



TECHNICAL DESCRIPTION HEALTH AND SOCIAL CARE



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:

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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 profession.

The health and social care practitioner works in diverse environments, including the homes of clients, hospitals, community day care and residential and nursing homes. He or she manages health, physical and psychosocial well-being, support of growth and development, caring and rehabilitation. The support provided is based on assessing planning, delivering and evaluating a care programme.

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 assistant there are many international opportunities; however these carry with them the need to understand and work with diverse cultures and systems/regulations. The diversity of skills associated with health and social care is therefore likely to expand.

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

SECTION		RELATIVE IMPORTANCE (%)
1	Work organization and management	10
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none">• 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• The importance of working together with other practitioners or/and other persons• The importance of sustainability• The value of managing own continuing professional development	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none">• 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• Ensure safe and ergonomic working practices• Discard waste ecologically• Work together in a efficient way with other practitioners and any person <p>Keep up-to-date with new practices and regulations e.g. safe moving and health and safety</p>	



2	Communication and Interpersonal Skills	25
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • 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 and development and health education • Negotiation methods within the scope of health promotion • Techniques for resolving miss-understandings and conflicts • Techniques and ways to communicate with clients who have disabilities in communication e.g. dementia, hearing problems • The importance of accurately recording information • Professional interaction between practitioner and client and also 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 	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Work sensitively with clients • Maintain excellent professional conduct including appearance • Open and closed communication with client in the appropriate style, establishing a rapport • Respect client as an individual with autonomy and right to accept or refuse care, always be honest to the client • Respect client's culture and religious beliefs • Use therapeutic communication methods in the delivery of care to include: <ul style="list-style-type: none"> • Active listening, questioning techniques, interpretation of non-verbal signals and appropriate educational techniques • Use coaching techniques to enable client to learn new 'life skills' • Communicate in a professional way with clients who have disabilities in communication and understanding • Manage a professional and effective communication with the client's family in the appropriate manner ensuring the needs of the client are central • Negotiate with colleagues, medical professionals, the client and their family to ensure the right type and level of care is provided and that the client's autonomy and needs are met • Manage consistently effective verbal and written communications with colleagues • Record client information/records in the appropriate format e.g. 'Communication Book' or patient's record (hospital) • Discuss and represent individual client cases in professional settings 	



3	Problem Solving, Innovation and Creativity	10
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • 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 • Techniques for developing creative solutions to improve the quality of life of the client and their happiness e.g. providing support and aids for a client to remain in their own home • Latest trends and developments in health and social care to ensure the client is provided with best possible support 	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Value the individual, take a strong interest and gain a deep understanding of their character • Gain the confidence of the client to discuss their problem(s) • Recognize problems swiftly and follow a self-managed process for resolving • Determine the root cause(s) of client's problem(s) through careful and structured discussion/questioning/observation • Pro-actively re-prioritize client's problem(s) as the situation demands • Recognize the boundaries of own expertise/authority in dealing with client's problem(s) and refer to colleagues and professionals as appropriate • Create, develop and negotiate 'new safe ways of working' to improve the daily life of the client 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 the clients environment effectively, through discussions with the client at the right time 	
4	Assessing Needs and Planning Client Care	10
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • 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 capabilities of the patient and the family • Financial implications e.g. budgetary constraints 	



	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Carefully assess the client's environment and situation to accurately determine care needs, recognizing boundaries of role • Assess the clients capabilities and the capabilities of the family • Identify nutritional status and requirements • Plan how the client-centred care will be delivered • Secure required resources to facilitate the client care plan • 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
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • The holistic needs of clients and inclusion of capabilities • Patterns of client behaviour and what drives it • History of the client's situation • The importance of flexibility when working with different clients and their families • Techniques for encouraging clients to learn 'new' skills building confidence and independence • Anatomy and pathology, illnesses and treatment according to the level of education • Standard normal values of health parameters (e.g. normal blood pressure) • General topics of a healthy lifestyle and how to promote them in a positive way • The purpose and potential side effects of client's medication • Potential safety hazards • Techniques for promoting mobility and knowledge about safe use of mobility devices • The risk factors for the clients which are weak and not able to move too much • The significance of knowing when to refer clients to colleagues and other medical professionals and the roles of related professionals • The circumstances when immediate medical assistance should be sought 	



	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • Promote and assist with physical, social and psychological well-being, support of growth and development, caring and rehabilitation • Respect the client and the principles of law and ethics in the delivery of care • Create a positive environment for the client and deliver safe care • Assist with hygiene needs as required and respect the client's need for intimacy • Include patient's capabilities in the delivery of care • Perform culturally appropriate measures • Perform medical tasks within the scope of practice e.g. first aid, wound care, 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 risks which are common in clients which are sick e.g. pressure ulcers, pneumonia and contractions • Consistently observe client and quickly identify any new problems that need attention or medical referral e.g. pressure ulcer • Accurately judge when immediate medical attention or support may be required and start with first aid measures • Implement measures that promote client's independence within any limitations • Recommend and administer appropriate measures to support nutritional well-being within the scope of practice and regulations • Educate the client in the promotion of a healthy lifestyle e.g. do exercise regularly, stop smoking • Advise client on common drug groups and their side effects within the scope of practice and regulations e.g. antihypertensive and analgesics • Support client in the administration and storage of their medication within the scope of practice and regulations • Plan and adapt schedule to ensure each client receives the time they need, ensuring individuals are not rushed • Organize educational and rehabilitative activities to meet the needs of adult clients of different adult age groups • Promote mobility by using the clients resources and respecting the clients' needs by the use of adequate mobilization techniques • Use resources effectively and efficiently 	
6	Evaluating Client Care	10
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> • The importance of reviewing care at regular intervals and gaining feedback from all parties including the client • The expected level of client 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 that 	



	<p>The individual shall be able to:</p> <ul style="list-style-type: none">• Understand the client's perspective through careful discussion with them• Gain inputs from the client's family, colleagues and related professionals• Recognize what makes a client happy and what they consider to be 'well-being'• Listen carefully and respond positively to any problems endeavouring to develop solutions• Judge the extent to which the care plan is helping the client• Agree any changes to the care plan with the client, their family, colleagues and related professionals• Record outcomes of the evaluation• Develop an action plan taking into consideration resources available• Report and record any concerns to the relevant parties• Reflect on feedback and evaluate own working practices	
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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)

CRITERIA										TOTAL MARKS PER SECTION
STANDARD SPECIFICATION SECTIONS										
TOTAL MARKS PER CRITERION										100

SAMPLE OF TABLE FROM CIS



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.

SECTION	CRITERION	MARKS		
		Subjective	Objective	Total
A	Work organization and management	0	10	10
B	Communication and Interpersonal Skills	0	25	25
C	Problem Solving, Innovation and Creativity	0	10	10
D	Assessing Needs and Planning Client Care	0	10	10
E	Managing and Delivering Client Care	0	35	35
F	Evaluating Client Care	0	10	10
Total		0	100	100



4.8 COMPLETION OF SKILL ASSESSMENT SPECIFICATION

Experts will be allocated to one of the Health and Social Care environments and will remain with that environment throughout the Competition.

Experts will decide as a team on the marking criteria, reference points and acceptable differences and variations when they all meet at the Competition site.

The clients/actors can give a structured feedback to the Competitors.

Competitors will be 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 some time for familiarization prior to the start of their implementation of the activities.

Marks for Objective Marking:

Standard achieved - full marks

Not achieved – no marks



4.9 SKILL ASSESSMENT PROCEDURES

Assessment

Assessment of each zone for each team of Competitors will be completed in the evening of each day.

- Each zone has a zone leader, who works with the CE and guides the experts in his zone;
- The Experts will be divided into FOUR teams by the Chief Expert, minimum three Experts per team, as outlined in the Skill Management Plan, to carry out the assessment;
- Each team will be responsible for the assessment of one zone only and will mark each Competitor's work within that zone;
- There will be a Team [also three Experts] which works with the CE for the assessment of the Planning Criteria and the theoretical aspects;
- If templates are required, these will be prepared by an Expert nominated by the Chief Expert and checked by all of the Experts prior to their use;
- All assessments must be witnessed and signed off by two Experts within each team and the result recorded;
- Two Experts will be assigned daily to check that all Health and Safety regulations are observed.

Rotation of modules

The order in which Competitors compete will be decided before the start of the Competition by the drawing of lots by the Chief Expert, in the presence of all Experts. The subsequent sequence will rotate based on the first module sequence. The Competitors will be informed of the Competition order on Familiarization Day.

Fairness

- Competitors waiting to complete their assigned module for the day will not be allowed to view how the other Competitors complete their assigned module. This is so that the Competitors who perform their module first are not disadvantaged;
- All Competitors will be staying in the Competitors room throughout the competition hours. For Lunchtime and visiting the other skills they can leave the skill area at a specific time [marked in the time plan] accompanied by a volunteer. Although it is compulsory that they can meet with the countries team/Team Leader at the lunch place;
- To ensure the integrity of the Competition, Competitors waiting to complete their module, are required to wait in a room provided on the competition stand. While waiting, Competitors are allowed to have reading material unrelated to the skill. They get accompanied if they leave the skill area for any reason.



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 Test Project is a series of standalone modules. Set in four different health and social care environments/zones.

All modules are of equal value 25%:

- Caring in the home;
- Community, residential and Nursing Home Care;
- Care in a hospital;
- Community Day Care



5.3 TEST PROJECT DESIGN REQUIREMENTS

The four zones will represent actual settings within the industry namely care in the Home, Community, residential and nursing home care, care in the hospital and community – Day Care. Each zone must contain at least three hours of assessment per Competitor.

Within each zone the Competitor will be tested in five modules that simulates support needs by clients in that specific environment.

Test Project modules will vary from 30 to 60 minutes with the timetable presented.

Simultaneous assessment by two or all four Competitors is necessary.

Professional actors and makeup must be used and be available. The Competition Organizer shall engage professional actors 6 months before the competition. They shall be available for the actors briefing on C-3, C-2, and C-1.

Duration

The total time for completing the assigned task for the day will be appropriate to the task. The maximum time for each given task for each day will not exceed six hours and the total maximum time for the total competition will not exceed twenty two (22) hours. The time for planning, implementation can vary depending on the competition day.

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/modules are developed by all Experts.

5.4.2 How and where is the Test Project or modules developed

The Test Project/modules are developed jointly on the Forum.

Experts develop the Test Project modules on the Discussion Forum eight months before the Competition and be voted three months in advance.

There is to be a majority agreement (minimum =50% +1) from Experts on the accepted projects. These are agreed and placed on the Discussion Forum for clarification should new Experts or Members join.

Experts must have a complete understanding and be briefed on the terminology and outcomes required of individual modules.

5.4.3 When is the Test Project developed

The Test Project is developed according to the following timeline:

TIME	ACTIVITY
Eight (8) months before the Competition	The Experts develop the Test Project modules on the Discussion Forum
Three (3) months before the Competition	The Experts agree on the Test Project modules by a vote on the Discussion Forum. The Test Project modules are circulated on the website
At the Competition	30% change is made to the Test Project modules



5.5 TEST PROJECT VALIDATION

The Test Project modules developed have considered the knowledge and skill level and the scope of practices of the Competitors. As such, the Competitors will be able to complete the assigned task in the time given.

5.6 TEST PROJECT SELECTION

The Test Project is selected by a vote on the Discussion Forum.

5.7 TEST PROJECT CIRCULATION

The Test Project is circulated via the website as follows:

Three months before the current Competition.

5.8 TEST PROJECT COORDINATION (PREPARATION FOR COMPETITION)

Coordination of the Test Project will be undertaken by Chief Expert, Jury President and the Experts.

5.9 TEST PROJECT CHANGE AT THE COMPETITION

Changes to the Test Project modules will be made prior to the start of the Competition when all Experts meet at the competition site.

The changes would involve either increasing or changing the demand of the tasks.

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.

Specific material or manufacturer specifications will be collated and submitted to the Workshop Manager for the Health and Social Care skill before the Competition by the Chief Expert.

Competitors will be 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 will be allowed to use ONLY the materials/equipment 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.

The Host Country's regulations on health and waste disposal will be observed. Additionally, practices of the Competitors' own country will be considered in the performance of their modules to ensure that all Competitors are assessed fairly.



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

Work clothes with relevant codes are supplied by the Competitors.

8.3 MATERIALS, EQUIPMENT AND TOOLS SUPPLIED BY EXPERTS

Not applicable.

8.4 MATERIALS AND EQUIPMENT PROHIBITED IN THE SKILL AREA

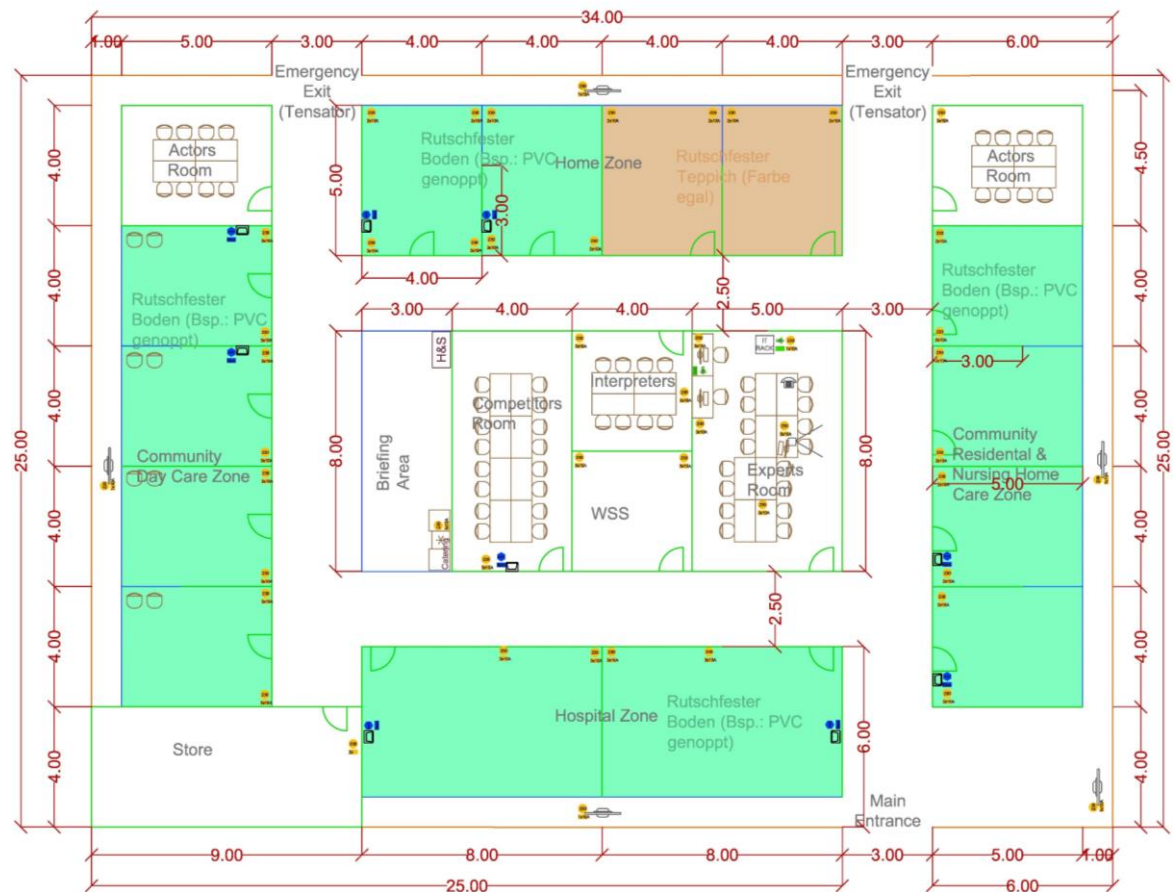
Competitors are not allowed to have their mobile phones with them.



8.5 PROPOSED WORKSHOP AND WORKSTATION LAYOUTS

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

Example workshop layout:





9 VISITOR AND MEDIA ENGAGEMENT

To maximize visitor and media engagement for Health and Social Care the following will be carried out:

- Use of sound system require so that visitors can hear the conversation between the Competitors and client;
- The use of zones will allow ALL modules to be fully viewed each day;
- Monitors should display the TPs and time plan.



10 SUSTAINABILITY

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