Technical   
Description

EuroSkills Graz 2020  
Floristry (28)

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Effective 12.03.2020

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| --- | --- |
|  |  |
| Mr Guillaume Suteau Chair - CC | Ms Szofia Csiszar Vice Chair - CC |

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# Introduction

## Name and description of the Skill Competition

### The name of the skills competition is

Floristry

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

The florist may work in one of several sectors but often they are self-employed and work on commissioned projects or in the retail sector. As such they need to have business acumen and excellent interpersonal skills when dealing with clients. Excellent levels of customer care and sales skills are crucial. As themed floral works are often commissioned for important life events such as weddings, the florist must have perception and be able to offer appropriate expert advice to the client whilst interpreting the vision for the finished project.

Flowers and other botanical materials are delicate, easily damaged or spoilt and have a limited storage life. As such the florist must be respectful of the raw materials with which they work and apply extensive knowledge of effective sourcing, purchasing and storage of all botanical materials.

Design of a floral work, whether it is a small bouquet or a large installation for a major event, requires the florist to be innovative, creative and to demonstrate artistic and design talent that incorporates aesthetics and practicalities. The florist must apply the rules and theory of composition, colour and technique as valid by the floristry trade worldwide, and show clear ideas (principles and elements of floral design) in his/her works.

The florist will use their expertise and knowledge of flowers, plants, botanical materials and accessories to produce floral works. There is a wide scope of practice in industry. Some florists will work in retail outlets and prepare bouquets and arrangements speculatively for sale and must therefore be keenly aware of their market. At the other end of the professional spectrum, a florist may be commissioned to provide floral displays for major high profile international events that require interpreting a theme and working effectively with a large team and other professionals in a high pressure situation with tight time limitations.

## 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.

## 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

# The Standards Specification

## 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.

## Standards Specification

|  |  |  |
| --- | --- | --- |
| SECTION | | RELATIVE IMPORTANCE % |
| **1** | **Work organization and self-management** | **15** |
|  | **The individual needs to know and understand:**   * the scope and characteristics of the floristry industry and how it works with other professions * principles and elements of floral design * health and safety legislation, obligations, documentation and practice * the importance of work organisation and prioritisation * the importance of time management * the ways in which working practices can minimise wastage and costs * sustainability regarding the floristry industry |  |
|  | **The individual shall be able to:**   * be creative, artistic, innovative and resourceful * show initiative * be responsive and flexible to changing circumstances * have technical and theoretical expertise * maintain continuous professional development in order to be aware of current trends, new ideas and styles and new materials * demonstrate a willingness to try new methods and embrace change * plan and organise work effectively to make best use of available resources * plan projects of varying sizes and complexity * work within health and safety regulations and practice * work under time pressures and meet deadlines and targets * work effectively using initiative and demonstrate a high degree of autonomy in working methods |  |
| **2** | **Care of materials and tools** | **15** |
|  | **The individual needs to know and understand:**   * understand flowers and botanical material;   + correct scientific names   + storage   + use   + restrictions in use   + how to preserve cut flowers and plants   + seasons for plants and botanical materials   + how flowers mature once cut * the tools and equipment that are used in floristry |  |
|  | **The individual shall be able to:**   * treat all botanical materials with respect * condition and prepare the botanical materials for the design * maintain the condition of botanical materials * keep botanical materials at the correct temperature * take proper care of artificial materials, containers, dried materials and other materials used in the design * maintain tools and equipment |  |
| **3** | **Business and communication** | **15** |
|  | **The individual needs to know and understand:**   * the importance of establishing and maintaining customer confidence * the importance of building and maintaining productive working relationships with colleagues and other professions * how to resolve misunderstandings and conflicting demands * the importance of the ability to show empathy to clients * sources of supply * the use of IT in order to conduct on-line business activities |  |
|  | **The individual shall be able to:**   * create a shop design using botanical materials, furniture, stands, vases, containers and accessories * show marketing and promotional skills * demonstrate business acumen * select appropriate suppliers balancing service, quality and cost * purchase materials considering ethical implications * insist on the best quality materials * calculate costs and selling prices to maintain successful and viable business margins * interpret customer requirements and manage customer expectations positively * clarify any uncertainty about customers’ requests * demonstrate empathy with customers during their stressful times * appreciate customer’s requests to reflect the personality and character of situation and or recipients * visualise and translate and analyse customer wishes requests, recommendations and giving guidance that meet their design and budgetary requirements * recognise opportunities to contribute ideas to improve the product and overall level of customer satisfaction * recognise and advise when it isn’t possible to meet the customers’ requests * give demonstrations at trade shows and as master classes * ensure that customers’ schedules are adhered to * prepare floral work for safe and secure transportation |  |
| **4** | **Floral design concept** | **30** |
|  | **The individual needs to know and understand:**   * the theory of composition, colour, design and technique * rationale behind themes * current trends and fashions in interior and floral design * importance of the floral design fitting into its physical environment * cultural differences as they affect floristry, for example for weddings and events |  |
|  | **The individual shall be able to:**   * interpret a brief * apply elements and principles of design * ensure that a dominance of botanical materials feature in design * select botanical materials, containers, technical aids/materials and decorative accessories for the planned design * design a floral display interpreting a theme * design floral displays appropriate for occasions * design floral displays to suit the environment where it will be shown * design floral displays that reflect conventional and innovative design * communicate feelings and messages through design * use dominance, contrasts and combinations of colour effectively to create harmony in design * build colour and position combinations of tones and shades |  |
| **5** | **Essential floral work** | **5** |
|  | **The individual needs to know and understand:**   * how to handle and use botanical materials in floral designs * how to prepare botanical materials for floral designs * the importance of cleanliness and keeping the work area tidy * how to work methodically and efficiently |  |
|  | **The individual shall be able to:**   * work cleanly and methodically * prioritise work effectively according to the situation * create and finish floristry design * create floral displays and display botanical materials for sale in a retail environment * create individual floral pieces such as bouquets and baskets according the customers’ order * replicate floral displays from photographs or images * create floral displays following and interpret a theme * select and implement suitable techniques for making a decoration into or onto an object * create floral design to decorate objects such as a parcel, hat, car, mannequin etc. * finish floral creations and confirm that it meets the brief and customers’ needs |  |
| **6** | **Floral room decorations** | **5** |
|  | **The individual needs to know and understand:**   * the meaning of a room decoration including hanging, standing, room-dividers, screens and wall designs * how floral display makes an impact * the impact of heat, ventilation and lighting on the floral display |  |
|  | **The individual shall be able to:**   * create a room decoration using suitable techniques such or combinations of techniques * create large and complex displays appropriate for events such as a festival display or a corporate event * create floral displays to support events, theatre, TV and film * apply techniques that are required for room installations such as hanging, screens, wall design etc. * create floral displays following and interpret a theme * respect customer’s premises |  |
| **7** | **Floral works using plants** | **5** |
|  | **The individual needs to know and understand:**   * Range of plants available for use in interior and exterior displays * Understand plants:   + correct names   + storage   + use   + restrictions in use   + how to sustain and care for longevity   + care and maintenance   + seasons for plants   + how plants react to various environments * how plants can be used in displays * the uses of various of mediums used for growing and keeping potted plants * types of containers used in keeping and displaying plants * health and safety practices relating to the use of plants |  |
|  | **The individual shall be able to:**   * create floral designs using plants for appropriate for various themes, occasions and events * create floral designs using plants for both internal and external use * care for plants to maximise longevity prior to and during use * apply appropriate health and safety when working with plant displays * use appropriate containers to display and maintain plants * use the appropriate medium for plants in containers |  |
| **8** | **Floral bridal work** | **5** |
|  | **The individual needs to know and understand:**   * the range and variety of weddings * cultural and religious influences on wedding celebrations * potential locations for weddings * themes associated with weddings * budgetary constraints when planning a wedding * influence of the season on the floral works |  |
|  | **The individual shall be able to:**   * undertake a client consultation to determine needs, budgets, themes and ideas * gather information about the venue to ensure floral work is appropriate * design and prepare floral works appropriate to the wedding style, scale and character * design and prepare the full range of floral works used at a wedding including large and complex displays appropriate for a wedding * create floral works that complement the bride’s character, personality and appearance * manage expectations of members of the wedding party |  |
| **9** | **Special floral commissions** | **5** |
|  | **The individual needs to know and understand:**   * The range and scope of special commissions |  |
|  | **The individual shall be able to:**   * consult with the client to establish floral requirements, themes, budget etc. * design floral works according the client’s brief * undertake practice or rehearsal pieces * create and oversee the installation of the floral commission * quality assure the process to ensure that the finished commission meets excellent standard * manage expectations of client * work effectively with other professionals involved in the project * work under the pressures that will be associated with special and high profile projects |  |
|  | **Total** | **100%** |

# The assessment approach & principles

## 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.

# The Marking Scheme

## 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.

## 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.

## 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

## 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 ).

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | CRITERIA | | | | | | | | | | Total marks per section |
|  |  | A | B | C | D | E | F | G | H | I |  |
| STANDARD SPECIFICATION SECTIONS | 1 |  |  |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |  |  |
| 5 |  | **SAMPLE OF TABLE FROM CIS** |  |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |  |  |  |  |
| TOTAL MARKS PER CRITERION |  |  |  |  |  |  |  |  |  |  | 100 |

## 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.

## 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.

## 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.

## 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. The content of this Table is advisory only and can be adapted as required.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Section | Criterion | Marks | | |
|  |  | **Judgement (if applicable)** | **Measurement** | **Total** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **Total =** | |  |  | **100** |

## Skill assessment procedures

Trade assessment procedures are in accordance with general rules. Division of experts in teams depends on total numbers of experts and their experience and will be executed by CE.

# The Test Project

## 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.

## Format/ structure of the Test Project

[ ] Test Project assessed at end of Competition

[ X ] Test Project with separately assessed modules

[ ] Test Project assessed in stages

[ ] Series of standalone modules

[ ] Other

If other, please specify here:

## Test Project design requirements

The entire Test Project is externally written. Test Project modules are designs selected from the list

below.

Minimum of two modules will be surprise box designs.

**Obligatory designs**

* work-shop presentation
* Hand tied bouquet;
* Bridal design;
* Arrangement of cut flowers;

**Optional designs**

* Wreath; (not for funeral)
* Room decoration: hanging, wall, standing, etc.;
* Table decoration;
* Plant designs:
* Themed design:
* Object design:
* Floral jewelry;
* Body decoration

## 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:technical.coordinator@euroskills.org) for guidance.

### Who develops the Test Projects or modules

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

[ ] All Experts

[ ] Some Experts

[ ] Nominated Experts

[ X ] External designer

[ ] Chief Expert, Deputy Chef Expert under supervision of the Jury President

### How and where is the Test Projects or modules developed

The Test Project or modules are developed:

[ ] Jointly on the Discussion Forum

[ X ] By an external enterprise

[ ] Independently

[ ] Other

### 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 | Not applicable |
| At the Competition | not applicable |

## Test Project validation

Not applicable.

## 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

[ X ] Other

If other, please specify here

The Test Project is presented on C-2 by an external designer.

## Test Project circulation

The Test Project is circulated via the website as follows:

[ ] Submitted to the Secretariat for circulation 3 months before the current Competition

[ X ] Not circulated

[ ] Other

If other, please specify here

## Test Project coordination (preparation for competition)

Coordination of the Test Project will be undertaken by:

[ X ] 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:

## Test Project change at the competition

Not applicable.

## Material or manufacturer specifications

Not applicable.

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# Skill management and communication

## 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.euroskills.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.

## Competitor information

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

The information includes:

* Competition Rules
* Technical Descriptions
* Marking Schemes
* Test Projects
* Infrastructure List
* Health and Safety documentation
* Other Competition-related information
* List of material that can be used to build templates and not been provided by the host

## Test Projects and Marking Schemes

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

## 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.euroskills.org). Please contact [jordy.degroot@worldskillseurope.org](mailto:technical.coordinator@euroskills.org) for guidance.

# Skill specific safety requirements

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

# Materials and equipment

## 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.euroskills.org). Please contact [jordy.degroot@worldskillseurope.org](mailto:technical.coordinator@euroskills.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.

## Materials, equipment and tools supplied by Competitors in their toolbox

To be specified later on the forums

## Materials, equipment and tools supplied by the organizing country

To be specified later on the forums

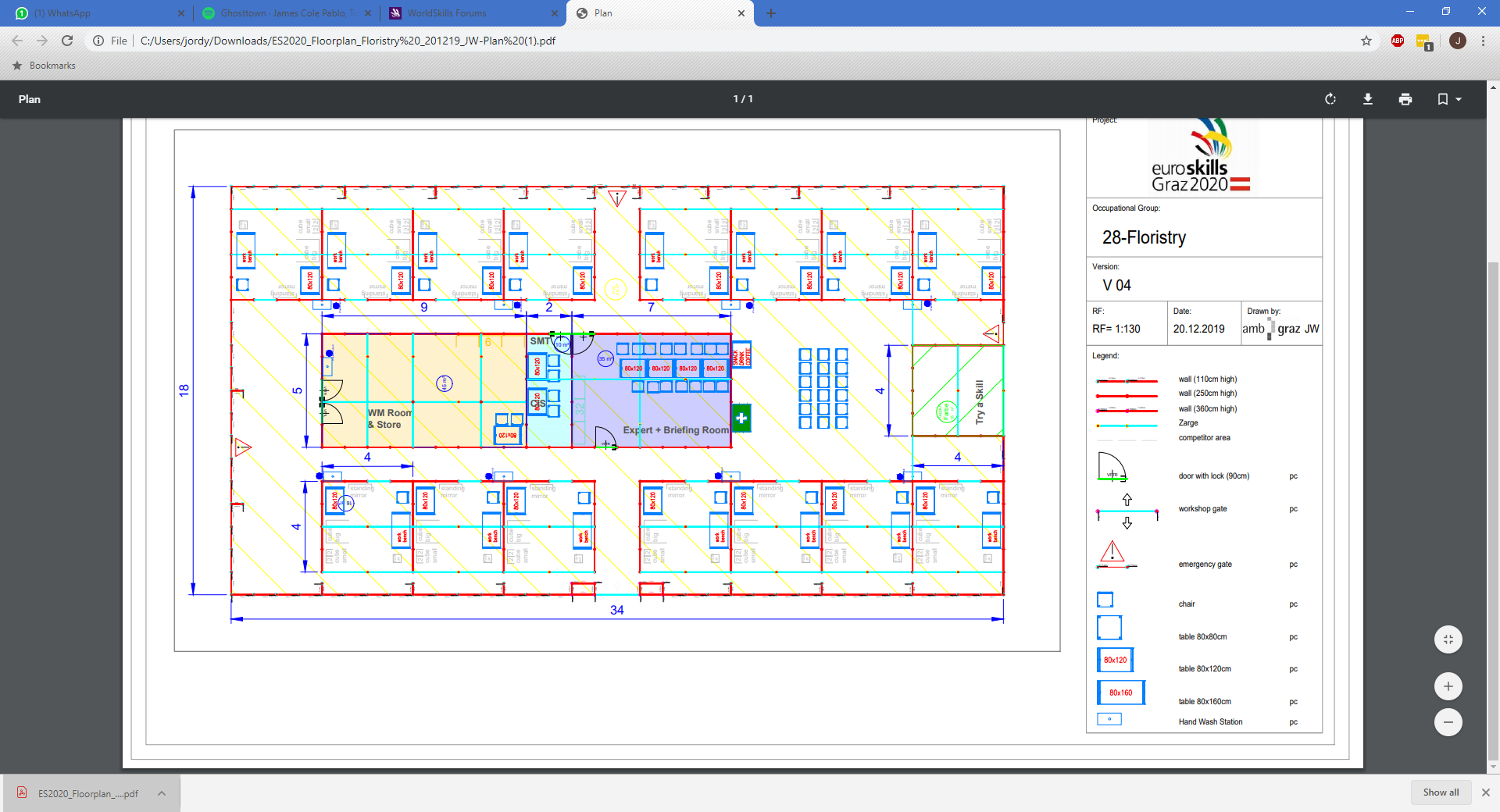
## Materials and equipment prohibited in the Skill area

Spray glues, spray colors and other chemical material hazardous to health.

## Proposed workshop and workstation

Workshop layouts from previous competitions are available by contacting the Competition and IT Coordinator at: [jordy.degroot@worldskillseurope.org](mailto:technical.coordinator@euroskills.org)

For workshop development, please check the forums.



# Visitor and media engagement

* Test Project descriptions
* Enhanced understanding of Competitor activity
* Competitor profiles
* Time based parts of the Test Project
* Demo’s for the public in between competition times.
* Trade promotion video on screen

# Sustainability

* Maximum use of compostable materials
* No use of sprays or comparable materials
* No use of artificial flowers.