

Technical Description

Health and Social Care

Skill 41



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

Health and Social Care

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

A Health and Social Care Practitioner offers a range of support to individual clients and their family and has a continuing responsibility to work professionally and interactively with the client in order to ensure their holistic care needs are met. Whilst the health and social care practitioner may work directly for the client they are normally employed by an organization within the Health and Social Care sector. Health and social care is closely associated with the medical and nursing profession.

Health is defined as a state of complete physical, mental, social wellbeing and not merely the absence of disease or infirmity. Thus a Health and Social Care Practitioner participates actively in providing physical, mental, and social wellbeing to the patient and family and promoting health and preventing disease by supporting, caring, and aiding in recovery rehabilitation, in collaboration with the medical and nursing teams. The practitioner's work extends into diverse work environments such as the hospitals, homes of clients, community day care, and residential care or nursing homes. The care is delivered using scientific principles such as assessing, planning, delivering, and evaluating the outcomes of care.

Work organization and self-management, communication and interpersonal skills, problem solving, innovation and creativity, the ability to understand, empathize and work with clients to improve the quality of their life, are the universal attributes of the outstanding practitioner.

The practitioner may work in a team or alone or in both from time to time. Whatever the structure of the work, the trained and experienced practitioner takes on a high level of personal responsibility and autonomy. From accurately assessing the needs of clients through to building client relationships and delivering exceptional care for clients in a range of circumstances, every interaction matters and mistakes could have a serious, life threatening impact.

With the increasing international mobility of people the health and social care practitioner faces rapidly expanding opportunities and challenges. For the talented Health and Social Care Practitioner there are many international opportunities; however, these carry with them the need to understand and work within diverse cultures and systems/regulations and undergo additional on-going training. The diversity of skills associated with health and social care is continually expanding and likely to expand further.

1.1.3 Number of Competitors per team

Health and Social Care is a single Competitor skill competition.

1.1.4 Age limit of Competitors

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

1.2 The relevance and significance of this document

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

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

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

1.3 Associated documents

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

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

2 The WorldSkills Occupational Standards (WSOS)

2.1 General notes on the WSOS

The WSOS specifies the knowledge, understanding, skills, and capabilities that underpin international best practice in technical and vocational performance. These are both specific to an occupational role and also transversal. Together they should reflect a shared global understanding of what the associated work role(s) or occupation(s) represent for industry and business (www.worldskills.org/WSOS).

The skill competition is intended to reflect international best practice as described by the WSOS, to the extent that it can. The Standard is therefore a guide to the required training and preparation for the skill competition.

In the skill competition the assessment of knowledge and understanding will take place through the assessment of performance. There will only be separate tests of knowledge and understanding where there is an overwhelming reason for these.

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

Each section is assigned a percentage of the total marks to indicate its relative importance within the Standards. This is often referred to as the “weighting”. The sum of all the percentage marks is 100. The weightings determine the distribution of marks within the Marking Scheme.

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

The Marking Scheme will follow the allocation of marks within the Standards to the extent practically possible. A variation of up to five percent is allowed, if this does not distort the weightings assigned by the Standards.

2.2 WorldSkills Occupational Standards

Section		Relative importance (%)
1	Work organization, management and sustainable practice	5
	The individual needs to know and understand: • Health, safety, environmental and hygiene legislation, obligations, regulations, and documentation • Infection hazards for clients • The purpose of a uniform/personal protective clothing • The purpose, safe use, care, and storage of materials • Regulations regarding the safety and security of medication • Techniques of time management • The principles of ergonomics • The significance of sustainability and environmentally friendly work practices	

Section		Relative importance (%)
	• The importance of working together with other practitioners or/and other persons • The importance of sustainability (e.g., using resources economically) • The value of managing own continuing professional development • The principles for good teamwork and organization.	
	The individual shall be able to: • Follow health, safety, and hygiene standards, rules, and regulations • Take appropriate hygiene precautions for infection prevention • Identify and use the appropriate uniform/personal protective clothing including safe footwear • Select, use effectively/efficiently, and store materials safely • Maintain safe and secure storage of medication in accordance with regulations • Plan, schedule, and re-prioritize work as the need arises and for the sustainable use of own resources (e.g., time, strength) • Ensure safe and ergonomic working practices • Discard waste ecologically • Use materials economically to enhance sustainability • Work together in an efficient way with other practitioners, individuals and groups • Keep up to date with new practices and regulations e.g. safe moving and health and safety.	
2	Communication and interpersonal skills	25
	The individual needs to know and understand: • The importance of establishing and maintaining client confidence • Rules and regulations for confidentiality and privacy related to the delivery of care • Coaching styles and techniques to support client recovery, growth, development and health education • Negotiation methods within the scope of health promotion • Techniques for resolving misunderstandings and conflicts • Techniques and ways to communicate with clients who have disabilities in communication, e.g. dementia and hearing problems • The importance of accurately recording information • Professional interaction between practitioner and client and practitioner with other health personnel • The roles, competences, and requirements of colleagues and professionals involved in the care of the client • The importance of building and maintaining productive working relationships.	

Section		Relative importance (%)
	The individual shall be able to: • Work sensitively with clients • Maintain excellent professional conduct, including regard for appearance • Have open and closed communication with clients in an appropriate style, establishing rapport • Respect clients as individuals with autonomy and rights to accept or refuse care • Show a positive attitude towards the client and support his/her resources • Act honestly with clients • Show interest in the biography of each patient and use the knowledge with care to find good solutions with the client • Respect and acknowledge each client's culture, spiritual beliefs and needs, and support them in maintaining spiritual practises • Use evidence based therapeutic communication methods in the delivery of care, including active listening, questioning techniques, nonverbal and paraverbal communication, and interpretation of non-verbal signals • Use coaching techniques and other appropriate educational techniques to enable clients to learn new "life skills" • Communicate in a professional way with clients who have disabilities in communication and understanding • Manage professional and effective communications with clients' families appropriately, ensuring the needs of the clients are central • Negotiate with colleagues, medical professionals, clients, and their families to ensure the right type and level of care is provided and clients' autonomy and needs are met • Ensure consistently effective verbal and written communications with colleagues • Record client information/records in the appropriate format, e.g. patient's record • Discuss and represent individual client cases in professional settings.	
3	Problem solving, innovation, and creativity	15
	The individual needs to know and understand: • The common types of situations which can occur within health and social care work • The difference between symptoms and causes of problems • Why individuals may be not willing to discuss problems e.g., client and family members, and techniques for addressing • The value of 'working with' clients and respecting their wishes in resolving problems • The importance of observing clients closely and consistently to identify any concerns they may not be aware of	

Section		Relative importance (%)
	• Techniques for developing creative solutions to improve the quality of life of clients and their happiness e.g., providing support and aids for a client to remain in their own home • The connection between biography, lifestyle and acceptance of change, to contextualise their clients' options • Latest trends and developments in health and social care to ensure clients are provided with best possible support.	
	The individual shall be able to: • Value the individual, take a strong interest and gain a deep understanding of their personality and biography • Gain the confidence of clients to discuss their problem(s) • Recognize problems swiftly and follow a self-managed process for resolving • Determine the root cause(s) of clients' problem(s) and resistance through careful and structured discussion/questioning/observation • Pro-actively re-prioritize clients' problem(s) as situations demand • Recognize the boundaries of own expertise/authority in dealing with clients' problem(s) and refer to colleagues and professionals as appropriate • Create, develop, and negotiate 'new safe ways of working or living' to improve the daily life of clients and their happiness, e.g., use of aids to support mobility • Recognize opportunities and pro-actively contribute ideas to improve client care, e.g., through a new way to use a client's environment effectively, and through discussions with the client at the right time.	
4	Assessing needs and planning client care	10
	The individual needs to know and understand: • Principles of growth and development across the lifespan • The range of illnesses and the relevant treatments • Health, social care, and rehabilitation of clients holistically across the lifespan in a variety of daily life situations • Ethics and law with respect to rights, discrimination, and abuse • Techniques for working with clients and their families to accurately determine the care needs of the client • The role of nutrition and special diets • Techniques to assess the resources, capabilities and habits of the patient and the family • Financial implications e.g., budgetary constraints.	
	The individual shall be able to: • Carefully assess the clients' environments and situations to accurately determine care needs, while recognizing boundaries of own role	

Section		Relative importance (%)
	• Assess clients' resources, capabilities and habits • Assess the resources, capabilities and habits of families if necessary • Identify clients' nutritional status and requirements • Plan how client-centred care will be delivered by professional criteria, and habits and needs of the client • Secure required resources to facilitate client care plans • Plan how to support client rehabilitation • Obtain consent before the delivery of care • Refer to medical professionals as appropriate.	
5	Managing and delivering client care	35
	The individual needs to know and understand: • The holistic needs of clients and the inclusion of resources and capabilities • Patterns of client behaviour and what drives it • Histories of clients' situations (e.g., biography, medical history, management of disease) • The importance of flexibility when working with different clients and their families • Techniques for encouraging clients to learn 'new' skills and building confidence and independence • Anatomy and pathology, illnesses and symptoms, and treatment according to clients' levels of education and understanding • Standard normal values of health parameters (e.g. normal blood pressure) • General topics of healthy lifestyles and how to promote them in a positive way • The purpose and potential side effects of clients' medication • Potential safety hazards • The risk factors for clients who are weak and unable to move much • Techniques for promoting mobility and knowledge about the safe use of mobility devices • The roles of related professionals, and the significance of knowing when to refer clients to colleagues and other medical professionals • The circumstances when immediate medical assistance should be sought and the correct intervention for first aid according to their competences.	
	The individual shall be able to: • Promote and assist with physical, social, and psychological well-being, growth and development, caring and rehabilitation • Respect clients and the law and ethics in the delivery of care • Create a positive environment for clients and deliver safe care • Assist with hygiene needs as required and respect clients' need for privacy • Include patients' resources and capabilities in the delivery of care	

Section		Relative importance (%)
	• Use culturally appropriate measures • Perform medical tasks within the scope of practice e.g., first aid, wound care, and breathing exercises • Monitor different health parameters e.g., blood pressure, pulse, temperature, blood sugar, pain, and weight and give information about them • Take precautions for health risks which are common in clients who are sick, e.g., pressure ulcers, pneumonia, and deep vein thrombosis • Consistently observe clients and quickly identify any new problems that need attention or medical referral, e.g. pressure ulcers, and heart problems • Accurately judge when immediate medical attention or support may be required, and start with first aid measures • Implement measures that promote clients' independence within any limitations • Recommend and administer appropriate measures to support nutritional well-being within the scope of practice and regulations, the habits and preferences of the patient • Educate clients in the promotion of a healthy lifestyle, e.g., do exercise regularly, stop smoking, and healthy diet • Advise clients on common drug groups (e.g., how to take them) and their side effects within the scope of practice and regulations, e.g. antihypertensives, analgesics, antibiotics etc. • Support clients in the administration and storage of their medication within the scope of practice and regulations and environmental situations of clients • Plan and adapt schedules to ensure each client receives the time they need, ensuring individuals are not rushed • Organize educational and rehabilitative activities to meet the needs of clients of different adult age groups • Promote mobility by using the clients' resources and respecting the clients' needs using adequate mobilization techniques • Use resources effectively and efficiently • Promote quality of life by using specialized competencies of caring such as in palliative care, and rehabilitation.	
6	Evaluating client care	10
	The individual needs to know and understand: • The importance of reviewing care at regular intervals and gaining feedback from all parties including clients and families • The expected level of clients' quality of life in relation to their circumstances • The possibilities for the care to be changed/improved e.g. resources available • Latest developments in products and services • How to gain an outcome and assess it.	

Section		Relative importance (%)
	The individual shall be able to: • Gain understanding of clients' perspectives through careful discussion with them • Gain inputs from the clients' families, colleagues, and related professionals • Acknowledge what promotes client's wellbeing and quality of life while providing support based on client's needs and aligned to the professional standards • Listen carefully and respond positively to any problems, endeavouring to develop solutions • Judge the extent to which care plans are helping clients • Agree any changes to care plans with clients, their families, colleagues, and related professionals • Record the outcomes of evaluations • Develop action plans, taking into consideration the available resources • Report and record any concerns to the relevant parties • Reflect on feedback and evaluate own working practices • Change/adapt working practices following reflection, to improve	
	Total	100

3 The Assessment Strategy and Specification

3.1 General guidance

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

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

Assessment at the WorldSkills Competition falls into two broad types: Measurement and Judgement. For both types of assessment, the use of explicit benchmarks against which to assess each Aspect is essential to guarantee quality.

The Marking Scheme must follow the weightings within the Standards. The Test Project is the assessment vehicle for the skill competition, and therefore also follows the Standards. The CIS enables the timely and accurate recording of marks; its capacity for scrutiny, support, and feedback is continuously expanding.

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

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

4 Assessment Design and Practice

4.1 General guidance

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

The Marking Scheme is the pivotal instrument of the WorldSkills Competition, in that it ties assessment to the standard that represents each skill competition, which itself represents a global occupation. It is designed to allocate marks for each assessed aspect of performance in accordance with the weightings in the Standards.

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

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

For integrity and fairness, the Marking Scheme and Test Project are increasingly designed and developed by one or more Independent Test Project Designer(s) with relevant expertise. In these instances, the Marking Scheme and Test Project are unseen by Experts until immediately before the start of the skill competition, or competition module. Where the detailed and final Marking Scheme and Test Project are designed by Experts, they must be approved by the whole Expert group prior to submission for independent validation and quality assurance. Please see the Competition Rules for further details.

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

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

4.2 Assessment Criteria

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

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

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

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

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

4.3 Sub Criteria

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

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

4.4 Aspects

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

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

TOTAL MARKS	STANDARDS SPECIFICATION SECTION	CRITERIA								TOTAL MARKS PER SECTION	WSSS MARKS PER SECTION	VARIANCE	
			A	B	C	D	E	F	G	H			
		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
			5.00	10.00	20.00	10.00	10.00	10.00	15.00	20.00	100.00	100.00	2.00

4.5 Assessment and marking

There is to be one marking team for each Sub Criterion, whether it is assessed and marked by Judgement, Measurement, or both. The same marking team must assess and mark all Competitors. Where this is impracticable (for example where an action must be done by every Competitor simultaneously, and must be observed doing so), a second tier of assessment and marking will be put in place, with the approval of the Competitions Committee Management Team. The marking teams must be organized to ensure that there is no compatriot marking in any circumstances. (Section 4.6 refers.)

4.6 Assessment and marking using Judgement

Judgement uses a scale of 0-3. To apply the scale with rigour and consistency, Judgement must be conducted using:

- benchmarks (criteria) for detailed guidance for each Aspect (in words, images, artefacts, or separate guidance notes). This is documented in the Standards and Assessment Guide.
- the 0-3 scale to indicate:
 - 0: performance below industry standard
 - 1: performance meets industry standard
 - 2: performance meets and, in specific respects, exceeds industry standard
 - 3: performance wholly exceeds industry standard and is judged as excellent

Three Experts will judge each Aspect, normally simultaneously, and record their scores. A fourth Expert coordinates and supervises the scoring, and checks their validity. They also act as a judge when required to prevent compatriot marking.

4.7 Assessment and marking using Measurement

Normally three Experts will be used to assess each Aspect, with a fourth Expert supervising. In some circumstances the team may organize itself as two pairs, for dual marking. Unless otherwise stated, only the maximum mark or zero will be awarded. Where they are used, the benchmarks for awarding partial marks will be clearly defined within the Aspect. To avoid errors in calculation or transmission, the CIS provides a large number of automated calculation options, the use of which is mandated.

4.8 The use of Measurement and Judgement

Decisions regarding the choice of criteria and assessment methods will be made during the design of the competition through the Marking Scheme and Test Project.

4.9 Skill assessment strategy and procedures

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

The Skill Competition Manager in collaboration with the Independent Test Project Designer designs the Test Project, the Marking Criteria, and the allocation of marks. The criteria and modules are based on the Technical Description. Any new tasks and competences have to be agreed among the Experts to be included for the next competition cycle.

The Test Project/modules will be presented by the Skill Competition Manager.

The clients/actors can give structured feedback to the Competitors, as a learning opportunity (not for marks).

Competitors are given all the necessary material and equipment at the start of the Competition to enable them to complete the modules given for that day. They will also receive five minutes for familiarization prior to the start of their implementation of the activities.

Marks for measurement marking:

- Standard achieved - full marks

- Part of the standard achieved- part of the marks
- Not achieved – no marks

Marks for judgement marking:

- For mark allocation and process refer to the WorldSkills Competition Rules
- Judgement marking can only be introduced, when a marking team consists of four Experts

Assessment

Assessment of each zone for each team of Competitors is completed on a daily basis (from C1 to C4) by the evening of each day.

- Each zone has a zone leader who works together with the Chief Expert and guides the Experts in their zone; the zone leader does not have any advantage in assessment;
- The Experts are divided into marking teams by the team comprising SCM, CE and SA, depending on the Expert/Competitor count;
- Three Experts per team are required for Measurement Marking and four Experts for Judgement Marking to carry out assessment;
- There is an assessment of the Experts' knowledge prior to assigning the teams;
- Each marking team is responsible for the assessment of the same modules only and will mark each Competitor's work within that module only;
- Parts of the marking scheme are checked by the respective Marking Team assigned for assessment, prior to their use during the competition;
- The Expert Lead assigned to Health, Safety, and Environment does a daily check on the adherence of the regulations and corrects it if and when necessary.

Rotation of modules

- The order in which Competitors compete is decided prior to the start of the competition by the Skill Competition Manager and Chief Expert in keeping with the Competition Rules. It undergoes needs based modifications;
- The time plan is shared and displayed at critical places or notice boards prior to and during the competition days for referencing.

Fairness

- Competitors waiting to complete their assigned module for the day will not be allowed to watch how other Competitors complete their assigned module. Competitors who perform their module first are not disadvantaged in any manner;
- All Competitors stay in the Competitors room throughout competition hours. For lunchtime and visiting the other skill competitions they can leave the workshop at a specific time (indicated in the timetable) after signing off the movement record sheet. Competitors can meet with their compatriot Competitors and Team Leader only at lunchtime;
- While waiting, Competitors can have reading material unrelated to the skill, beverages, and snacks;
- Experts can only observe the zone in which they are assessing. They are not allowed to observe other zones. This also applies for Expert who don't bring a Competitor;
- If an Expert is observing and their Competitor is competing they can still only observe the one zone they are assigned to.

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 12 standalone modules.

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 12 modules are set in four different zones:

- Caring in the home;
- Residential care;
- Care in a hospital;
- Community day care.

The four zones will represent actual settings within the industry.

Within each zone the Competitor is tested in modules that simulate caring and support needs by clients/patients in that specific environment.

Test Project modules are 60 (sixty) minutes in length, as clearly indicated in the timetable. It is same for all Competitors including those with or without Interpreters.

Simultaneous assessment of two Competitors at times may be necessary. As far as possible it will be avoided because as a best practice the assessment of only one Competitor at a time is preferred.

Duration

The total time for completing the assigned module for the day is appropriate to the task. The maximum time for each given module for each day will not exceed six (6) hours and the total maximum time for the total competition will not exceed 22 hours. The time for planning, drawing (poster), and implementation can vary depending on the Competition Day.

Actors and makeup artists

The actors and the makeup artists working at the competition must be professionals and engaged at least six (6) weeks prior to the Competition. The Skill Competition Manager defines the specifications of the actors (age, gender, height, weight, look alike...) before the competition. For each module there is an assigned actor (one role per actor).

The makeup artist and the agency (for the actors) is available for a virtual meeting with the SCM. Tasks: discussing of possible scenarios, wounds, and make up.

Actors have to be present for the actors briefing on C-3. Tasks: the roleplay is allocated to the actors, the actors get the script, briefing about acting the role, rehearsal of the role, correction, and fine tuning.

The make-up artists are available on C-3 (with make-up equipment), for definition of the wounds, bruises, or makeup (making young people, older etc.), testing of the wounds.

There should be a minimum of two makeup artists at least since there is simultaneous work to do (remake-up of the wounds).

The actors must speak fluent English and understand English with a foreign accent.

The actors have to use the assigned area ONLY for waiting while they await for instructions, briefing and follow-up.

5.4 Test Project coordination and development

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

5.4.1 Test Project coordination (preparation for Competition)

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

5.4.2 Who develops the Test Project/modules

The Test Project/modules are developed by an Independent Test Project Designer (ITPD) in collaboration with the Skill Competition Manager.

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.
Two (2) months prior to the Competition	The Skill Competition Manager, the Independent Test Project Designer, and the Independent Test Project Validator finish the Test Project and assessment criteria and submit it to WSI.
No later than two (2) months prior to the Competition	The Test Project documents, the actors' scripts, the competition documentation and assessment criteria are sent to the WorldSkills International Skills Competitions Administration Manager.
At the Competition on C-3	The Test Project/modules are presented to Experts.
At the Competition on C-2	The Test Project/modules are presented to Competitors.

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-3 and 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.

5.9 Test Project translation and use of Interpreters

The Test Project documentation and the Mark Summary Form for this skill competition are translated into the language of the Competitors' choice using an approved AI platform. It is the responsibility of the Technical Delegate to request the translation, and in which language, via the official process managed by WSI.

The Secretariat will manage the process. **Refer to Competition Rule 10.12.**

The following applies:

- Interpreters may be present during the Test Project briefing for Competitors.
- Interpreters are allowed to be used for communication as per **Competition Rule 6.13.**
- Interpreters and Experts are not allowed to review the translated documents prior to their release as per section **5.4.3**

6 Skill management and communication

6.1 Discussion Forum

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

6.2 Competitor information

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

This information includes:

- Competition Rules
- Technical Descriptions
- Mark Summary Form (where applicable)
- Test Projects (where applicable)
- Infrastructure List
- WorldSkills Health, Safety, and Environment Policy and Regulations
- Other Competition-related information

6.3 Test Projects and Marking Schemes

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

6.4 Day-to-day management

The day-to-day management of the skill competition during the Competition is defined in the Skill Management Plan that is created by the Skill Management Team. The Skill Management Team comprises the Skill Competition Manager, Chief Expert, and the Expert Leads. The Skill Management Plan is progressively developed in the six (6) months prior to the Competition and finalized at the Competition. The Skill Management Plan can be viewed in the Expert Centre (www.worldskills.org/expertcentre).

6.5 General best practice procedures

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

Topic/task	Best practice procedure
Translation of Test Projects	The Test Projects are translated using an AI tool, this translation process is managed by WSI. Competitors for whom a Member has requested a translation of the Test Project will receive the translated version together with the English original at the same time as all other Competitors.
Interpreters	- Expert Interpreters are separate from (cannot be) Interpreters for Competitors (if needed there should be two). - Interpreters have to be announced in advance: - Who needs an Interpreter? Expert, or Competitor. - For what: - Expert: during preparation, or at the competition. - Competitor: simultaneous translation - live, or translation of poster or planning - The translation is either always or not at all (no translation will be done on demand). - Translation only for written material of the Competitor is allowed
Equipment failure	If equipment fails, for example blood pressure device, the Competitor should announce it to the Experts (or show the red card). The Experts observing the module, stop the module time, check the device and decide on the solution together. For example: the device is working, although the Competitor said it is not: no points.
Breaks (leaving the Workshop/the Competitor room)	- In the timetable the breaks (lunch and to observe other skills) are indicated. If not on a break the Competitors must stay in the Competitors' room. Leaving for bathroom, media meeting, and/or medical purposes, is allowed, after telling a Volunteer/Expert and signing out on a respective list. When in doubt the wellbeing of the Competitor has the highest priority. - Timetable: Competitors are responsible to check the timetable, if they fail to be back for the next session, they may lose the points of the module (decisions should be consulted with Chief Expert).
Other	Competitors are not allowed to watch a Competitor in the same or other modules (during breaks, way to lunch, etc.)

7 Skill-specific safety requirements

7.1 Personal Protective Equipment

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

Task	Mask	Gloves	Apron	Sturdy shoes with closed toe and no heel
General PPE for safe areas				√
Contact with blood or body fluids of the actors (patients)*		√		√
Handling pricking devices (blood sugar)*		√		√
*Reference: link				

8 Materials and equipment

8.1 Infrastructure List

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

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

The Infrastructure List specifies the items and quantities requested by the Skill Management Team for the next Competition. The Competition Organizer will progressively update the Infrastructure List specifying the actual quantity, type, brand, and model of the items. Note that in some cases details of specific materials and/or manufacturer specifications may remain secret and will not be released prior to the Competition. These items may include those for fault finding modules or modules not circulated.

At each Competition, the Skill Management Team must review and update the Infrastructure List in preparation for the next Competition. The Skill Competition Manager must advise the Director of Skills Competitions of any increases in space and/or equipment.

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

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

8.2 Material or manufacturer specifications

Specific material and/or manufacturer specifications required to allow the Competitor to complete the Test Project will be supplied by the Competition Organizer and are available from www.worldskills.org/infrastructure located in the Expert Centre. However, note that in some cases details of specific materials and/or manufacturer specifications may remain secret and will not be released prior to the Competition. These items may include those for fault finding modules or modules not circulated.

Clarifications to specific material or manufacturer specifications are collated by the Skill Competition Manager and submitted to the Workshop Manager prior to the Competition.

The Skill Competition Manager in collaboration with the Independent Test Project Designer will ensure that information regarding material for the Test Project is provided to the WorldSkills Skills Competitions Administration Manager.

Competitors are given any relevant information and training during Familiarization Day. The Experts will also be present to assist with ensuring that the Competitors know how to use the material/equipment.

Competitors are allowed to use ONLY the materials/equipment provided by the Competition Organizer.

Audio System

Professional audio system equipment is required to run this skill competition. Specifics are provided by the Skill Competition Manager prior to Competition Preparation Week. A technician must be present at CPW. An audio system solution must be presented three (3) months in advance and approved by the Skill Competition Manager and Chief Expert. Audio tests are done per Skill Management Plan. The audio system in the competition areas must be operated at the same time as for the time plan, therefore enough material to be provided.

The sound system includes speakers for the spectators. This allows the visitors to hear the conversation between the Competitors and patients/clients.

A written sign-off regarding satisfactory 'awareness and orientation to the audio equipment usage' must be maintained between the Agency and respective Team Lead for the assessment team. This will be overseen by the SCM or CE. The time plan for the audio checks must be adhered to as it must be completed prior to C-2 (Familiarization day), because the Competitors also need to be familiarized with audio checks.

8.3 Competitors toolbox

Competitors are not allowed to send a toolbox to the Competition. All tools are provided by the Competition Organizer.

8.4 Materials, equipment, and tools supplied by Competitors

It is not applicable for Competitors to bring materials, equipment, and tools to the Competition. However, Competitors are allowed to bring a watch, and a pen, and their shoes as Personal Protective Equipment in the morning of C-2 on Familiarization Day as defined in section 7. It is recommended that these items be brought in the luggage of the Competitor.

8.5 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.

8.6 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.

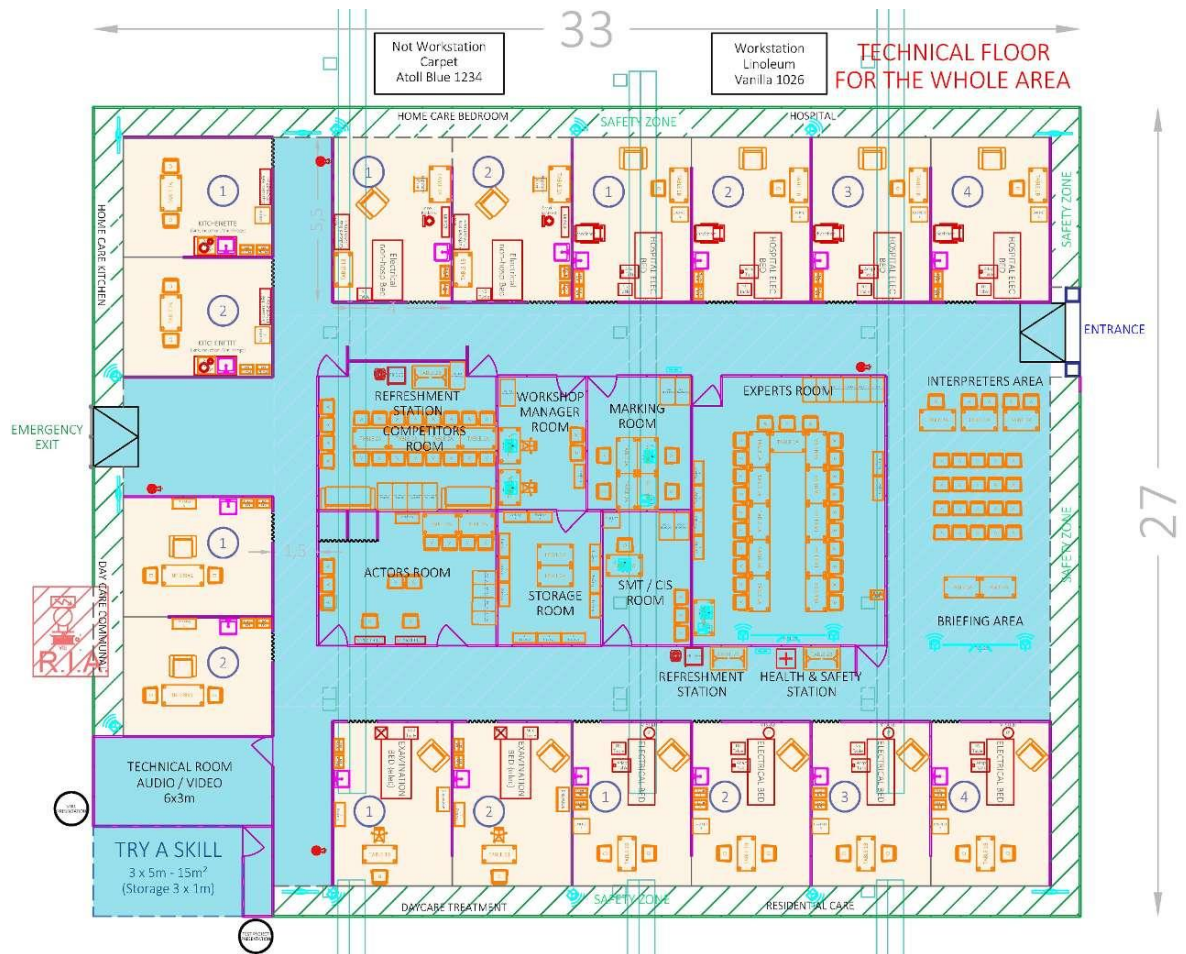
... unless specifically asked by the Skill Competition Manager and/or Chief Expert and announced on the WorldSkills Discussion Forum (for supply reasons of the Competition Organizer).

Competitors are not allowed to have their mobile phones with them during waiting for competition. The skill-specific rules in section 9 clarify the details.

8.7 Proposed workshop and workstation layouts

Workshop layouts from previous competitions are available at www.worldskills.org/sitelayout.

Example workshop layout



Additional Notes:

1. Waiting areas for Competitors and Actors with Make-up artists should be adequate based on number of users.
2. The external safety corridor around the skill area should be wide enough for creating space/ distance between Assessing Teams and Audiences to prevent over-the-shoulder reading of assessment sheets while being documented.
3. Measures for insulating or preventing noise pollution must be created for execution of competitions from C1 to end of the day of C4. This is especially on C4 if few skills finish earlier and our competitor is still in progress, the noise needs to be controlled.
4. Measures to protect the safety and security of displayed equipment/furniture to be in place to prevent misuse and theft.

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	• Chief Expert, Experts, Competitors, and Interpreters are NOT allowed to bring memory sticks into the workshop.
Use of technology – personal laptops, tablets, and mobile phones	• Chief Expert, Experts, and Interpreters are allowed to bring personal laptops and tablets into the workshop for personal use however when not in use they must remain in the locker until the end of C4. • Competitors are not allowed to bring personal laptops or tablets into the workshop. • Chief Expert, Experts, Competitors, and Interpreters are allowed to bring mobile phones into the workshop for personal use however they must remain in the locker unless the Chief Expert has approved otherwise. They may be taken to lunch and at the end of each day. • The Chief Expert is allowed to use the mobile phones supplied by WorldSkills at any time necessary.
Use of technology – personal photo and video taking devices	• Chief Expert, Experts, Competitors, and Interpreters are allowed to use personal photo and video taking devices in the workshop from C1 to C4 however images recorded must be general in nature and cannot focus on non-compatriot Competitors. • No filming is allowed of non- compatriot Competitors during competition time. Filming of the compatriot Competitor is at the Members choice, but cannot be considered for changing assessments, since the assessment is in the hands of the Assessment Teams. • No personal photo or videos taking devices are allowed prior to C1.
Marking Scheme and Test Project	• Chief Expert, Experts, Competitors, and Interpreters are not permitted to take paper or digital copies of the Test Project or Marking Scheme out of or into the workshop until the Competition has finished on C4. • Competitors are not allowed to take the "day planning" for the next day out of the workshop at the end of the day. Planning

Topic/task	Skill-specific rule
	must be returned to the Experts and locked at the end of the Competition day by Team Leader of Assessment Team.

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**.

1. Qualifications and experience as specified in 6.7.2 of Competition Rules.
2. Work experience in the field of Health and Social Care or Nursing is preferred (since both domains are integral part of caring, curing, and supporting by applying hands-on skills and transversal skills. It is recommended to include either the Health and Social Care practitioners or nurses).
3. Experience is preferred in one or more areas of specialization namely - caring at hospitals, caring at home care centres, caring at residential care centres or caring at community day care centres. Experience in teaching or training in any of the above four domains is also acceptable.
4. Experts should be well versed with assessment strategies and to be competent, efficient, and identify excellence in caring practices.
5. The Experts should possess certain exceptional qualities to communicate better with young people for fostering positivity, sustaining interest and ensuring engagement into the skill.
6. The Experts should have interest towards ongoing learning and development, problem-solving, and critical-thinking.
7. The Experts should be adaptable, collaborative, and be a part of the team.
8. The Experts should have empathy, patience, and emotional intelligence to deal with issues during the competition.
9. The Experts should have very good communication skills and mastery over active listening skills.
10. Experts should have skill-specific industry connections within the home country. This may be an enabler for industry feedback and knowhow of current and changing practices and trends in the country, region, or part of the world.

11 Visitor and media engagement

11.1 Engagement methods

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

- The sound system includes speakers for the spectators. This allows the visitors to hear the conversation between the Competitors and patients/clients.
- The use of zones will allow ALL modules to be fully viewed each day;
- It is recommended to have display monitors or name cards at the zones displaying the portraits of the Competitors.
- The time plan is displayed in Poster for each Zone, to enable spectators and media to observe their Competitor competition.
- The Test Project is displayed at the entry arch at the designated place to enable visitors and media to observe and watch the competition.

12 Sustainability

12.1 Sustainable practices

This skill competition will focus on the sustainable practices below:

- Using waste management protocols of the host country
- Using material that can be recycled
- Use of “green” materials wherever feasible
- Not wasting material by including this aspect into marking criteria for encouraging such behaviours by Competitors
- Cost effectiveness and looking for opportunities to reduce costs, e.g. replacing paper consumption by technology driven solutions.
- Resource management
 - Whenever possible resources can be shared/consumption minimized without compromising on hygiene or quality of care
 - Reducing infrastructure costs by reducing inventory/infrastructure, e.g. ITPD developed TP

13 References for industry consultation

13.1 General notes

WorldSkills is committed to ensuring that the WorldSkills Occupational Standards fully reflect the dynamism of internationally recognized best practice in industry and business. To do this WorldSkills approaches a number of organizations across the world that can offer feedback on the draft Description of the Associated Role and WorldSkills Occupational Standards on a two-yearly cycle.

In parallel to this, WSI consults three international occupational classifications and databases:

- ISCO-08: (<http://www.ilo.org/public/english/bureau/stat/isco/isco08/>)
- ESCO: (<https://ec.europa.eu/esco/portal/home>)
- O*NET OnLine (www.onetonline.org/)

13.2 References

This WSOS (Section 2) appears most closely to relate to Nursing Assistants:

<https://www.onetonline.org/link/summary/31-1014.00>

or Nursing Assistant: ‘

<http://data.europa.eu/esco/occupation/87d0795a-d41f-47ee-979f-0ab7d73836e7>

Adjacent occupations may also be explored through these links.

ILO 5321

Unfortunately no feedback was received from business and industry for WorldSkills Shanghai 2026.

14 Appendix

14.1 Appendix information

Not applicable.