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

The Technical Description consists of the following:

1. INTRODUCTION .......................................................................................................................... 2
2. THE WORLDSKILLS STANDARDS SPECIFICATION (WSSS) .................................................. 4
3. THE ASSESSMENT STRATEGY AND SPECIFICATION ......................................................... 8
4. THE MARKING SCHEME ............................................................................................................. 9
5. THE TEST PROJECT .................................................................................................................. 14
6. SKILL MANAGEMENT AND COMMUNICATION .................................................................. 18
7. SKILL-SPECIFIC SAFETY REQUIREMENTS ......................................................................... 19
8. MATERIALS AND EQUIPMENT ........................................................................................... 20
9. VISITOR AND MEDIA ENGAGEMENT .................................................................................. 22
10. SUSTAINABILITY .................................................................................................................... 23

Effective 12.08.14

Stefan Praschl
Chair Technical Committee

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Vice Chair Technical Committee

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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 Graphic Design Technology

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

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

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

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

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

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 – Competition Rules
- WSI – WorldSkills Standards Specification framework
- WSI – WorldSkills Assessment Strategy (when available)
- WSI – Online resources as indicated in this document
- Host Country – Health and Safety regulations
2 THE WORLDSKILLS STANDARDS SPECIFICATION (WSSS)

2.1 GENERAL NOTES ON THE WSSS

The WSSS 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).

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

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

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

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

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

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

2.2 WORLDSKILLS STANDARDS SPECIFICATION

<table>
<thead>
<tr>
<th>SECTION</th>
<th>RELATIVE IMPORTANCE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Work organization and management</td>
<td>10</td>
</tr>
</tbody>
</table>

The individual needs to know and understand:
- OHS regulations, safe work practices
- The time constraints of the industry
- Industry specific terms
- The nature and purposes of client specifications and projects
- Appropriate software usage for the outcomes required
- Methods of working within organizational limitations
- Methods of working in a team to achieve a common goal
The individual shall be able to:
- Interpret client specifications and projects
- Keep to project timelines
- Conduct themselves in a professional manner
- Manage workload under pressure and within time constraints
- Interpret projects in a sustainable manner to minimize wastage and cost to the client and company
- Recover from setbacks
- Problem solve and adapt to changes made to projects
- Multi-task
- Demonstrate time management skills
- Research the project to arrive at a design framework

### 2 Communication and Interpersonal Skills

<table>
<thead>
<tr>
<th>10</th>
</tr>
</thead>
</table>

The individual needs to know and understand:
- The importance of active listening skills
- Methods for interpreting the design project and clarifying/questioning the client
- How to visualise and translate customer wishes making recommendations which meet their design and budgetary requirements
- The importance of building and maintaining productive working relationships
- The importance of resolving misunderstandings and conflicting demands
- How to ensure a team successfully understands the design project

The individual shall be able to:
- Use literacy skills to:
  - Follow documented instructions from a supplied project
  - Interpret workplace instructions and other technical documents
  - Keep up to date with latest industry guidelines
  - Present their brief to the client and justify their design choices
- Use oral communication skills to:
  - Communicate in a logical and easily understood manner
  - Use discretion and confidentiality when dealing with clients
  - To organize and compile a presentation to present to the client
  - Question clients in an appropriate manner
  - Use assertiveness and tact in regards to dealing with a client
  - Show visual development through sketches

### 3 Problem Solving

<table>
<thead>
<tr>
<th>10</th>
</tr>
</thead>
</table>

The individual needs to know and understand:
- Common problems and setbacks that can occur within the work process
- How to trouble shoot minor software and printing issues
The individual shall be able to:
- Use analytical skills to determine the requirements of the specifications
- Use problem solving skills to translate the required outcomes of the specification to an appropriate solution
- Use time management skills
- Check work regularly to minimize problems that may arise at a later stage

### 4 Innovation, Creativity and Design

The individual needs to know and understand:
- Creative trends and developments in the industry
- How to apply appropriate colours, typography and composition
- Principles and techniques for adapting graphics for various uses
- Different target markets and the elements of design which satisfy each market
- Protocols for maintaining a corporate identity, brand and style guide
- How to provide consistency and refine a design
- Principles of a pleasing and creative design
- Current design trends
- Design principles and elements
- Standard sizes, formats and settings commonly used in the industry

The individual shall be able to:
- Create, analyse and develop a visual response to communication problems, including understanding hierarchy, typography, aesthetics and composition
- Create, manipulate and optimize images for both print and online publishing
- Analyse the target market and the product being delivered
- Create an idea that is appropriate to the target market
- Take into consideration the impact of each element that is added during the design process
- Use all the required elements to create the design
- Respect existing corporate identity guidelines and style guides
- Keep the original design concept and improve the visual appeal
- Transform an idea into a pleasing and creative design

### 5 Technical Aspects & Output

The individual needs to know and understand:
- Technological trends and developments in the industry
- Different printing processes: their limitations and techniques
- Standards for client presentation
- Image manipulation and editing
- Appropriate file formats, resolution and compression
- Colour gamuts, spot colours and ICC profiles
- Printers marks and bleed
- Dielines and varnishes
- Software applications
- Different types of paper and surfaces
The individual shall be able to:
- Create prototype mock-ups for presentation
- Mount for presentation standard
- Apply the correct and appropriate adjustments for the specified printing process
- Adjust and manipulate images to suit the design and technical specifications
- Apply the correct colours to the file
- Save files in the correct format
- Use software applications comprehensively and appropriately
- Organize and maintain folders (for final output and archiving)
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 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 judgment. These are referred to as **objective** and **subjective**, respectively. 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 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 Standards Specification and the Assessment Strategy. They will be agreed by the Experts and submitted to WSI for approval together, in order to demonstrate their quality and conformity with the Standards Specification.

Prior to submission for approval to WSI, the Marking Scheme and Test Project will liaise with the WSI Skill Advisors in order to benefit from the capabilities of the CIS.
4 THE MARKING SCHEME

4.1 GENERAL GUIDANCE

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

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

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

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

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

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

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

4.2 ASSESSMENT CRITERIA

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

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

The Mark Summary Form generated by the CIS will comprise a list of the Assessment Criteria. The marks allocated to each criterion will be calculated by the CIS. These will be the cumulative sum of marks given to each aspect of assessment within that Assessment Criterion.
4.3 **SUB CRITERIA**

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

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

Each marking form (Sub Criterion) contains either objective or subjective Aspects to be marked. Some Sub Criteria have both objective and subjective aspects, in which case there is a marking form for each.

4.4 **ASPECTS**

Each Aspect defines, in detail, a single item to be assessed and marked together with the marks, or instructions for how the marks are to be awarded. Aspects are assessed either objectively or subjectively 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 and a reference to the section of the skill as set out in 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 skill in the Standards Specification. This will be displayed in the Mark Allocation Table of the CIS, in the following format, when the Marking Scheme is reviewed from C-8 weeks. (Section 4.1)

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>TOTAL MARKS PER SECTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL MARKS PER CRITERION</td>
<td>100</td>
</tr>
</tbody>
</table>
4.5 **SUBJECTIVE MARKING**

Subjective marking uses the 10 point scale below. To apply the scale with rigour and consistency, subjective marking should be conducted using:

- benchmarks (criteria) to guide judgment against each Aspect
- the scale to indicate:
  - 0: non attempt;
  - 1-4: below industry standard;
  - 5-8: at or above industry standard;
  - 9-10: excellence.

4.6 **OBJECTIVE MARKING**

A minimum of three Experts will be used to judge each aspect. Unless otherwise stated only the maximum mark or zero will be awarded. Where they are used, partial marks will be clearly defined within the Aspect.

4.7 **THE USE OF OBJECTIVE AND SUBJECTIVE ASSESSMENT**

The final deployment of objective or subjective assessment will be agreed when the Marking Scheme and Test Project are finalized. The table below is advisory only for the development of the Test Project and Marking Scheme.

<table>
<thead>
<tr>
<th>SECTION</th>
<th>CRITERION</th>
<th>MARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Subjective</td>
</tr>
<tr>
<td>A</td>
<td>Creative process</td>
<td>8</td>
</tr>
<tr>
<td>B</td>
<td>Final design</td>
<td>32</td>
</tr>
<tr>
<td>C</td>
<td>Computer usage</td>
<td>0</td>
</tr>
<tr>
<td>D</td>
<td>Manual abilities</td>
<td>0</td>
</tr>
<tr>
<td>E</td>
<td>Knowledge of the printing industry</td>
<td>0</td>
</tr>
<tr>
<td>F</td>
<td>Saving and file format</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>40</td>
</tr>
</tbody>
</table>
### 4.8 COMPLETION OF SKILL ASSESSMENT SPECIFICATION

**Section A - Creative process**  
Subj ective - Marks two per module

- A.1 Ideas and originality for the design
- A.2 Understanding the target market
- A.3 Unity and relationship between all tasks (if applicable)

**Section B - Final design**  
Subj ective – Marks eight per module

- B.1 Quality of the visual composition (aesthetic appeal and balance) for the design
- B.2 Visual Impact and Communication effectiveness for the design
- B.3 Quality of the typography for the design (choice of type, legibility and formatting)
- B.4 Quality of the colours (choice, balance, harmony) for the design
- B.5 Quality of image manipulation (retouch, cloning, blending, colour adjustment, etc.)
- B.6 Quality of redrawing objects in vector application for the design
- B.7 Quality of the design of other elements (charts, graphs, tables, maps, paragraph styler etc.) for the design
- B.8 Quality of the mounted presentation or the 3D assembly

**Section C - Computer usage**  
Ob jective – Marks four per module

- C.1 Resolution of linked, embedded or original images as specified in the task
- C.2 Colour mode (RGB or CMYK) of linked images as specified in the task
- C.3 Image or element dimensions as specified in the task
- C.4 Use of style sheets or master elements in layout as required in the task
- C.5 Final dimensions of layout as specified in the task
- C.6 All required text is present in the task
- C.7 All required elements are present in the task
- C.8 Use of corporate guidelines appropriate to the task

**Section D - Manual abilities**  
Ob jective – Marks two per module

- D.1 Mounting printouts on board for presentation
- D.2 Supply of printouts only
- D.3 Assembling in 3D (Package design or Manual design)

**Section E - Knowledge of the printing industry**  
Ob jective – Marks four per module

- E.1 Bleed value applied in layout file in PDF as specified in the task
- E.2 Folding lines, trim and registration marks supplied as specified in the task
- E.3 Trapping value applied in illustrator file as specified in the task
- E.4 Overprinting applied in layout file in PDF as specified in the task
- E.5 Spot and CMYK colours used in layout in PDF file as specified in the task
- E.6 Dieline supplied as specified in the task

**Section F - Saving and file format**  
Ob jective – Marks five per module

- F.1 All files saved in the correct format specified in the task
- F.2 ICC profile applied in images, PDF or layout file as specified in the task
- F.3 Saving in a specified PDF format as required in the task
- F.4 Final production folder saved as required in the task

**Total = 25 marks per module (Objective 15 + Subjective 10)**
4.9 **SKILL ASSESSMENT PROCEDURES**

The same presentation will be used for each module; each development group will select the aspects that fit in their module. If there is more than one task in a module (E.g.: creating a logo and a poster are two tasks), the aspects could be applied for each task if necessary (E.g.: B.6 could be marked once for the logo and once again for the poster).
5 THE TEST PROJECT

5.1 GENERAL NOTES

Sections three and four 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 WSSS.

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.

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.

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 Specification. Section 0 refers.

5.2 FORMAT/STRUCTURE OF THE TEST PROJECT

The Format/Structure of the Test Project is a series of four standalone modules for the four days of Competition.

- **Editorial design and new media** (magazine cover or inside, leaflet, restaurant’s menu, booklet, etc.), printed on sheetfed or web offset press, using process and/or spot colours could include headers, sub-headers and text, images, graphics or tables, master element, etc.

- **Packaging design** (regular box, tray box, tear-open packaging, label, etc.) printed on sheetfed offset press or in flexography, using process and/or spots colours; could include text and headers, ingredients list, brand name, images, barcode, die line, etc.

- **Corporate and information design** (business card, logo, letter head, signalization, symbols, graphs, tables, way-finding etc.) printed on sheetfed offset press or in silkscreen printing, using process and/or spots colours; could include a few lines of text, illustration, logo creation, symbol, vector drawing, etc.

- **Advertising and display design** (poster, banner, billboard, car mapping, full page advert, large format etc.), printed on sheetfed offset press or on inkjet plotter, using process and/or spot colours; could include a few lines of text or a slogan, image manipulation or photomontage, the use of large files, etc.
5.3 TEST PROJECT DESIGN REQUIREMENTS

Typical modules might include:

- Digitalizing images, optimizing them by specifying correct values and improving them by using all appropriate tools for adjustments and manipulations;
- Drawing and redrawing information design elements like diagrams, graphs and maps;
- Tracing and vectorising pixel-based logotypes and simple pictures like symbols and icons;
- Converting digital manuscripts into typographic texts;
- Text to be used in projects should always be in English (or they will be accompanied by texts in other languages). Translations (if necessary) have to be done by the participating countries;
- Designing most kinds of printed matter, such as books and book covers, magazines and magazine covers, newspapers, logos and logotypes, corporate identity elements (letterheads, business cards etc.), posters, advertisements, folders, signage etc.;
- Graphic design in 3D format, such as packages, grocery bags, etc.

5.4 TEST PROJECT 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 Who develops the Test Project or modules

The Test Project is developed by all Experts.

5.4.2 How and where is the Test Project or modules developed

The Test Project or modules are developed jointly on the Discussion Forum.

Nine months before the Competition the Chief Expert will create four working groups of Experts for the development of each of Test Project modules. The Chief Expert will instruct the WorldSkills International Secretariat to create the four working groups on the forum. Each group will be required to develop a Test Project module for a specified module topic selected by the Chief Expert. The members of the specified groups will only have access to their own working group on the forum not to the other forums groups. The Skill Management Team as endorsed by the WSI Technical Committee will administrate all forums.

To ensure the topics developed by the working groups are not similar, the Skill Management Team (or another nominated third party agreed on by the Expert group) will have access to all working groups and monitor the topics for similarity. In the event of topics been similar the Skill Management Team will be required to indicate to one or both groups that they will need to change the topic of their project.

Each working group will be required to nominate a group leader and that person will be responsible for delivering the project in accordance to the timeline fixed by the Chief Expert.

If the group fail to nominate a group leader, the Chief Expert will nominate the group leader.
5.4.3 When is the Test Project developed

The Test Project is developed according to the following timeline:

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nine (9) months prior to the Competition</td>
<td>The CE creates four closed groups on the forum for the development of each module</td>
</tr>
<tr>
<td>Six (6) months prior to the Competition</td>
<td>The topic or directions for each module will be decided on by vote of the Experts in each closed forum</td>
</tr>
<tr>
<td>Two (2) months prior to the Competition</td>
<td>The Test Project is developed and emailed to the SMT for examination of conformity</td>
</tr>
<tr>
<td>One (1) month prior to the Competition</td>
<td>The Test Project modules are sent to the Technical Director</td>
</tr>
<tr>
<td>At the Competition</td>
<td>The Test Project modules are presented to the Experts</td>
</tr>
</tbody>
</table>

On arrival at the Competition the modules must be completed ready to be presented to all Experts for final consideration and adjustment.

The modules one, two, three and four will not necessarily be presented in that sequence during the four days of Competition. The Skill Management Team may decide in advance a new order of presentation to fit into the Competition schedule or numbers may be drawn in the presence of the Experts to determine the sequence of presentation of the four modules.

5.5 TEST PROJECT VALIDATION

This will be demonstrated by producing a timeline specifying the expected amount of time to realize each step of the total production. That timeline will not be in the Test Project, just associated to.

5.6 TEST PROJECT SELECTION

Each project development group will work on a specified module decided by the Chief Expert. The Experts of a project development group may work all together on one unique project or they can work individually on different projects. Six months prior to the Competition, they will choose, by voting, one project and deliver marking sheet and timeline for this project. The group leader will supervise that process. A final project may consist of more than one task.

5.7 TEST PROJECT CIRCULATION

The Test Project is circulated via the website as follows:

Not circulated.

5.8 TEST PROJECT COORDINATION (PREPARATION FOR COMPETITION)

Coordination of the Test Project will be undertaken by Chief Expert and selected Experts.

The Chief Expert with selected Experts designated to lead each project development group are responsible for ensuring that the requirements of Section two – Competency and Scope or work are compiled with.
5.9 TEST PROJECT CHANGE AT THE COMPETITION

Not applicable.

5.10 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.

Hardware and software specifications will be made available to Experts on the Infrastructure List provided by the Competition Organizer.
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 skill specific Discussion Forum (http://forums.worldskills.org). Skill related decisions and communication are only valid if they take place on the forum. The Chief Expert (or an Expert nominated by the Chief Expert) will be the moderator for this Forum. Refer to Competition Rules for the timeline of communication and competition development requirements.

6.2 COMPETITOR INFORMATION

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

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

6.3 TEST PROJECTS [AND MARKING SCHEMES]

Circulated Test Projects will be available 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 during the 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 in the Expert Centre (www.worldskills.org/expertcentre).
7 SKILL-SPECIFIC SAFETY REQUIREMENTS

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

None.
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 Experts for the next Competition. The Competition Organizer will progressively update the Infrastructure List specifying the actual quantity, type, brand, and model of the items. Items supplied by the Competition Organizer are shown in a separate column.

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

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

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

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

- Pantone swatches or similar swatch books;
- Sketching paper and pens;
- Calibration charts;
- Keyboard in own language;
- Tablet, digitizer, pen-light, joystick and mouse which the Competitor may prefer;
- Cutting knife, scissors;
- Ruler, steel ruler;
- Double sided tape, glue stick, etc. (spray adhesive is prohibited).

8.3 MATERIALS, EQUIPMENT AND TOOLS SUPPLIED BY EXPERTS

- Experts are required to bring their Competitor’s software in the language of their choice other than English. For example: Adobe CS Suite, Quark Xpress, Font manager or similar software;
- All software brought to the Competition must be on the original disks with the original key;
- All software will be installed by the Workshop Manager in presence of the compatriot Expert on the days prior to Competitor Familiarization Day;
- Where Adobe Creative Suite is supplied and pre-installed in English by the Host Member, Competitors/Experts using English only are not required to bring their own software;
- Two months prior to the Competition, the compatriot Expert will deliver a font set (50 fonts) to the SMT; all font sets will be available to all Competitors during the Competition.
8.4 MATERIALS AND EQUIPMENT PROHIBITED IN THE SKILL AREA

Competitors should NOT bring:
- Extra RAM;
- Extra hard drives;
- Books with design references;
- Images/clip art;
- Spray adhesive;
- Mounting boards, cutting mat;
- No electronic devices (cell phones, iPod, etc.) Competitors may bring music CDs (these CDs will be transferred to their workstations by Experts or the Workshop Manager.

The Internet will not be available to Competitors.

8.5 PROPOSED WORKSHOP AND WORKSTATION LAYOUTS

Workshop layouts from previous competitions are available at [www.worldskills.org/sitelayout](http://www.worldskills.org/sitelayout).

Example workshop layout:
9 VISITOR AND MEDIA ENGAGEMENT

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

- Try a trade;
- A conversation area has to be established for Experts and visitors (shut off from the work area);
- For promotional purpose a beamer will show (in rota) Competitors desktops to the spectators;
- Posters will be hung that will explain the task of the Competitors;
- The walls of the stand will be decorated with graphic design works.
10 SUSTAINABILITY

- Recycling;
- Use of ‘green’ materials;
- Use of completed Test Projects after Competition.