

# GRAPHIC DESIGN (40)

## EuroSkills Technical Description

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WorldSkills Europe, by a resolution of the Competition Development Committee (CDC) and in accordance with the Constitution, the Standing Orders and the Competition Rules, has adopted the following minimum requirements for this skill for the EuroSkills Competition.

**The Technical Description consists of the following:**

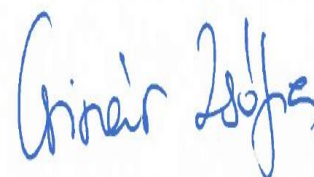
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# 1 INTRODUCTION

## 1.1 NAME AND DESCRIPTION OF THE SKILL COMPETITION

### 1.1.1 THE NAME OF THE SKILLS COMPETITION IS

Graphic Design

### 1.1.2 DESCRIPTION OF THE ASSOCIATED WORK ROLE(S) OR OCCUPATION(S)

Graphic Design comprises many different skills and disciplines in the production of graphic design and output. The diversity of the skills required in the industry are very broad: it is common for people working in this field to be specialists in a particular aspect. As a result, often a team may cover the entire Graphic Design process, with each member of the team having their own strengths, specialities and roles.

Graphic Design involves working with external and internal clients to create solutions to their needs; it may also include the printing or online publication production. People working in this industry often work closely with their clients and must be strong communicators so that they can achieve the client's objectives successfully. They require strong interactive, research, design, visualisation and technical skills. In order to have these they need to understand the target audience, markets, trends and cultural differences and what the client wants. They must be able to work in either formal or informal teams, or stand-alone.

After completing the research and planning stage, a project or concept is interpreted to form a design in appropriate industry specific software. The design must be set up with the correct technical specifications for output or online publication. It is essential that practitioners understand all phases of the procedure including the constraints of the specified printing process. These skills also apply to re-designing or updating a design.

There are various employment opportunities within the industry. This can include becoming a freelancer, business owner, or being employed by an advertising firm, a design firm, a printing company or a company with a design department. Practitioners may have a broad role, or specialise as a graphic designer, graphic artist, typographer, typesetter, type designer, image manipulation specialist, illustrator, art director, or packaging specialist.

## 1.2 THE CONTENT, RELEVANCE AND SIGNIFICANCE OF THIS DOCUMENT

This document incorporates a Role Description and Standards Specification which follow the principles and some or all of the content of the WorldSkills Standards Specifications. In doing so WSE acknowledges WorldSkills International's (WSI's) copyright. WSE also acknowledges WSI's intellectual property rights regarding 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:

- WSE – Competition Rules
- WSI – WorldSkills Standard Specification framework
- WSE – WorldSkills Europe Assessment Strategy
- WSE – Online resources as referenced in this document
- Host Country – Health and Safety regulations

## 2 THE STANDARDS SPECIFICATION

### 2.1 GENERAL NOTES REGARDING WSSS / WSESS

Where appropriate WSE has utilised some or all of the WorldSkills International Standards Specifications (WSSS) for those skills competitions that naturally align between the two international Competitions. Where the skill is exclusive to the EuroSkills Competition, WorldSkills Europe has developed its own Standards Specification (WSESS) using the same principles and framework to that used for the development of the WSSS. For the purposes of this document the use of the words “Standards Specification” will refer to both WSSS and WSESS.

The Standards Specification specifies the knowledge, understanding and specific skills that underpin international best practice in technical and vocational performance. It should reflect a shared global understanding of what the associated work role(s) or occupation(s) represent for industry and business. ([www.worldskills.org/WSSS](http://www.worldskills.org/WSSS)) (TBA for WorldSkills Europe) Helpfully, for the global consultation on the WSSS in 2014, around 50 per cent of responses came from European industry and business.

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

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

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

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

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

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

### 2.2 STANDARDS SPECIFICATION

| SECTION |  | RELATIVE IMPORTANCE % |
|---------|--|-----------------------|
| 1       | <b>Work organization and self-management</b>   | <b>10</b>             |
|         | <p><b>The individual needs to know and understand:</b></p> <ul style="list-style-type: none"> <li>• OHS regulations, safe work practices</li> <li>• the time constraints of the industry</li> <li>• industry specific terms</li> <li>• the nature and purposes of client specifications and projects</li> <li>• appropriate software usage for the outcomes required</li> <li>• methods of working within organisational limitations</li> <li>• methods of working in a team to achieve a common goal</li> </ul> |                       |

|          |   |           |
|----------|---|-----------|
|          | <p><b>The individual shall be able to:</b></p> <ul style="list-style-type: none"> <li>• interpret client specifications and projects</li> <li>• keep to project timelines deadlines or milestones (bullet 4 seems the same)</li> <li>• conduct themselves in a professional manner</li> <li>• prioritize work to cope with pressure and unexpected obstacles and delays</li> <li>• interpret projects in a sustainable manner to minimise wastage and cost to the client and company</li> <li>• problem solve and adapt to changes made to projects</li> <li>• multi-task</li> <li>• research the project to arrive at a design frame-work</li> </ul>   |           |
| <b>2</b> | <b>Communication and interpersonal skills</b>   | <b>10</b> |
|          | <p><b>The individual needs to know and understand:</b></p> <ul style="list-style-type: none"> <li>• the importance of active listening skills</li> <li>• methods for interpreting the design project and clarifying/questioning the client</li> <li>• how to visualise and translate customer wishes making recommendations which meet their design and budgetary requirements</li> <li>• the importance of building and maintaining productive working relationships</li> <li>• the importance of resolving misunderstandings and conflicting demands</li> <li>• how to ensure the competitor successfully understands the design project</li> </ul>   |           |
|          | <p><b>The individual shall be able to:</b></p> <ul style="list-style-type: none"> <li>• use literacy skills to: <ul style="list-style-type: none"> <li>• follow documented instructions from a supplied project</li> <li>• interpret workplace instructions and other technical documents</li> <li>• keep up to date with latest industry guidelines</li> <li>• present their brief to the client and justify their design choices</li> </ul> </li> <li>• use oral communication skills to: <ul style="list-style-type: none"> <li>• communicate in a logical and easily understood manner</li> <li>• use discretion and confidentiality when dealing with clients</li> <li>• to organise and compile a presentation to present to the client</li> <li>• question clients in an appropriate manner</li> <li>• use assertiveness and tact in regards to dealing with a client</li> <li>• show visual development through sketches</li> </ul> </li> </ul> |           |
| <b>3</b> | <b>Problem solving</b>  | <b>10</b> |
|          | <p><b>The individual needs to know and understand:</b></p> <ul style="list-style-type: none"> <li>• common problems and setbacks that can occur within the work process</li> <li>• how to trouble shoot minor software and printing issues</li> </ul>   |           |

|          |   |           |
|----------|---|-----------|
|          | <p><b>The individual shall be able to:</b></p> <ul style="list-style-type: none"> <li>• use analytical skills to determine the requirements of the specifications</li> <li>• use problem solving skills to translate the required outcomes of the specification to an appropriate solution</li> <li>• check work regularly to minimise problems that may arise at a later stage</li> </ul>  |           |
| <b>4</b> | <b>Innovation, Creativity and Design</b>  | <b>35</b> |
|          | <p><b>The individual needs to know and understand:</b></p> <ul style="list-style-type: none"> <li>• creative trends and developments in the industry</li> <li>• how to apply appropriate colours, typography and composition</li> <li>• principles and techniques for adapting graphics for various uses</li> <li>• different target markets and the elements of design which satisfy each market</li> <li>• protocols for maintaining a corporate identity, brand and style guide</li> <li>• how to provide consistency and refine a design</li> <li>• principles of a pleasing and creative design</li> <li>• current design trends</li> <li>• design principles and elements</li> <li>• standard sizes, formats and settings commonly used in the industry</li> <li>• Create Illustrations by hand or using software</li> </ul>  |           |
|          | <p><b>The individual shall be able to:</b></p> <ul style="list-style-type: none"> <li>• create, analyse and develop a visual response to communication problems, including understanding hierarchy, typography, aesthetics and composition</li> <li>• create, manipulate and optimise images for both print and online publishing</li> <li>• analyse the target market and the product being delivered</li> <li>• create an idea that is appropriate to the target market</li> <li>• take into consideration the impact of each element that is added during the design process</li> <li>• use all the required elements to create the design</li> <li>• respect existing corporate identity guidelines and style guides</li> <li>• keep the original design concept and improve the visual appeal</li> <li>• transform an idea into a pleasing and creative design</li> <li>• create new media (interactive) design</li> </ul> |           |
| <b>5</b> | <b>Technical Aspects and Output</b>   | <b>35</b> |
|          | <p><b>The individual needs to know and understand:</b></p> <ul style="list-style-type: none"> <li>• technological trends and developments in the industry</li> <li>• different printing processes: their limitations and techniques</li> <li>• standards for client presentation</li> <li>• image manipulation and editing</li> <li>• appropriate file formats, resolution and compression</li> <li>• colour gamuts, spot colours and ICC profiles</li> <li>• Printers marks and bleed</li> <li>• dielines and varnishes</li> </ul>   |           |



|  |   |             |
|--|---|-------------|
|  | <ul style="list-style-type: none"> <li>• software applications</li> <li>• different types of materials for printing and surfaces</li> </ul>   |             |
|  | <p><b>The individual shall be able to:</b></p> <ul style="list-style-type: none"> <li>• create prototype mock-ups for presentation</li> <li>• mount for presentation and/or present digitally in an appropriate way</li> <li>• apply the correct and appropriate adjustments for the specified output</li> <li>• adjust and manipulate images to suit the design and technical specifications</li> <li>• apply the colours correctly for the task given</li> <li>• save files in the correct format</li> <li>• use software applications comprehensively and appropriately</li> <li>• organise and maintain folders (for final output and archiving)</li> </ul> |             |
|  | <b>Total</b>  | <b>100%</b> |

## 3 THE ASSESSMENT APPROACH & PRINCIPLES

### 3.1 GENERAL GUIDANCE

**Note: this Section and Section 4 summarize a great deal of new information and guidance regarding assessment. Please refer to the Competition Rules for greater detail.**

The Competition Development Committee (CDC) establishes the principles and techniques to which assessment at the EuroSkills Competition must conform.

Expert assessment practice lies at the heart of the EuroSkills 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 EuroSkills Competition: the Marking Scheme, Test Project, and Competition Information System (CIS).

Assessment at the EuroSkills Competition falls into two broad types: measurement and judgement. Where the earlier terms “objective” and “subjective” still occur, these must be understood to mean measurement and judgement for all procedural and practical purposes. All assessment will be governed by explicit benchmarks, referenced to best practice in industry and business.

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

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

Prior to submission for approval to WSE, the Marking Scheme and Test Project will be reviewed by the WSE Skill Advisors in order to benefit from the capabilities of the CIS.

## 4 THE MARKING SCHEME

### 4.1 GENERAL GUIDANCE

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

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

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

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

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

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

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

### 4.2 ASSESSMENT CRITERIA

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

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

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

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

## 4.3 SUB CRITERIA

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

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

Each marking form (Sub Criterion) contains Aspects to be assessed and marked by measurement or judgement. Some Sub Criteria have assessment by both measurement and judgement, in which case there is a separate marking form for each method

## 4.4 ASPECTS

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

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

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

| CRITERIA                        |   |   |   |   |   |   |   |   |   | TOTAL MARKS PER SECTION |
|---------------------------------|---|---|---|---|---|---|---|---|---|-------------------------|
|                                 | A | B | C | D | E | F | G | H | I |                         |
| STANDARD SPECIFICATION SECTIONS | 1 |   |   |   |   |   |   |   |   |                         |
|                                 | 2 |   |   |   |   |   |   |   |   |                         |
|                                 | 3 |   |   |   |   |   |   |   |   |                         |
|                                 | 4 |   |   |   |   |   |   |   |   |                         |
|                                 | 5 |   |   |   |   |   |   |   |   |                         |
|                                 | 6 |   |   |   |   |   |   |   |   |                         |
|                                 | 7 |   |   |   |   |   |   |   |   |                         |
|                                 | 8 |   |   |   |   |   |   |   |   |                         |
|                                 | 9 |   |   |   |   |   |   |   |   |                         |
| TOTAL MARKS PER CRITERION       |   |   |   |   |   |   |   |   |   | 100                     |

## 4.5 ASSESSMENT AND MARKING BY JUDGEMENT

In addition to measurement, Experts are expected to make professional judgements. These are normally judgements about quality. Benchmarks will be designed, agreed and recorded during the design and finalization of the Marking Scheme and Test Project in order to steer and support these judgements.

Marking through judgement uses the following scale:

- 0: performance below industry standard to any extent, including a non-attempt
- 1: performance that meets industry standard
- 2: performance that both meets industry standard and surpasses that standard to some extent
- 3: excellent or outstanding performance relative to industry standards and expectations.

## 4.6 ASSESSMENT AND MARKING BY MEASUREMENT

Unless otherwise stated, only the maximum mark or zero will be awarded. Where they are used, partial marks will be clearly defined within the Aspect.

## 4.7 ASSESSMENT OVERVIEW

For both measurement and judgement there will be three Experts in the assessment team.

Good practice in assessment comprises measurement and judgement applied both specifically and broadly. The final proportions of measurement and judgment, whether specific or broad, will be determined by the standards, their weightings and the nature of the Test Project.

## 4.8 COMPLETION OF SKILL ASSESSMENT SPECIFICATION

This section defines the assessment criteria and the number of marks (judgement and measurement) awarded. The total number of marks for all assessment criteria must be 100.

| SECTION        | CRITERION                      | MARKS                     |             |            |
|----------------|--------------------------------|---------------------------|-------------|------------|
|                |                                | Judgement (if applicable) | Measurement | Total      |
| A              | Creative process               | 15                        | 0           | 15         |
| B              | Final design                   | 42                        | 0           | 42         |
| C              | Computer usage                 | 0                         | 17          | 17         |
| D              | Manual abilities               | 3                         | 0           | 3          |
| E              | Knowledge of printing industry | 0                         | 17          | 17         |
| F              | Saving and file format         | 0                         | 6           | 6          |
| <b>Total =</b> |                                | <b>60</b>                 | <b>40</b>   | <b>100</b> |

## 4.9 SKILL ASSESSMENT PROCEDURES

Each Expert will perform as a member of a marking team.

Experts will be divided into marking teams with a broad balance of assessment and marking across the teams. The composition of the marking teams will be decided by the CE and DCE with the aim of having a balance of new and experienced Experts in each. Where possible, Experts will be divided into different cultural groups for judgement.

## 5 THE TEST PROJECT

### 5.1 GENERAL NOTES

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

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

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

The Test Project will not cover areas outside the Standards Specification, or affect the balance of marks within the Standards Specification other than in the circumstances indicated by Section 2.1.

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 the EuroSkills Competition's rules and regulations.

This Technical Description will note any issues that affect the Test Project's capacity to support the full range of assessment relative to the Standard Specification. Section 2.1 refers.

### 5.2 FORMAT/ STRUCTURE OF THE TEST PROJECT

- Test Project assessed at end of Competition
- Test Project with separately assessed modules
- Test Project assessed in stages
- Series of standalone modules
- Other

Theme(s) for Test Project should be prepared by the experts in the forum and circulate to experts and competitor before the competition and selected the theme (client) during competition preparation days. The theme(s) should be kept secret for the competitors until C1.

Theme/client should be external or ballot.

If other, please specify here:

### 5.3 TEST PROJECT DESIGN REQUIREMENTS

The test project has to show the complexity of the European media industry. Therefore it is necessary to show the close connection between different specialities. For media campaigns and marketing strategies, there are a lot of different trades involved. Building up corporate identities, advertising, stationary, commercials, etc are based on the reuse of digital content. The focus of the project will be the production of a campaign, showing the relation between several products involved and the production of each of them. The subject of the campaign should be applicable to many types of companies.

The project has to consist of separate modules for graphic design for each day, to be marked the same day..

## 5.4 TEST PROJECT DEVELOPMENT

The Test Project MUST be submitted using the templates provided by WSE. Use the Word template for text documents and DWG template for drawings. Please contact [jordy.degroot@worldskillseurope.org](mailto:jordy.degroot@worldskillseurope.org) for guidance.

### 5.4.1 WHO DEVELOPS THE TEST PROJECTS OR MODULES

The Test Project / modules are developed under the supervision of the Jury President and responsibility of the Chief Expert by:

All Experts

Some Experts, an expert can propose more than one project

Nominated Experts

Equipment supplier

The test project will be assembled by the DCE and published on the forum. Every Expert will have the possibility to make comments and changes will be made accordingly. Adjustments can be made to the Test Project during the competition preparation days.

### 5.4.2 HOW AND WHERE IS THE TEST PROJECTS OR MODULES DEVELOPED

The Test Project or modules are developed:

Jointly on the Discussion Forum

By an external enterprise

Independently

The Test Project / modules are reviewed jointly by the experts before the competition.

Other

If other, please specify here

### 5.4.3 WHEN IS THE TEST PROJECT DEVELOPED

The Test Project is developed according to the following timeline:

| TIME                               | ACTIVITY                                      |
|------------------------------------|---|
| At the previous Competition        | not applicable                                |
| XX months prior to the Competition | Until 6 months before the current Competition |
| At the Competition                 | not applicable                                |



## 5.5 TEST PROJECT VALIDATION

Validation will take place as provided for in the Competition Rules and Procedures.

## 5.6 TEST PROJECT SELECTION

- By vote of Experts at the previous Competition
- By vote of Experts on the Discussion Forum
- By vote of Experts at the current Competition
- By random draw by Technical Director 3 months before the current Competition
- Other

If other, please specify here

## 5.7 TEST PROJECT CIRCULATION

The Test Project is circulated via the website as follows:

- Submitted to Secretariat for circulation 3 months before the current Competition
- Not circulated
- Other

If other, please specify here

## 5.8 TEST PROJECT COORDINATION (PREPARATION FOR COMPETITION)

Coordination of the Test Project will be undertaken by:

- Skill Management Team
- Chief Expert
- Chief Expert and Deputy Chief Expert
- Chief Expert and Workshop Manager
- Chief Expert with selected Experts

Chief Expert with Competition Organizer

Experts

Other

If other, please specify here:

## 5.9 TEST PROJECT CHANGE AT THE COMPETITION

Not applicable

## 5.10 MATERIAL OR MANUFACTURER SPECIFICATIONS

Not applicable

## 6 SKILL MANAGEMENT AND COMMUNICATION

### 6.1 DISCUSSION FORUM

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

### 6.2 COMPETITOR INFORMATION

All information for registered Competitors is available from the WorldSkills Europe website [www.worldskillseurope.org](http://www.worldskillseurope.org). Please contact [jordy.degroot@worldskillseurope.org](mailto:jordy.degroot@worldskillseurope.org) for guidance.

The information includes:

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

### 6.3 TEST PROJECTS AND MARKING SCHEMES

Circulated Test Projects will be available at the WorldSkills Europe website from [www.worldskillseurope.org](http://www.worldskillseurope.org). Please contact [jordy.degroot@worldskillseurope.org](mailto:jordy.degroot@worldskillseurope.org) for guidance.

### 6.4 DAY-TO-DAY MANAGEMENT

The day-to-day management of the skill competition during the EuroSkills Competition is defined in the Skill Management Plan that is created by the Skill Management Team led by the Chief Expert. The Skill Management Team comprises the Jury President, Chief Expert and Deputy Chief Expert. The Skill Management Plan is progressively developed in the six months prior to the Competition and finalized at the Competition by agreement of the Experts. The Skill Management Plan can be viewed at [www.worldskillseurope.org](http://www.worldskillseurope.org). Please contact [jordy.degroot@worldskillseurope.org](mailto:jordy.degroot@worldskillseurope.org) for guidance.

## 7 SKILL SPECIFIC SAFETY REQUIREMENTS

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

## 8 MATERIALS AND EQUIPMENT

### 8.1 INFRASTRUCTURE LIST

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

The Infrastructure Lists will be available at the WorldSkills Europe website from [www.worldskillseurope.org](http://www.worldskillseurope.org). Please contact [jordy.degroot@worldskillseurope.org](mailto:jordy.degroot@worldskillseurope.org) for guidance.

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

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

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

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

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

- Pantone Swatch books (or similar)
- Calibration Charts
- Pens, pencils, markers
- Keyboards (in your own language)
- Digital Tablet (if needed)
- Own mouse
- Cutting knife (scalpel) and scissors
- Cutting rule
- Double sided tape, glue stick etc.
- Music could be provided by competitors in usb sticks
- Fonts – maximum 30 per competitor

### 8.3 MATERIALS, EQUIPMENT AND TOOLS SUPPLIED BY EXPERTS

Not applicable.

### 8.4 MATERIALS AND EQUIPMENT PROHIBITED IN THE SKILL AREA

- Reference books
- Images and clipart

- Spray adhesives
- Extra RAM
- Paper not provided by the organization
- Cell phones
- MP3 players
- Extra Hard drives and CDs (other than original music CDs)
- USB sticks not provided by the organization

## 8.5 PROPOSED WORKSHOP AND WORKSTATION

Workshop layouts from previous competitions are available by contacting the Technical Coordinator at: [jordy.degroot@worldskillseurope.org](mailto:jordy.degroot@worldskillseurope.org)

For workshop development, please check the forums

## 9 VISITOR AND MEDIA ENGAGEMENT

- Try a trade
- Display screens
- Test Project descriptions
- Enhanced understanding of Competitor activity
- Competitor profiles
- Career opportunities
- Daily reporting of competition status
- Time based parts of the Test Project

## 10 SUSTAINABILITY

- Recycling
- Use of 'green' materials
- Use of completed Test Projects after Competition