ideas and develop them further to fit each restaurant's style of operating.</li> </ul>	
<b>2</b>	<b>Communication and interpersonal skills</b>	<b>14</b>
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> <li>• The importance of overall meal experiences</li> <li>• The importance of effective communications and inter-personal skills when working with customers and colleagues</li> <li>• The food server's role in maximizing sales of food and beverages</li> <li>• The importance of appearance when on public view and dealing with customers</li> <li>• The advantage of a second language in dealing with international clients</li> <li>• the nature and uses of digital systems for a range of restaurant service operations.</li> </ul>	

Section		Relative importance (%)
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> <li>• Greet and seat guests appropriate to service areas</li> <li>• Provide appropriate advice and guidance to guests on the menu choices, based on sound knowledge</li> <li>• Guide guests on Allergan, calorie, vegan and dietary choices.</li> <li>• Take orders accurately from guests using both paper and digital systems.</li> <li>• Judge the level of communication and interaction appropriate for each guest or group</li> <li>• Communicate effectively with guests appropriate to the setting and the guests' requirements</li> <li>• Act politely and courteously</li> <li>• Be attentive without being intrusive</li> <li>• Check with customers that everything is satisfactory</li> <li>• Observe appropriate table etiquette</li> <li>• Maintain composure, keep emotions in check, and avoid aggressive behaviour, even in very difficult situations</li> <li>• Deal effectively with guests who are difficult or who complain</li> <li>• Communicate effectively with guests who have communication difficulties</li> <li>• Recognize and respond to any special needs that guests may present</li> <li>• Liaise effectively with kitchen staff and colleagues, particularly during pressure periods</li> <li>• Present bills, deal with payments, and bid guests' farewell</li> <li>• Provide advice and ideas on service matters to management</li> <li>• Propose solutions and discuss with a goal orientated attitude, arriving at agreed solutions</li> <li>• Plan and implement meal promotions.</li> <li>• Use digital systems to manage sales, guest information and other tasks related to service.</li> </ul>	
<b>3</b>	<b>Food hygiene and health, safety, and environment</b>	<b>9</b>
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> <li>• Legislation and good practice relating to the handling, storage, preparation and service of food and beverage produce</li> <li>• Legislation and good practice for safe working practices in a restaurant environment and in the use of specialist restaurant service equipment</li> <li>• Quality indicators for the service of all food produce in the restaurant</li> <li>• The safe use of knife and specialist equipment in advanced service techniques.</li> </ul>	

Section		Relative importance (%)
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> <li>• Work hygienically and practise hygienic procedures in all service activities</li> <li>• Maintain clean, neat, and tidy workstation, storage, and waste areas</li> <li>• Practise food safety during food preparation, cooking, and service (HACCP principles are applied)</li> <li>• Prevent cross-contamination in the storage and service of food and beverage produce</li> <li>• Store all food items contained, covered, labelled, and dated</li> <li>• Store all non-food commodities, tools, and equipment safely and hygienically</li> <li>• Ensure all equipment and work areas are cleaned to the highest standards</li> <li>• Work safely and uphold accident prevention regulations</li> <li>• Use all tools and equipment safely and according to the manufacturer's instructions</li> <li>• Promote health, safety, environmental, and food hygiene</li> <li>• Undertake training in first aid and manual handling</li> <li>• Apply strong knowledge of health and safety in food handling practices.</li> </ul>	
<b>4</b>	<b>Préparation for service (mise en place)</b>	<b>9</b>
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> <li>• A range of standard restaurant materials and equipment including:               <ul style="list-style-type: none"> <li>◦ Cutlery</li> <li>◦ Crockery</li> <li>◦ Glassware</li> <li>◦ Linen</li> <li>◦ Furniture</li> </ul> </li> <li>• The purposes of specialist equipment used in restaurant service.</li> <li>• The importance of presentation and appearance for restaurants</li> <li>• The factors that contribute to creating the right ambience and atmosphere for dining</li> <li>• The tasks to be completed to prepare for service.</li> </ul>	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> <li>• Prepare table dressings and decorations</li> <li>• Ensure that rooms are clean and well presented</li> <li>• Prepare restaurants appropriately for meals to be served</li> <li>• Place tables and chairs appropriately for expected number of covers</li> <li>• Set tables using the appropriate linen, cutlery, glassware, china, cruets, and additional necessary equipment</li> <li>• Create a range of innovative napkin folds for different settings and occasions</li> </ul>	

Section		Relative importance (%)
	<ul style="list-style-type: none"> <li>• Prepare restaurants for various service styles including breakfast, lunch, afternoon tea, dinner, casual, a la carte, bar, banqueting, and fine dining service</li> <li>• Prepare buffet tables for buffet style service including boxing tablecloths</li> <li>• Organize and prepare function rooms in readiness for various function formats</li> <li>• Organize and prepare various supporting areas, for example sideboards, still rooms, and expected accompaniments and condiments for menu items.</li> </ul>	
<b>5</b>	<b>Food service</b>	<b>28</b>
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> <li>• The history of food service and advanced service techniques</li> <li>• National and international food and beverage service styles and techniques</li> <li>• When and in what circumstances various food service techniques would be used</li> <li>• Ingredients, method of cookery, presentation, and service for all dishes on the menu, sufficient to advise guests</li> <li>• Current and future trends in restaurant service</li> <li>• A range of highly specialized and international cuisines and their styles of restaurant service.</li> </ul>	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> <li>• Manage the service cycle for different styles of service</li> <li>• Use specialist equipment correctly and safely</li> <li>• Correct covers as required for dishes to be served</li> <li>• Professionally and efficiently serve food for different styles of service, e.g.               <ul style="list-style-type: none"> <li>◦ Plated service</li> <li>◦ Silver service/French service</li> <li>◦ Gueridon service</li> <li>◦ Trolley/Voiture service</li> </ul> </li> <li>• Serve food from Gueridons</li> <li>• Prepare, portion, and serve specialist dishes from Gueridons, including:               <ul style="list-style-type: none"> <li>◦ Assembly of dishes</li> <li>◦ Carving of meat, poultry, and wild meat</li> <li>◦ Filleting fish</li> <li>◦ Preparing and carving fruits</li> <li>◦ Using spices in preparing dishes</li> <li>◦ Serving different cheeses</li> <li>◦ Preparing salads and salad dressings</li> <li>◦ Flambé dishes (meat, dessert, seafood, fruit)</li> <li>◦ Preparing main courses, starters, desserts</li> </ul> </li> </ul>	

Section		Relative importance (%)
	<ul style="list-style-type: none"> <li>• Demonstrate appropriate flare and theatre</li> <li>• Clear plates and other items from customers' tables</li> <li>• Crumb down at appropriate times between courses</li> <li>• Serve a range of meals including breakfast, lunch, afternoon tea, evening dinner, casual bistro, a la carte, bar, banqueting, and fine dining service</li> <li>• Provide high quality restaurant service in highly specialized or international restaurants</li> <li>• Create own dishes (flambé) from ingredient lists</li> <li>• Make environmentally sustainable choices and use locally sourced food and beverages currently in season.</li> </ul>	
<b>6</b>	<b>Cocktail and beverage service</b>	<b>15</b>
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> <li>• The range of beverages that may be prepared and served in a restaurant or other outlet</li> <li>• How to use specialist equipment properly and safely</li> <li>• The range of glassware in which beverages may be served</li> <li>• The range of china and glassware in which beverages may be served</li> <li>• The range of china, silver and glassware that may be used, such as, spoons, strainers, tongs, etc.</li> <li>• Recognized accompaniments for beverages</li> <li>• Trends and fashions in beverage sales and service</li> <li>• The range of sustainable beverages available to guests</li> <li>• Techniques and styles of beverage service</li> <li>• Names and correct spirits and liqueurs, beers, syrup, juices, water</li> <li>• The range of alcoholic and non-alcoholic drinks that may be served in a restaurant</li> <li>• The range of glassware and their uses in drinks service</li> <li>• The range of accompaniments that are served with alcoholic and non-alcoholic drinks</li> <li>• Issues relating to honesty and integrity in regard to alcoholic drinks</li> <li>• Legal requirements relating to the sale and service of alcoholic drinks</li> <li>• Methods of serving drinks in a range of scenarios</li> <li>• A range of cocktails, their ingredients, methods of making and service</li> <li>• Servers' ethical and moral responsibilities in relation to the sale and service of alcoholic drinks.</li> </ul>	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> <li>• Serve and clear different types of beverages and drinks</li> <li>• Prepare and serve beverages from a range of specialist machines: blenders, juicers, ice machines, beverage carbonating systems etc.</li> </ul>	

Section		Relative importance (%)
	<ul style="list-style-type: none"> <li>• Use specialist equipment for serve beverages (sommelier knife, opener, strainer, jiggers etc.)</li> <li>• Create own speciality beverages with an accepted range of choice</li> <li>• Prepare and serve a range of cold drinks</li> <li>• Prepare and serve liqueurs including with beverages</li> <li>• Prepare cocktails</li> <li>• Prepare garnish cocktails</li> <li>• Serve beverages, beers, liquors, spirits, cocktails, waters</li> <li>• Follow the correct procedures for opening beverages</li> <li>• Prepare the service area for the service on alcoholic and non-alcoholic drinks</li> <li>• Select glassware and accompaniments for the sale and service of alcoholic and non-alcoholic drinks</li> <li>• Maintain the highest standards of hygiene and cleanliness during the sale and service of alcoholic and non-alcoholic drinks</li> <li>• Serve alcoholic drinks within current legislation with regard to measures, customers' ages, service times, and locations</li> <li>• Pour drinks from bottles, for example beers and ciders</li> <li>• Measure drinks using appropriate measures</li> <li>• Follow recipes for IBA cocktails</li> <li>• Prepare, serve, and clear alcoholic and non-alcoholic beverages for different styles of service:               <ul style="list-style-type: none"> <li>◦ At the table</li> <li>◦ Reception drink service</li> </ul> </li> <li>• Prepare and serve different styles of cocktail including:               <ul style="list-style-type: none"> <li>◦ Stirred</li> <li>◦ Shaken</li> <li>◦ Built</li> <li>◦ Blended</li> <li>◦ Muddled</li> <li>◦ Signature</li> </ul> </li> <li>• Recognize by sight and smell a selection of spirits, aperitifs, and liqueurs</li> <li>• Create own alcoholic and non-alcoholic cocktails from ingredient lists.</li> </ul>	
<b>7</b>	<b>Wine service</b>	<b>9</b>
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> <li>• The wine making process.</li> <li>• Details of various wines including:               <ul style="list-style-type: none"> <li>◦ Grape variety</li> <li>◦ Production</li> <li>◦ Country and region of origin</li> <li>◦ Vintages</li> <li>◦ Characteristics</li> <li>◦ Matching food and wine</li> </ul> </li> </ul>	

Section		Relative importance (%)
	<ul style="list-style-type: none"> <li>• How wine is stored</li> <li>• Method of preparing wine for service</li> <li>• Selection of glassware and equipment used in wine service</li> <li>• Methods for the service for various wines</li> <li>• The type of wine relating to colour and the appropriate wine glass used in their service</li> <li>• The concept of 'green' and 'sustainable' wines</li> <li>• The use of wine as an accompaniment for food.</li> </ul>	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> <li>• Provide informed advice and guidance to the guest on the selection of wine</li> <li>• Identify a range of wines from aroma, taste, and appearance</li> <li>• Interpret information on a wine bottle's label</li> <li>• Select and place on the table the appropriate glassware to the chosen wine</li> <li>• Present wines to the guest</li> <li>• Open wine at the table using accepted equipment.</li> <li>• Open wine that has a traditional cork, champagne cork, or screw top</li> <li>• Decant or aerate wine when appropriate</li> <li>• Offer wine for tasting</li> <li>• Pour wine at the table, observing table etiquette</li> <li>• Serve wines at their optimum temperature and condition</li> <li>• Serve at a reception drinks service, e.g., champagne, spirits, non alcoholic beverages</li> <li>• Recognize by sight and smell a selection of fortified wines.</li> </ul>	
<b>8</b>	<b>Hot beverage service</b>	<b>6</b>
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> <li>• The coffee and other hot beverage making processes</li> <li>• The value of using sustainable tea and fair-trade coffee products</li> <li>• Factors relating to coffee, including:               <ul style="list-style-type: none"> <li>◦ Beans</li> <li>◦ Production</li> <li>◦ Country and region of origin</li> <li>◦ Characteristics</li> <li>◦ Specialist barista coffee machines and other equipment (e.g., Aero Press)</li> <li>◦ Preparation and service of different styles of barista coffee</li> <li>◦ Techniques with milk products</li> <li>◦ The selection of glassware and equipment used in coffee service.</li> <li>◦ Classic types of coffee</li> <li>◦ Coffee grinding</li> </ul> </li> </ul>	

Section	Relative importance (%)
<ul style="list-style-type: none"> <li>• Various details of Tea and herbal infusions:               <ul style="list-style-type: none"> <li>◦ Tisane Tea, Black, Herbal, Green etc.</li> <li>◦ Bubble tea</li> <li>◦ Production, Country and region of origin</li> <li>◦ Tea Brewing equipment and tools</li> <li>◦ Selection of cups</li> <li>◦ Preparation and practice common methods to brew tea.</li> <li>◦ Service of tea.</li> </ul> </li> </ul>	
<p>The individual shall be able to:</p> <ul style="list-style-type: none"> <li>• Serve and clear different types of beverages and drinks</li> <li>• Prepare and serve beverages from a range of specialist machines: teapots, coffee machines, boilers, ice machines, grinders and other equipment relating to hot beverage preparation and service</li> <li>• Prepare and serve hot drinks</li> <li>• Follow the recipes for classic hot drinks</li> <li>• Prepare a range of international coffee specialities and other hot beverages</li> <li>• Create signature hot drinks with own choice</li> <li>• Use appropriate pouring techniques</li> <li>• Decorate coffees and other hot beverages</li> <li>• Follow appropriate working processes for the service of hot beverages.</li> </ul>	
<b>Total</b>	<b>100</b>

## 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.

A Standards and Assessment Guide (SAG) is designed and agreed on prior to the Competition. Experts shall become familiar with these standards in line with the SAG before starting to assess the Competitors work.

Experts are placed into marking teams and remain in the same module for the four days of the competition, to ensure consistency in marking. Teams will have a range of Experts from different countries/regions and should also be a mix of returning Experts and new Experts. Each team is allocated a team leader to conduct the daily Competitor briefings. The Chief Expert decides the team leaders and their teams.

Competitors are placed into teams by the Chief Expert which will have a range of different countries/regions. Competitor teams will rotate through the modules over the four days of Competition. Competitors will draw their allocation daily.

Separate mark sheets will break down each module into tasks (or sub criteria) and are used by the Experts to mark the Competitors. The Mark Summary Form is provided to Competitors each day for this specific model.

At the end of each day of Competition, final marks are recorded onto the Judgement and Measurement sheets and then entered into CIS by the Chief Expert or a Skill Assistant.

Skill		35 - Restaurant Service		Expert		
* Sub Criterion		A1 - Wine knowledge		Marking Scheme Lock 21-05-2019 12:30:49		
Aspect ID	Max Mark	Aspect of Sub Criterion - description	Competitor ID and Mark/Score			
J1	0.80	Wine (def. On C-4) 0 - lacks knowledge of task, not confident with task, minimal communication 1 - shows basic skill, basic confidence, some basic communication 2 - good knowledge of task, good level of confidence, good Communication 3 - very high knowledge of task, great level of confidence, great communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J2	0.30	Communication (def. On C-4) 0 - Competitors shows no social skills or guest interaction 1 - Competitor shows some interaction with guests and an adequate level of confidence to carry out their tasks 2 - Competitor shows a high level of confidence, good guest interaction and an overall good impression 3 - Competitor shows excellent interpersonal skills, natural flare and ability and attention to detail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M1	0.30	Wine 1 (def. On C-4) Question 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M2	0.30	Wine 2 (def. On C-4) Question 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M3	0.30	Wine 3 (def. On C-4) Question 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The table above is example of the landscape marking form generated by the CIS. Experts use this form to mark multiple Competitors at the same time.

For judgement marking, the Expert uses the criteria as a guideline to decide on a score out of three. For example, uniform may be suitable for the task, however trousers may be too long.

For measurement marking, the Expert can allocate only the mark awarded for the specific criteria if they have achieved it. If an error has been made, they receive no mark. For example, no spillage – whether the Competitor may have a large or small amount of spillage they will receive zero marks. Two marks would only be awarded if there was no spillage.

All four modules are where possible and appropriate, evenly weighted across all assessment criteria and have approximately the same amount of overall weighting towards the final total.

Competitors are asked to perform a variety of practical tasks, which test theoretical, product knowledge, practical skills, personal presentation, social skills, and “green” practices. Tasks will attract a time restriction; some are performed for invited guests, and some are “blind marked”.

## 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 standalone modules.

#### **Any mystery box/food components/commodities for signature creations**

Mystery box food/ commodities are primarily identified and provided by the Workshop Manager. The mystery box food/commodities are to be introduced on Familiarization Day.

#### **Reference book**

The Restaurant Service Skills Training Book is a core reference that can be used in the event of any dispute about procedures. It promotes openness and fairness, and it sets a minimum standard alongside the Standards and Assessment Guide. Please see the reference link here:

[www.renovium.ch](http://www.renovium.ch)

### 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.

The workshop area should be designed for different styles of service and can include:

1. Bistro Dining
2. Banquet Service
3. Bar
4. Fine Dining
5. Welcome pre-meal reception
6. Family Service
7. Barista Lounge
8. Afternoon Tea Service
9. Skills Techniques

## 5.4 Test Project coordination and 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 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 is developed by an Independent Test Project Designer (ITPD) in collaboration with the Skill Competition Managers for both Restaurant Service and Cooking. The Test Project is validated by an Independent Test Project Validator, a hospitality professional who ensures that it meets the highest standards of service and the requirements of both industry and WorldSkills

### 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 is identified and a Confidentiality Agreement between WSI and the ITPD is organized.
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 Test Project/modules will be presented to Experts
At the Competition on C-2	The mystery box of food and beverage commodities which will be used over the four days of competition are presented to Competitors.

Additional information/updates are jointly decided on the WorldSkills Discussion Forum in the lead-up to the Competition.

## 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 Test Project/modules are not circulated prior to the Competition. The Test Project/modules are presented to Experts on C-4 and the mystery elements to 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.

All existing mystery elements are presented to Competitors on C-2 and are being chosen by a random draw every evening or every morning of a Competition Day.

## 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](http://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](http://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](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 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](http://www.worldskills.org/expertcentre)).

### 6.5 General best practice procedures

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

Topic/task	Best practice procedure
Equipment, inventory, and materials	<ul style="list-style-type: none"> <li>• Items brought in the toolbox are for the use of that Competitor only. These items must not be removed from the workshop at any time before the completion of the Competition for that Competitor.</li> </ul>
Timekeeping	<ul style="list-style-type: none"> <li>• All Experts, Competitors, and Interpreters should be on time for their tasks affecting them according to the Skill Management Plan</li> <li>• Competitors may leave their workstation for personal reasons only if accompanied by a non-compatriot Expert. No extra time will be granted.</li> </ul>
Translation process	<ul style="list-style-type: none"> <li>• Competitors are allocated time to prepare for the next module plus 5-10 minutes reading time prior to the module.</li> <li>• Interpreters are allocated up to an hour to translate the Test Project before the competition starts. Translation devices and programmes can be used by Interpreters for this purpose.</li> </ul>

## 7 Skill-specific safety requirements

### 7.1 Personal Protective Equipment

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

Task	Sturdy shoes with closed toe, no heel and a non-slip sole
General PPE for safe areas	√

## 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 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 may bring up to two (2) toolboxes with the total external volume not exceeding 0.12 m<sup>3</sup>.

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

For example:

- One box for knives: 40 cm x 20 cm x 15 cm
- One box for bar equipment: 60 cm x 40 cm x 20 cm

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

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

The following items are allowed to be carried in the toolbox:

#### General requirements:

- Waiter's friend/wine opener;
- Crumber;
- Knife kit suitable for Gueridon and skills bar;
- Cocktail shaker x 4 NO MARKINGS for measurement;
- Other Cocktail equipment: Hawthorn Strainer x 2 Double Strainer x2, Muddler x 1, Tweezers x2, Bar Spoon, Pourers

No other equipment is accepted at the Competition unless decided otherwise on the WorldSkills Discussion Forum by vote of Experts.

#### **Uniform requirements**

Ties and aprons will be provided by the Competition Organizer for Competitors for specified tasks. For example, the dress code for Competitors in the Bistro module may allow a modern, relaxed approach consisting of black jeans and white runners/trainers, in line with contemporary bistro practice. This information is circulated once the Test Project has been released.

For the Banquet module, Competitors are required to wear a white shirt, black trousers, and low-heeled black shoes. An apron will be provided by the Competition Organizer

## **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 that reflects managerial standard in the hospitality industry, i.e. suit and tie.

The giving of gifts to fellow Experts is not compulsory however if Experts wish to bring gifts, please limit to one gift and Member pin per Expert and Competitor.

## **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.

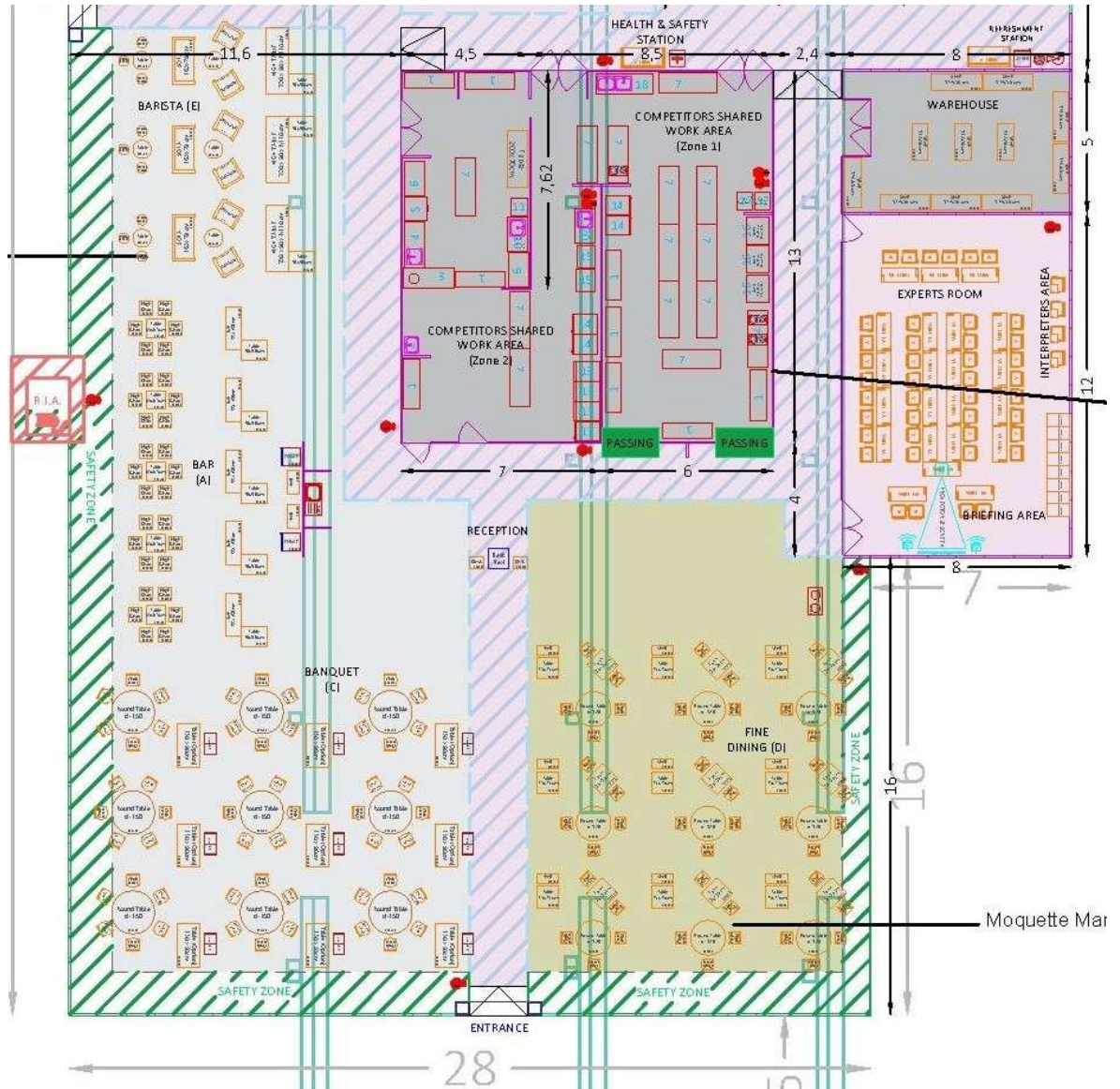
No mobile phones and cameras are permitted during Competition times, refer to section 9.

## **8.6 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**





Moquette Mar

## 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"> <li>• Chief Expert, Experts, Competitors, and Interpreters are not allowed to bring memory sticks into the workshop.</li> </ul>
Use of technology – personal laptops, tablets, and mobile phones	<ul style="list-style-type: none"> <li>• Experts, Competitors, and Interpreters are not allowed to bring personal laptops, tablets, or mobile phones into the workshop. If these are brought into the workshop they must be locked in the personal locker and only removed at lunch time and at the end of each day.</li> <li>• The Skill Competition Manager and Chief Expert are exempt from this rule.</li> </ul>
Use of technology – personal photo and video taking devices	<ul style="list-style-type: none"> <li>• Skill Competition Manager, Chief Expert, Experts, Competitors, and Interpreters are not allowed to bring personal photo and video taking devices into the workshop until the end of competition on C4. A designated Expert will take photos throughout the competition to share with all Experts on the WorldSkills Discussion Forum.</li> </ul>
Use of toolboxes	<ul style="list-style-type: none"> <li>• All private tools not in use including phones, should be locked in personal toolboxes accessed with personal keys. These can be accessed at lunchtime and at the end of Competition Day.</li> </ul>

# 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**.

Experts play a vital role in a Competitor's journey and the success of the WorldSkills Competitions across all Skills.

In Restaurant Service, an Expert must demonstrate a strong background in the hospitality industry, experience in education and training, and a thorough knowledge of the profession. The following attributes are recommended for those appointed to the role of Expert:

- Extensive industry experience in high-end, well-established properties, with a deep knowledge of both classical and contemporary service styles.
- Familiarity with international service standards, including knowledge of food origins and cooking skills, tableside techniques, service under pressure, and customer engagement.
- Sound knowledge and practice in wine and beverage service, including mixology, barista skills, wine pairing, and wine service techniques.
- A proven record in training, teaching, or mentoring within hospitality, underpinned by relevant qualifications. A degree in a hospitality discipline is the minimum requirement.
- Fluency or strong proficiency in the English language (B2–C2 level), as Restaurant Service is conducted in English.
- Strong communication and collaboration skills for working with fellow Experts from diverse cultural backgrounds and contributing to international decision-making.
- The ability to coach and inspire Competitors while maintaining a calm, supportive, and professional approach throughout the Competition cycle.
- Proficiency in time management, service flow, equipment handling, and a strong knowledge of health and safety, environmental, and sustainability regulations.
- Prior involvement in local, national, or international hospitality competitions, with an understanding of objective marking systems and performance standards.
- General knowledge of WorldSkills, with a commitment to follow the Competition Rules, the Code of Ethics and Conduct, and to act with fairness and transparency in all adjudication processes.
- Exemplary grooming, etiquette, and professional presence, reflecting the highest standards of hospitality and serving as a role model of excellence.

# 11 Visitor and media engagement

## 11.1 Engagement methods

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

- Test Project descriptions;
- Career opportunities;
- Invitation for media/sponsors for meal service;
- Try-a-Skill (Competition Organizer);
- Display screen (Competition Organizer).

# 12 Sustainability

## 12.1 Sustainable practices

This skill competition will focus on the sustainable practices below:

- Working in collaboration with Skill 34 Cooking to reduce food waste and share equipment and materials
- Recycling – paper, cardboard, glass, plastic, food waste;
- Use of green materials where possible;
- Service of food and beverages to customers to avoid wastage;
- Competitors marked on their “green” practices;
- Small toolboxes;
- Using tablet for marking for improved efficiency and reduced use of paper.

## 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/](http://www.onetonline.org/))

### 13.2 References

This WSOS (Section 2) appears most closely to relate to Waiters and Waitresses:  
<https://www.onetonline.org/link/summary/35-3031.00>

and Waiter/Waitress:

<http://data.europa.eu/esco/occupation/d5db9d5c-2ebf-4a54-a79a-1b7e7ff70471>

These links also enable adjacent occupations to be explored.

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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
AEHT - hotel and tourism high school of Saint Quentin en Yvelines	Guillaume Staquet, Teacher
SATS China	Diana Zhu, Senior Western Food R&D Chef
Schweizerische Hotelfachschule Luzern	Silvio Tschudi, Academic Dean
Shanghai Urban Construction Vocational College	Yun Chen, Associate Professor
Shisen Hanten Pte Ltd and CBX Pte Ltd	Kelvin Tay, General Manager

# 14 Appendix

## 14.1 Appendix information

Not applicable.