Technical Description

Health and Social Care

Social and Personal Services

worldskills

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

The Technical Description consists of the following:

Effective 22.08.18

Stefan Praschl
Chair of the Competitions Committee

Michael Fung
Vice Chair of the Competitions Committee

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.

1.1.3 Number of Competitors per team

Health and Social Care is a single Competitor skill competition.

1.1.4 Age limit of Competitors

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

1.2 THE RELEVANCE AND SIGNIFICANCE OF THIS DOCUMENT

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

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

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

1.3 ASSOCIATED DOCUMENTS

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

- WSI – Competition Rules
- WSI – WorldSkills Standards Specification framework
- WSI – WorldSkills Assessment Strategy
- WSI Online resources as indicated in this document
- WorldSkills Health, Safety, and Environment Policy and 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 only be separate tests of knowledge and understanding where there is an overwhelming reason for these.

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. This is often referred to as the "weighting". 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**
	The individual needs to know and understand: • Health, safety, environmental and hygiene legislation, obligations, regulations, and documentation • Infection hazards for clients • The purpose of a uniform/personal protective clothing • The purpose, safe use, care, and storage of materials • Regulations regarding the safety and security of medication • Techniques of time management • The principles of ergonomics • The significance of sustainability and environmentally friendly work practices • The importance of working together with other practitioners or/and other persons • The importance of sustainability (e.g. using resources economically) • The value of managing own continuing professional development	
	The individual shall be able to: • Follow health, safety, and hygiene standards, rules, and regulations • Take appropriate hygiene precautions for infection prevention • Identify and use the appropriate uniform/personal protective clothing including safe footwear • Select, use effectively/efficiently, and store materials safely • Maintain safe and secure storage of medication in accordance with regulations • Plan, schedule, and re-prioritize work as the need arises • Ensure safe and ergonomic working practices • Discard waste ecologically • Work together in an efficient way with other practitioners and any person • Keep up-to-date with new practices and regulations e.g. safe moving and health and safety	

2	Communication and interpersonal skills	25
	The individual needs to know and understand: • The importance of establishing and maintaining client confidence • Rules and regulations for confidentiality and privacy related to the delivery of care • Coaching styles and techniques to support client recovery, growth, 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 and 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	
	The individual shall be able to: • 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: • 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
	The individual needs to know and understand: • The common types of situations which can occur within health and social care work • The difference between symptoms and causes of problems • Why individuals may be not willing to discuss problems e.g. client and family members and techniques for addressing • The value of 'working with' clients and respecting their wishes in resolving problems • The importance of observing clients closely and consistently to identify any concerns they may not be aware of • 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	
	The individual shall be able to: • 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 client's environment effectively, through discussions with the client at the right time	
4	**Assessing needs and planning client care**	10
	The individual needs to know and understand: • Principles of growth and development across the lifespan • The range of illnesses and the relevant treatments • Health, social care, and rehabilitation of clients holistically across the lifespan in a variety of daily life situations • Ethics and law with respect to rights, discrimination, and abuse • Techniques for working with clients and their families to accurately determine the care needs of the client • The role of nutrition and special diets • Techniques to assess the capabilities of the patient and the family • Financial implications e.g. budgetary constraints	

	The individual shall be able to:	
	• Carefully assess the client's environment and situation to accurately determine care needs, recognizing boundaries of role • Assess the client's 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**
	The individual needs to know and understand: • The holistic needs of clients and inclusion of capabilities • Patterns of client behaviour and what drives it • History of the client's situation (e.g. Biography, medical history) • 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	

	The individual shall be able to:	
	- 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 client's resources and respecting the clients' needs by the use of adequate mobilization techniques - Use resources effectively and efficiently - Promote the quality of life	
6	**Evaluating client care**	**10**
	The individual needs to know and understand: - The importance of reviewing care at regular intervals and gaining feedback from all parties including 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	

	The individual shall be able to: • 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	
	Total	**100**

3 THE ASSESSMENT STRATEGY AND SPECIFICATION

3.1 GENERAL GUIDANCE

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

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

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

The Marking Scheme must follow the weightings within the Standards 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 independent designer for the development of the Marking Scheme and Test Project. Please see the Rules for further details.

Experts and independent designers are required 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 a draft 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 as a whole 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). It is advisable not to specify either the Assessment Criteria, or the allocation of marks, or the assessment methods, within this Technical Description.

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 within that Assessment Criterion.

4.3 SUB CRITERIA

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

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

4.4 ASPECTS

Each Aspect defines, in detail, a single item to be assessed and marked together with the marks, or instructions for how the marks are to be awarded. Aspects are assessed either by measurement or judgement.

The marking form lists, in detail, every Aspect to be marked together with the mark allocated to it.

The sum of the marks allocated to each Aspect must fall within the range of marks specified for that section of the 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	WSSS MARKS PER SECTION	VARIANCE
		A	B	C	D	E	F	G	H			
STANDARDS SPECIFICATION SECTION	1	5.00								5.00	5.00	0.00
	2		2.00					7.50		9.50	10.00	0.50
	3								11.00	11.00	10.00	1.00
	4			5.00							5.00	0.00
	5				10.00	10.00	10.00			30.00	30.00	0.00
	6		8.00	5.00				2.50	9.00	24.50	25.00	0.50
	7			10.00				5.00		15.00	15.00	0.00
TOTAL MARKS		5.00	10.00	20.00	10.00	10.00	10.00	15.00	20.00	100.00	100.00	2.00

SAMPLE OF TABLE FROM CIS

4.5 ASSESSMENT AND MARKING

There is to be one marking team for each Sub Criterion, whether it is assessed and marked by judgement, measurement, or both. The same marking team must assess and mark all competitors, in all circumstances. The marking teams must be organized to ensure that there is no compatriot marking in any circumstances. (See 4.6.)

4.6 ASSESSMENT AND MARKING USING JUDGEMENT

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

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

Three Experts will judge each Aspect, with a fourth to coordinate the marking and acting as a judge to prevent compatriot marking.

4.7 ASSESSMENT AND MARKING USING MEASUREMENT

Three Experts will be used to assess each aspect. Unless otherwise stated only the maximum mark or zero will be awarded. Where they are used, the benchmarks for awarding partial marks will be clearly defined within the Aspect.

4.8 THE USE OF MEASUREMENT AND JUDGEMENT

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

4.9 COMPLETION OF SKILL ASSESSMENT SPECIFICATION

Experts will be allocated to the Health and Social Care modules and will remain with that module 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 Measurement Marking:

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

4.10 **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 teams, or more depending on the Expert/Competitor number, by the Chief Expert, minimum three Experts per team, as outlined in the Skill Management Plan, to carry out the assessment;
- Each marking team will be responsible for the assessment of the same modules only and will mark each Competitor's work with that module;
- 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, Safety, and Environment regulations are observed.
- Independent Assessors may be used for assessment of all or some of the modules. Appointment of the assessor is at the discretion of WorldSkills International.

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]. Since it is compulsory that they can meet with the country's 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.
- The Experts can only see the Zone in which they are assessing and not observing all the zones.
- If an Expert is only observing and their Competitor is competing they can still only observe the one Zone they are assigned to.

5 THE TEST PROJECT

5.1 GENERAL NOTES

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

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

The purpose of the Test Project is to provide full, balanced and authentic 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, as will be its relationship with actual work performance.

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 2.1 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% (if manageable):
- 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 are always the same time length; this will be clearly presented on the timetable.

Simultaneous assessment of two Competitors may be necessary however the assessment of only one Competitor at a time is preferable because of fairness reasons.

There is a mystery module in the Test Project which is developed by an expert from a country/region which does not compete (the mystery module has a task list and pathologies, so the independent person chooses tasks which can be done by all the countries/regions).

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

The actors speak must speak fluent English.

For each module there is an assigned actor (one role per actor).

The Skill Management Team defines the specifications of the actors (height, weight, look alike…).

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 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 Discussion Forum and are collected for each zone by the Chief Expert. Each module will be put together with the assessment criteria and the actor's scripts.

Experts develop the four to six Test Project modules on the Discussion Forum at least six months before the Competition and are voted three months in advance, they are also saved in a Dropbox folder managed by the Director of Skills Competitions.

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
Six (6) months before the Competition	The Experts develop the Test Project modules on the Discussion Forum (in addition to the ones already known from former competitions).
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. There are four Test Projects (with a collection of modules)
At the Competition	30% change is made to the Test Project modules by drawing a new Test Project (with a collection of modules) out of four Test Projects. And a mystery module.

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 random draw at the Competition.

5.7 TEST PROJECT CIRCULATION

The Test Project modules are 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 Skill Management Team and the Experts.

5.9 TEST PROJECT CHANGE AT THE COMPETITION

30% change is made to the Test Project modules by drawing a new Test Project (with a collection of modules) out of four Test Projects.

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.

A professional audio system is required to run this skill. Specifics will be provided by the Skill Management Team.

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
- WorldSkills Health, Safety, and Environment Policy and Regulations
- Other Competition-related information

6.3 TEST PROJECTS [AND MARKING SCHEMES]

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

6.4 DAY-TO-DAY MANAGEMENT

The day-to-day management of the skill 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 or region WorldSkills Health, Safety, and Environment Policy and Regulations for Host country or 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 Director of Skills Competitions of any increases in space and/or equipment.

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

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 COMPETITOR'S TOOLBOX

The Competitors don't need to have a toolbox however if they want to use a toolbox for working clothes and shoes, the maximum amount is one small box or bag.

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

Work clothes with relevant codes are supplied by the Competitors.

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

Not applicable.

8.5 MATERIALS AND EQUIPMENT PROHIBITED IN THE SKILL AREA

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

8.6 PROPOSED WORKSHOP AND WORKSTATION LAYOUTS

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

Example workshop layout:
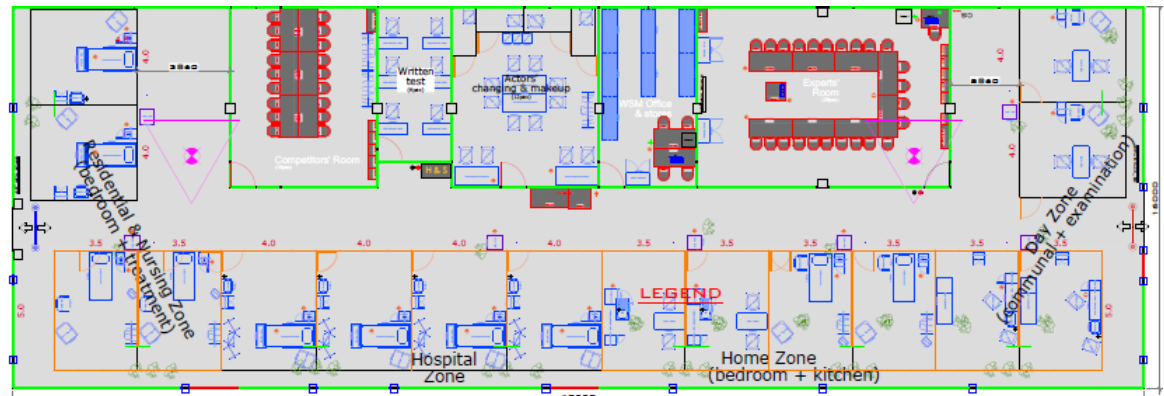
Note: In Hospital there should be 4 rooms.

9 SKILL-SPECIFIC RULES

Skill-specific rules cannot contradict or take priority over the Competition Rules. They do provide specific details and clarity in areas that may vary from skill competition to skill competition. This includes but is not limited to personal IT equipment, data storage devices, internet access, procedures and work flow, and documentation management and distribution.

TOPIC/TASK	SKILL-SPECIFIC RULE
Use of technology – USB, memory sticks	• Competitors, Experts, and Interpreters are allowed to bring memory sticks into the workshop however they must remain in the locker until the end of C4.
Use of technology – personal laptops, tablets and mobile phones	• Competitors, Experts, and Interpreters are allowed to bring personal laptops and tablets into the workshop for personal use however they must remain in the locker until the end of C4. • Competitors, Experts, and Interpreters are allowed to bring mobile phones into the workshop for personal use however they must remain in the locker unless the Chief Expert has approved otherwise. They may be taken at the end of each day.
Use of technology – personal photo and video taking devices	• Competitors, Experts, and Interpreters are allowed to use personal photo and video taking devices in the workshop from C1 to C4 however images recorded must be general in nature and cannot focus on non-compatriot Competitors. No personal photo or videos taking devices are allowed prior to C1.
Equipment failure	• If equipment fails (for example: blood pressure device), the Competitor should announce it to the Experts, the Experts observing the module decide on the solution together.
Health, Safety, and Environment	• Refer to the WorldSkills Health, Safety, and Environment policy and guidelines document.
Assessment	• Competitors, Experts, and Interpreters a not permitted to take paper or digital copies of the assessment out of the workshop until the competition has finished on C4.
Test Project	• Competitors, Experts, and Interpreters a not permitted to take paper or digital copies of the Test Project out of the workshop until the competition has finished on C4.
Other	• Competitors are not allowed to watch a Competitor in the same skill (during breaks, way to lunch, etc.) • Breaks: in the timetable the breaks (lunch and look at the skills) are marked, if not at the break the Competitors are staying in the Competitors' room. Volunteers will accompany Competitors to the bathroom. • Competitors requiring an Interpreter will receive an additional five minutes with their patients.

10 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 Test Projects, the time plan, and the Competitors.

11 SUSTAINABILITY

This skill competition will focus on the sustainable practices below:

- Recycling;
- Use of 'green' materials;

12 REFERENCES FOR INDUSTRY CONSULTATION

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

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

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

This WSSS (Section 2) appears most closely to relate to *Nursing Assistants*:
https://www.onetonline.org/link/summary/31-1014.00

or *Nursing Assistant*: http://data.europa.eu/esco/occupation/87d0795a-d41f-47ee-979f-0ab7d73836e7

Adjacent occupations may also be explored through these links.