



**TECHNICAL  
DESCRIPTION**

**VISUAL  
MERCHANDISING  
AND WINDOW  
DRESSING**



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:

<b>1 INTRODUCTION .....</b>	<b>2</b>
<b>2 THE WORLDSKILLS STANDARDS SPECIFICATION (WSSS) .....</b>	<b>4</b>
<b>3 THE ASSESSMENT STRATEGY AND SPECIFICATION .....</b>	<b>9</b>
<b>4 THE MARKING SCHEME .....</b>	<b>10</b>
<b>5 THE TEST PROJECT .....</b>	<b>14</b>
<b>6 SKILL MANAGEMENT AND COMMUNICATION .....</b>	<b>17</b>
<b>7 SKILL-SPECIFIC SAFETY REQUIREMENTS .....</b>	<b>18</b>
<b>8 MATERIALS AND EQUIPMENT .....</b>	<b>18</b>
<b>9 VISITOR AND MEDIA ENGAGEMENT .....</b>	<b>21</b>
<b>10 SUSTAINABILITY.....</b>	<b>22</b>

Effective 12.08.14

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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

Visual Merchandising and Window Dressing

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

A visual merchandiser creates window and interior displays in shops and department stores thus is essentially responsible for the 'look' of the retail outlet. The chief aim of a visual merchandiser is to maximize sales by communicating with the target audience and creating a positive atmosphere. The visual merchandiser communicates directly with the target audience through their designs and creates a positive impression which in turn impacts on the sales revenue of the business. Whilst not possible to precisely measure the impact of the visual merchandiser's displays it is accepted that they are an increasingly important element of the marketing and sales mix of a successful retail business.

The visual merchandiser works in retail outlets, which are part of a group with central support functions and in small independent shops where there is greater personal autonomy and responsibility. The activities a visual merchandiser undertakes are based on interpreting and researching a brief, creating a design, and implementation - working with the products and their props.

Work organization and self-management, communication and interpersonal skills, problem solving, innovation and creativity: the ability to develop original 'eye-catching' concepts with the WOW factor which positively engage the target market and attention to detail/perfection are the universal attributes of the outstanding visual merchandiser.

The visual merchandiser may work in teams or alone, depending on the size of the business. In medium to large businesses they work very closely with marketing and sales teams. Whatever the structure of the work, the trained and experienced visual merchandiser takes on a high level of personal responsibility and autonomy. From understanding the goals and targets of marketing and sales departments, interpreting the Brief correctly and understanding the behaviour of target markets to creating a display with the WOW factor every stage in the visual merchandising process matters and displays have a close relationship with sales revenues.

With the globalization of visual imagery and the international mobility of people, the visual merchandiser faces rapidly expanding opportunities and challenges. For the talented visual merchandiser there are many commercial and international opportunities; however these carry with them the need to understand and work with diverse cultures, trends and fashions. The diversity of skills associated with visual merchandising 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](http://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 (%)
<b>1</b>	<b>10</b>
<b>Work organization and management</b>	
<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> <li>• Health and safety legislation, obligations, regulations and documentation</li> <li>• The situations when personal protective clothing including footwear must be used</li> <li>• The purposes, uses, care, maintenance and safe/secure storage of hand/electric tools and equipment</li> <li>• The purposes, uses, care and safe/secure storage of materials</li> <li>• IT programs for 2D and 3D design</li> <li>• Techniques of time management to support productivity</li> <li>• The principles of ergonomics to support efficient work flow</li> <li>• The significance of sustainability and environmentally friendly work practices</li> <li>• The value of managing own continuing professional development</li> </ul>	



	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> <li>• Follow health and safety standards, rules and regulations</li> <li>• Identify and use the appropriate personal protective clothing including safe footwear as required</li> <li>• Select, use, clean, maintain and store all tools, paint brushes and equipment safely/securely</li> <li>• Select, use materials including mixing paints, effectively/efficiently and store safely/securely</li> <li>• Plan, schedule and re-prioritize work as the need arises to meet deadlines</li> <li>• Work well under pressure to meet the demands of the business</li> <li>• Maintain safe and ergonomic working practices</li> <li>• Keep the working area clean and tidy</li> <li>• Discard waste ecologically</li> <li>• Keep up-to-date with fashion, trends and developments in the industry and society</li> </ul>	
<b>2</b>	<b>Communication and Interpersonal Skills</b>	<b>10</b>
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> <li>• The roles and requirements of colleagues and professionals related to visual merchandising e.g. brand managers</li> <li>• The importance of building and maintaining productive working relationships with colleagues across the organization e.g. marketing and sales</li> <li>• Techniques for effective team work</li> <li>• The educational/social responsibility role of visual merchandising</li> <li>• Negotiation methods e.g. purchasing materials</li> <li>• Techniques for resolving misunderstandings and conflicting demands</li> <li>• The features of a successful presentation</li> </ul>	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> <li>• Accurately determine the needs and aspirations of the target audience: internal and external customers</li> <li>• Build and maintain trust of the target audience: internal and external customers</li> <li>• Consistently manage effective verbal, and written communications with colleagues</li> <li>• Listen, reflect and respond positively and constructively to feedback from colleagues and external customers</li> <li>• Professionally present ideas, rationale and designs/displays to colleagues and related departments/professionals</li> <li>• Reflect on and respond appropriately to questions and ideas from colleagues</li> </ul>	



3	Problem Solving, Innovation and Creativity	10
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> <li>• The common types of problem which can occur within visual merchandising work e.g. improvisation of props</li> <li>• Diagnostic approaches to problem solving</li> <li>• Boundaries for resolving problems safely e.g. referring to an electrician</li> <li>• Creative thinking techniques to generate unique designs</li> <li>• Latest/future trends and fashions</li> </ul>	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> <li>• Recognize problems swiftly and follow a self-managed process for resolving</li> <li>• Pro-actively re-prioritize internal customer's problem(s) as the situation demands</li> <li>• Recognize the boundaries of own expertise/responsibility and refer to the appropriate colleagues</li> <li>• Gain inspiration e.g. through reviewing books/magazines/the internet, city/shop visits, films, exhibitions and professional literature</li> <li>• Maintain an 'open mind' whilst accurately determining the needs of the target audience, internal and external customer</li> <li>• Use imagination and inspiration to generate original ideas</li> <li>• Develop and maintain the confidence 'to be different'</li> <li>• Keep up to date with IT programs for 2D and 3D design</li> <li>• Lead changes in design for the organization</li> </ul>	
4	Interpret and Research Brief	25
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"> <li>• The concept of visual merchandising: communicating with the target audience by attracting, connecting and engaging with customers to maximize sales</li> <li>• Roles of related departments/professionals and their focus/needs e.g. marketing and sales targets</li> <li>• The floor plan and sizes of areas to be used for display purposes</li> <li>• Target market consumer behaviour and aspirations</li> <li>• The common factors which determine themes to include: seasons of the year, current fashions/trends, special events and promotions</li> <li>• Composition of images</li> </ul>	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"> <li>• Conduct research based on lifestyle concepts, trends and store attributes</li> <li>• Identify and effectively use research tools e.g. internet</li> <li>• Research brief, theme and product/brand to design a unique display</li> <li>• Research and develop display ideas to meet client/organizational goals/target market needs and aspirations</li> <li>• Evaluate current trends in display design, equipment and materials</li> <li>• Develop an original concept which clearly meets the client/organizational goals/target market needs and aspirations</li> <li>• Create and professionally present a clean, professional mood board to colleagues, managers and related departments/professionals to include: sketches, images and colour fabric charts</li> </ul>	



5	Interpret and Research Brief	15
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"><li>• Full range of applications of IT programs e.g. Photoshop and Illustrator</li><li>• Technological developments and how to exploit them</li><li>• Rendering</li><li>• Graphic design/2D design</li><li>• Design of props and spaces/3D design</li></ul>	
	<p>The individual shall be able to:</p> <ul style="list-style-type: none"><li>• Make 2D and 3D designs e.g. display's and window's with props and text</li><li>• Visualize and accurately 'translate' ideas and designs</li><li>• Demonstrate brand empathy</li><li>• Produce scale drawings by hand and by computer using Photoshop and Illustrator</li><li>• Work within the budget available</li><li>• Professionally present visual to colleagues, managers and related departments/professionals and gain 'sign off</li></ul>	
6	Implementation	30
	<p>The individual needs to know and understand:</p> <ul style="list-style-type: none"><li>• Principles of window display to include: use and effectiveness of colour shapes and text, utilization and most efficient use of space, balance, grouping and product dynamics, focus and specific use of lighting</li><li>• The objectives of window display: to achieve brand compatibility, effective display of products, impact, drama, commerciality and aesthetics</li><li>• Materials and their purposes/characteristics e.g. wood, MDF, PVC, glue and paints</li></ul>	





	<p>The individual shall be able to:</p> <ul style="list-style-type: none"><li>• Select and display merchandise according to its characteristics and translation of the original concept and the Brief</li><li>• Present a range of products to include: fashion, accessories, tableware and books</li><li>• Collect, present and support the merchandise to communicate effectively with the target market(s)</li><li>• Handle all merchandise, mannequins and materials with care including furniture, plinths and support structures</li><li>• Accurately and efficiently plan a task breakdown for installation including timings</li><li>• Select, tint and paint pure and clean surfaces to decorate walls, fixtures and panels</li><li>• Use different types of materials and tools to precisely measure, cut and finish display</li><li>• Cover floors and walls with materials as appropriate</li><li>• Professionally construct self-designed props, to enhance the theme, support the merchandise and communicate effectively with the target market(s)</li><li>• Collect and style products, dress and style mannequins for maximum effect to enhance the theme, support the merchandise and communicate effectively with the target market(s)</li><li>• Select and place all props, materials and mannequins in an effective composition in the window to enhance the theme, support the branding of the merchandise and communicate effectively with the target market(s)</li><li>• Maximize the space and layout of the area to best advantage</li><li>• Make creative use of lighting, allocate spotlights and adjust lighting as required to ensure merchandise is highlighted appropriately</li><li>• Review display to ensure it is aesthetically pleasing and has the WOW factor</li><li>• Evaluate the effectiveness of the window display in supporting the intended merchandise and brand</li><li>• Check final standard of installation and ensure it is complete, safe, neat, clean, tidy professional and finished on time</li><li>• Analyse feedback and respond appropriately making suggestions for improvements</li></ul>	
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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				
B				
C				
D				
E				
F				
G				
Total				

## 4.8 COMPLETION OF SKILL ASSESSMENT SPECIFICATION

To be developed by all Experts on the Discussion Forum once the Test Project has been decided.



## 4.9 SKILL ASSESSMENT PROCEDURES

The Experts will be split into groups according to WorldSkills experience, culture, language etc. The groups will judge a similar percentage of marks.

The groups will assess the same aspects for all Competitors rather than the complete module for just a few Competitors.

	DAY 1	DAY 2	DAY 3	DAY 4
	<b>Activity</b>	<b>Activity</b>	<b>Activity</b>	<b>Activity</b>
<b>First hour</b>	Research and design	Install, presentation and judging	Install	Install
<b>Second hour</b>	Research and design	Install, presentation and judging	Install	Install
<b>Third hour</b>	Research and design	Install	Install	Install
<b>Fourth hour</b>	Research and design	Install	Install	Install
<b>Fifth hour</b>	Research and design	<del>Install</del>	<del>Install</del>	Judging
<b>Sixth hour</b>		Judging	Judging	



## 5 THE TEST PROJECT

### 5.1 GENERAL NOTES

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

Whether it is a single entity, or a series of stand-alone or connected modules, the Test Project will enable the assessment of the skills in each section of the 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 consists of two modules, both assessed in stages.

### 5.3 TEST PROJECT DESIGN REQUIREMENTS

The Test Project will be completed individually. Each Competitor will be given one mock shop window, a working area and storage space. Each Competitor will communicate one theme over the four days. Competitors will be provided with an identical set of materials and tools on the Familiarization Day on C-2. They will be expected to research, design and install one 3D visual retail display based on the theme, products and materials.

**Day one:** Research a theme and product for the window display and design the scheme:

- Research theme and product via the internet;
- Research target customer(s);
- Draw a scale drawing of the design;
- Using the above steps to create a mood board to include sketches, images and colour/fabric charts;
- A verbal presentation of five minutes to the judges.

**Day two:** Implement scheme designed on Day one.

**Day three:** Implement scheme designed on Day one.

**Day four:** Implement scheme designed on Day one.



## 5.4 TEST PROJECT DEVELOPMENT

The Test Project MUST be submitted using the templates provided by WorldSkills International ([www.worldskills.org/expertcentre](http://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 or modules are developed jointly on the Discussion Forum.

### 5.4.3 When is the Test Project developed

The Test Project is developed according to the following timeline:

TIME	ACTIVITY
Six (6) months before the Competition	The Test Project is developed jointly by all Experts on the Discussion Forum
Four (4) months before the Competition	The Experts vote for agreement of the developed Test Project
Three (3) months before the Competition	The Test Project is circulated on the WorldSkills website
At the Competition	Material lists which have not yet been circulated will be given to the Competitors on Familiarization Day (C-2). This constitutes the 30% change

## 5.5 TEST PROJECT VALIDATION

Test Project proposals must be validated and tested through being constructed and timed to prove that it is reasonable for the constraints of the Competition.

## 5.6 TEST PROJECT SELECTION

The Test Project is selected by vote of Experts on the Discussion Forum four months before the current Competition.

## 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 and Deputy Chief Expert.





## 5.9 TEST PROJECT CHANGE AT THE COMPETITION

In reference to section 5.3 and 5.7, the product and list of materials will be held back from circulation. These lists will be circulated on the Familiarization Day (C-2). This will constitute 30% change at the Competition.

## 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](http://www.worldskills.org/infrastructure) located in the Expert Centre.

Not applicable.



## 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](http://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](http://www.worldskills.org/testprojects) and the Competitor Centre ([www.worldskills.org/competitorcentre](http://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](http://www.worldskills.org/expertcentre)).



## 7 SKILL-SPECIFIC SAFETY REQUIREMENTS

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

- All Competitors must use safety glasses when using any hand, power or machine tools or equipment likely to cause or create chips or fragments that may injure the eyes;
- Experts will use the appropriate personal safety equipment when inspecting, checking or working with a Competitor's project.



## 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](http://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

Not applicable.

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

Not applicable.

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

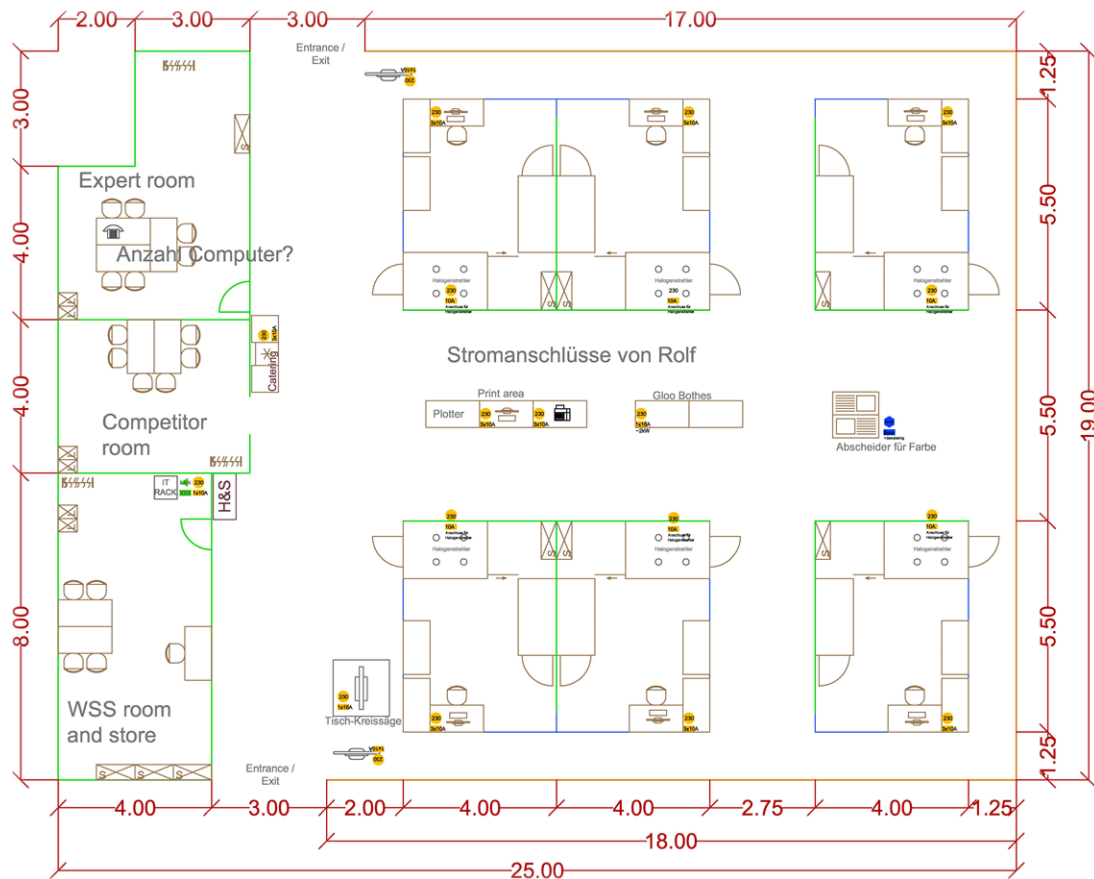
Not applicable.



## 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:



Each Competitor will have a working area and two mock shop windows of approximately 9m<sup>2</sup>. The working area will be based around a workbench approximately 1.5m<sup>2</sup> with built in storage and additional storage space. The two mock shop windows will measure 2m length x 1m depth x 1.5m width. Each window will have three walls, a grid ceiling and an open front with three adjustable spotlights. A storage area measuring approximately 4m<sup>2</sup> will be available for each Competitor.



## 9 VISITOR AND MEDIA ENGAGEMENT

The following ideas will be considered to maximize visitor and media engagement:

- Test Project descriptions communicating to a wider audience the nature of visual merchandising;
- Enhanced understanding of Competitor activity;
- Competitor profiles;
- Try a trade e.g. mannequin styling, basic grouping of product;
- Interaction with the media.



## 10 SUSTAINABILITY

Provision of 'green' materials where possible and encourage recycling to the Competitors.