

SOCIAL AND PERSONAL SERVICES

Health and Social Care



Technical Description

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

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Effective 22.09.2020



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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.

1.1.3 Number of Competitors per team

Health and Social Care is a single Competitor skill competition.

1.1.4 Age limit of Competitors

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

1.2 The relevance and significance of this document

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

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

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

1.3 Associated documents

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

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

2 The WorldSkills Occupational Standards (WSOS)

2.1 General notes on the WSOS

The WSOS 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/WSOS).

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

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

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

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

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

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

2.2 WorldSkills Occupational Standards

Section	Relative importance (%)
1 Work organization and management	5

The individual needs to know and understand:

- Health, safety, environmental and hygiene legislation, obligations, regulations, and documentation
- Infection hazards for clients
- The purpose of a uniform/personal protective clothing
- The purpose, safe use, care, and storage of materials
- Regulations regarding the safety and security of medication
- Techniques of time management
- The principles of ergonomics
- The significance of sustainability and environmentally friendly work practices
- 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

Section	Relative importance (%)
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 misunderstandings and conflicts
- Techniques and ways to communicate with clients who have disabilities in communication, e.g. dementia and hearing problems
- The importance of accurately recording information
- Professional interaction between practitioner and client and 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 clients in the appropriate style, establishing rapport
- Respect clients as individuals with autonomy and rights to accept or refuse care
- Act honestly with clients
- Respect client's culture and religious beliefs
- Use therapeutic communication methods in the delivery of care, including active listening, questioning techniques, interpretation of non-verbal signals, and appropriate educational techniques
- Use coaching techniques to enable clients to learn new "life skills"
- Communicate in a professional way with clients who have disabilities in communication and understanding
- Manage professional and effective communications with clients' families in the appropriate manner, ensuring the needs of the clients are central
- Negotiate with colleagues, medical professionals, clients, and their families to ensure the right type and level of care is provided and that clients' autonomy and needs are met
- Ensure consistently effective verbal and written communications with colleagues
- Record client information/records in the appropriate format e.g. 'Communication Book' or patient's record (hospital)
- Discuss and represent individual client cases in professional settings

Section	Relative importance (%)
3 Problem solving, innovation, and creativity	15

The individual needs to know and understand:

- The common types of situations which can occur within health and social care work
- The difference between symptoms and causes of problems
- Why individuals may be not willing to discuss problems e.g. client and family members, and techniques for addressing
- The value of 'working with' clients and respecting their wishes in resolving problems
- The importance of observing clients closely and consistently to identify any concerns they may not be aware of
- Techniques for developing creative solutions to improve the quality of life of clients and their happiness e.g. providing support and aids for a client to remain in their own home
- Latest trends and developments in health and social care to ensure clients are provided with best possible support

The individual shall be able to:

- Value the individual, take a strong interest and gain a deep understanding of their character
- Gain the confidence of clients to discuss their problem(s)
- Recognize problems swiftly and follow a self-managed process for resolving
- Determine the root cause(s) of clients' problem(s) through careful and structured discussion/questioning/observation
- Pro-actively re-prioritize clients' problem(s) as situations demand
- Recognize the boundaries of own expertise/authority in dealing with clients' problem(s) and refer to colleagues and professionals as appropriate
- Create, develop, and negotiate 'new safe ways of working' to improve the daily life of clients and their happiness, e.g. use of aids to support mobility
- Recognize opportunities and pro-actively contribute ideas to improve client care, e.g. through a new way to use the client's environment effectively, through discussions with the client at the right time

Section	Relative importance (%)
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 clients' environments and situations to accurately determine care needs, recognizing boundaries of role
- Assess the clients' capabilities and the capabilities of families
- Identify clients' nutritional status and requirements
- Plan how client-centred care will be delivered
- Secure required resources to facilitate client care plans
- Plan how to support client rehabilitation
- Obtain consent before the delivery of care

Refer to medical professionals as appropriate

Section	Relative importance (%)
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 clients' 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 clients' medication
- Potential safety hazards
- Techniques for promoting mobility and knowledge about safe use of mobility devices
- The risk factors for the clients who are weak and unable to move much
- The roles of related professionals, and the significance of knowing when to refer clients to colleagues and other medical professionals
- The circumstances when immediate medical assistance should be sought

The individual shall be able to:

- Promote and assist with physical, social, and psychological well-being, s growth and development, caring and rehabilitation
- Respect clients and the principles of law and ethics in the delivery of care
- Create a positive environment for clients and deliver safe care
- Assist with hygiene needs as required and respect clients' need for intimacy
- Include patients' capabilities in the delivery of care
- Use 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 who are sick, e.g. pressure ulcers, pneumonia, and contractions
- Consistently observe clients 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 clients' independence within any limitations
- Recommend and administer appropriate measures to support nutritional well-being within the scope of practice and regulations

Section	Relative importance (%)
<ul style="list-style-type: none"> Educate clients in the promotion of a healthy lifestyle, e.g. do exercise regularly, stop smoking Advise clients on common drug groups and their side effects within the scope of practice and regulations, e.g. antihypertensive and analgesics Support clients in the administration and storage of their medication within the scope of practice and regulations Plan and adapt schedules to ensure each client receives the time they need, ensuring individuals are not rushed Organize educational and rehabilitative activities to meet the needs of clients of different adult age groups Promote mobility by using the clients' resources and respecting the clients' needs by the use of adequate mobilization techniques Use resources effectively and efficiently Promote the quality of life 	
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 clients 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 it 	
<p>The individual shall be able to:</p> <ul style="list-style-type: none"> Understand the clients' perspectives through careful discussion with them Gain inputs from the clients' families, colleagues, and related professionals Recognize what makes clients 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 care plans are helping clients Agree any changes to care plans with clients, their families, colleagues, and related professionals Record outcomes of evaluations Develop action plans, taking into consideration the available resources Report and record any concerns to the relevant parties Reflect on feedback and evaluate own working practices 	
Total	100

3 The Assessment Strategy and Specification

3.1 General guidance

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

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

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

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

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

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

4 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 standard that represents each skill competition, which itself represents a global occupation. It is designed to allocate marks for each assessed aspect of performance in accordance with the weightings in the Standards.

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

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

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

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

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

4.2 Assessment Criteria

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

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

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

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

4.3 Sub Criteria

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

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

4.4 Aspects

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

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

	CRITERIA								TOTAL MARKS PER SECTION	WSSS MARKS PER SECTION	VARIANCE
	A	B	C	D	E	F	G	H			
1	5.00								5.00	5.00	0.00
2		2.00					7.50		9.50	10.00	0.50
3								11.00	11.00	10.00	1.00
4			5.00						5.00	5.00	0.00
5				10.00	10.00	10.00			30.00	30.00	0.00
6		8.00	5.00				2.50	9.00	24.50	25.00	0.50
7			10.00				5.00		15.00	15.00	0.00
TOTAL MARKS	5.00	10.00	20.00	10.00	10.00	10.00	15.00	20.00	100.00	100.00	2.00

4.5 Assessment and marking

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

4.6 Assessment and marking using judgement

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

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

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

4.7 Assessment and marking using measurement

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

4.8 The use of measurement and judgement

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

4.9 Skill assessment strategy

WorldSkills is committed to continuous improvement. This particularly applies to assessment. The SMT is expected to learn from past and alternative practice and build on the validity and quality of assessment and marking.

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

For the mystery modules the marking criteria are designed and proposed by the Independent Test Project Designer. The Experts can ask questions and the criteria can be slightly adjusted if necessary for a good quality of assessment (decided by the ITPD and the SMT)

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

Competitors are given all the necessary material and equipment at the start of the Competition to enable them to complete the modules given for that day. They will also receive 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 and marking are an intense process that depends upon skilful leadership, management, and scrutiny.

Assessment

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

- Each zone has a zone leader, who works with the CE and guides the Experts in their zone;
- The Experts are divided into teams by the Chief Expert, depending on the Expert/Competitor number. Minimum three Experts per team (four for Judgement marking) to carry out assessment; as outlined in the Skill Management Plan;
- There is an assessment of the Experts' knowledge prior to assigning the teams on C-3;
- Each marking team is responsible for the assessment of the same modules only and will mark each Competitor's work within that module;
- If templates are required, these are 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 are 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 assessors is at the discretion of WorldSkills International.

Rotation of modules

- The order in which Competitors compete is decided prior to the start of the Competition by the Chief Expert.

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 stay in the Competitors room throughout competition hours. For lunchtime and visiting the other skills they can leave the skill area at a specific time (indicated in the timetable). Competitors can meet with their compatriot Team Leader at lunchtime;
- While waiting, Competitors are allowed to have reading material unrelated to the skill and beverages and snacks.
- 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 applied knowledge, skills, and behaviours set out in each section of the WSOS.

The purpose of the Test Project is to provide full, balanced, and authentic opportunities for assessment and marking across the Standards, in conjunction with the Marking Scheme. The relationship between the Test Project, Marking Scheme, and Standards will be a key indicator of quality, as will be its relationship with actual work performance.

The Test Project will not cover areas outside the Standards, or affect the balance of marks within the Standards other than in the circumstances indicated by Section 2. This Technical Description will note any issues that affect the Test Project's capacity to support the full range of assessment relative to the Standards. Section 2.1 refers.

The Test Project will enable knowledge and understanding to be assessed solely through their applications within practical work. The Test Project will not assess knowledge of WorldSkills rules and regulations.

Most Test Projects (and Marking Schemes) are now designed and developed independently of the Experts. They are designed and developed either by the Skill Competition Manager, or an Independent Test Project Developer, normally from C-12 months. They are subject to independent review, verification, and validation. (Section 4.1 refers.)

The information provided below will be subject to what is known at the time of completing this Technical Description, and the requirement for confidentiality.

Please refer to the current version of the Competition Rules for further details.

5.2 Format/structure of the Test Project

The Test Project is a series of 16 standalone modules – Four mystery modules and twelve pre-circulated modules.

There is one mystery Test Project (Part A) with four modules for Day 1.

There are three pre-circulated Test Projects (Part B) for Days 2 - 4 – with twelve modules, the preselection is voted on three (3) months prior to the competition. The final Test Project (Part B) is selected by a lot draw prior to the competition.

5.3 Test Project design requirements

Set in four different health and social care environments/zones:

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

The four zones will represent actual settings within the industry namely care in the home, residential, and nursing home care, care in the hospital, and community – day care.

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

Test Project modules are 30 minutes and 45 minutes in length; this is clearly indicated in 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 are some mystery modules (and assessment criteria) at the first day of the competition (in all zones). These mystery modules are developed by an Independent Test Project Designer. The design of the mystery modules is based on the competences frame based on the WSOS, no modules from special fields (examples: children caring, operation room). The Independent Test Project Designer chooses tasks which can be accomplished by all countries/regions. The Independent Test Project Designer also prepares the actors script (two women, two men).

Day 2-4 the pre-circulated modules are operated in all the zones, from day 2-4.

Professional actors and makeup must be used and be available. The Competition Organizer shall engage professional actors six (6) months prior to the Competition (the agency is present at the Competition Preparation Week). They shall be available for the actors briefing on C-3 and C-1.

The actors 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 is appropriate to the task. The maximum time for each given task for each day will not exceed six (6) hours and the total maximum time for the total competition will not exceed 22 hours. The time for planning and 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 jointly on the WorldSkills Discussion Forum (Part B) and the Independent Test Project Designer (Part A).

5.4.2 When is the Test Project developed

The Test Project/modules are developed according to the following timeline:

Time	Activity
Six (6) months prior to the Competition	The Experts develop the three Test Project modules (Part B) and submit their proposals on the WorldSkills Discussion Forum (in addition to the ones already known from former competitions).
Prior to the Competition	The mystery Test Project (Part A) is developed by the Independent Test Project Designer.
Three (3) months prior the Competition	The Experts vote on the three Test Project modules (Part B) on the WorldSkills Discussion Forum. The Test Project modules are circulated on the website as pre-version of the Test Project. The documentation of the three Test Projects (with a set of modules) is managed by the WorldSkills Skills Competitions Administration Manager. These are placed on the WorldSkills Discussion Forum for clarification for new Experts or Members.
At the Competition on C-4	30% change is made to the Test Project modules by drawing the Test Project (with a set of modules) out of three Test Projects. The mystery Test Project (Part A) is presented by the Independent Test Project Designer to Experts.
On Competition day (C1)	The Test Project description (A and B) is given to Competitors.

5.5 Test Project initial review and verification

The purpose of a Test Project is to create a challenge for Competitors which authentically represents working life for an outstanding practitioner in an identified occupation. By doing this, the Test Project will apply the Marking Scheme and fully represent the WSOS. In this way it is unique in its context, purpose, activities, and expectations,

To support Test Project design and development, a rigorous quality assurance and design process is in place (Competition Rules sections 10.6-10.7 refer.) Once approved by WorldSkills, the Independent Test Project Designer is expected to identify one or more independent, expert, and trusted individuals initially to review the Designer's ideas and plans, and subsequently to verify the Test Project, prior to validation.

A Skill Advisor will ensure and coordinate this arrangement, to guarantee the timeliness and thoroughness of both initial review, and verification, based on the risk analysis that underpins Section 10.7 of the Competition Rules.

5.6 Test Project validation

The Chief Expert coordinates the validation and will ensure that the Test Project/modules can be completed within the material, equipment, knowledge, and time constraints of Competitors.

5.7 Test Project selection

The Test Project/modules preselection (Part B) are selected by a vote of all Experts on the WorldSkills Discussion Forum. The final Test Project (Part B) is selected by a lot draw prior to competition. The mystery Test Project (Part A) is selected by the Independent Test Project Designer.

5.8 Test Project circulation

The Test Projects /modules are circulated via the website as follows:

The preselected Test Project/modules are circulated three (3) months prior to the competition except the mystery module developed by an Independent Test Project Designer.

5.9 Test Project coordination (preparation for Competition)

Coordination of the Test Project is undertaken by the Chief Expert and the Independent Test Project Designer.

5.10 Test Project change

The drawing of the final Test Project (with a set of modules) constitutes the 30% change. The Independent Test Project Designer shall develop the 30% change as required by WorldSkills. This will

The mystery Test Project (Part A) is presented by the Independent Test Project Designer on C-4 to Experts.

5.11 Material or manufacturer specifications

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

Specific material or manufacturer specifications are collated and submitted to the Workshop Manager for the Health and Social Care skill competition prior to the Competition by the Chief Expert.

The mystery module material is supplied by the Independent Test Project Designer (This is provided to the WorldSkills Skills Competitions Administration Manager).

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

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

A professional audio system is required to run this skill competition. Specifics are provided by the Skill Management Team prior to Competition Preparation Week. A technician must be present at CPW. An audio system solution must be presented three (3) months in advanced and approved by the Skill Management Team. Audio tests are done according to the SMP.

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

6.3 Test Projects [and Marking Schemes]

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

6.4 Day-to-day management

The day-to-day management of the skill during the Competition is defined in the Skill Management Plan that is created by the Skill Management Team led by the Skill Competition Manager. The Skill Management Team comprises the Skill Competition Manager, 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).

6.5 General best practice procedures

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

Topic/task	Best practice procedure
Translation of Test Projects	<ul style="list-style-type: none"> The Test Project translation can be started as soon as the Test Projects (incl. 30% change) are given free to the Competitors. Usually the Member of the Competitor will supply the Interpreter for the translation.
Equipment failure	<ul style="list-style-type: none"> 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.
Breaks (leaving the Workshop/the Competitor room)	<ul style="list-style-type: none"> In the timetable the breaks (lunch and to observe other skills) are indicated. If not on a break the Competitors must stay in the Competitors' room. Leaving for bathroom, media meeting, and/or medical purposes are allowed after telling a volunteer and signing out (sign out list). When in doubt the wellbeing of the Competitor has the highest priority. Timetable – the Competitors are responsible to check the timetable, to be back for the next session.
Other	<ul style="list-style-type: none"> Competitors are not allowed to watch a Competitor in the same skill (during breaks, way to lunch, etc.) Competitors requiring an Interpreter will receive an additional five minutes with their patients.

7 Skill-specific safety requirements

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

Task	Mask	Gloves	Apron	Sturdy shoes with closed toe and heel	Safety glasses
General PPE for safe areas				X	
Contact with body fluids of the actors (patients) Handling pricking devices (blood sugar) Handling compresses with blood (no infection)		X		X	

8 Materials and equipment

8.1 Infrastructure List

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

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

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

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

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

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 Competitors toolbox

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

8.3 Materials, equipment, and tools supplied by Competitors

It is not applicable for the Health and Social Care skill competition for Competitors to bring materials, equipment, and tools to the Competition.

However, Competitors are allowed to bring their shoes as Personal Protective Equipment on the morning of C-2 (Familiarization Day) as defined in the section 7, their personal work clothing and a hang on watch. It is recommended that these clothes be brought in the luggage of the Competitor.

8.4 Materials, equipment, and tools supplied by Experts

Experts are not required to bring materials, equipment, or tools. All is supplied by the Competition Organizer.

Experts are required to supply their own shoes as Personal Protective Equipment as specified in section 7 skill-specific safety requirements.

8.5 Materials and equipment prohibited in the skill area

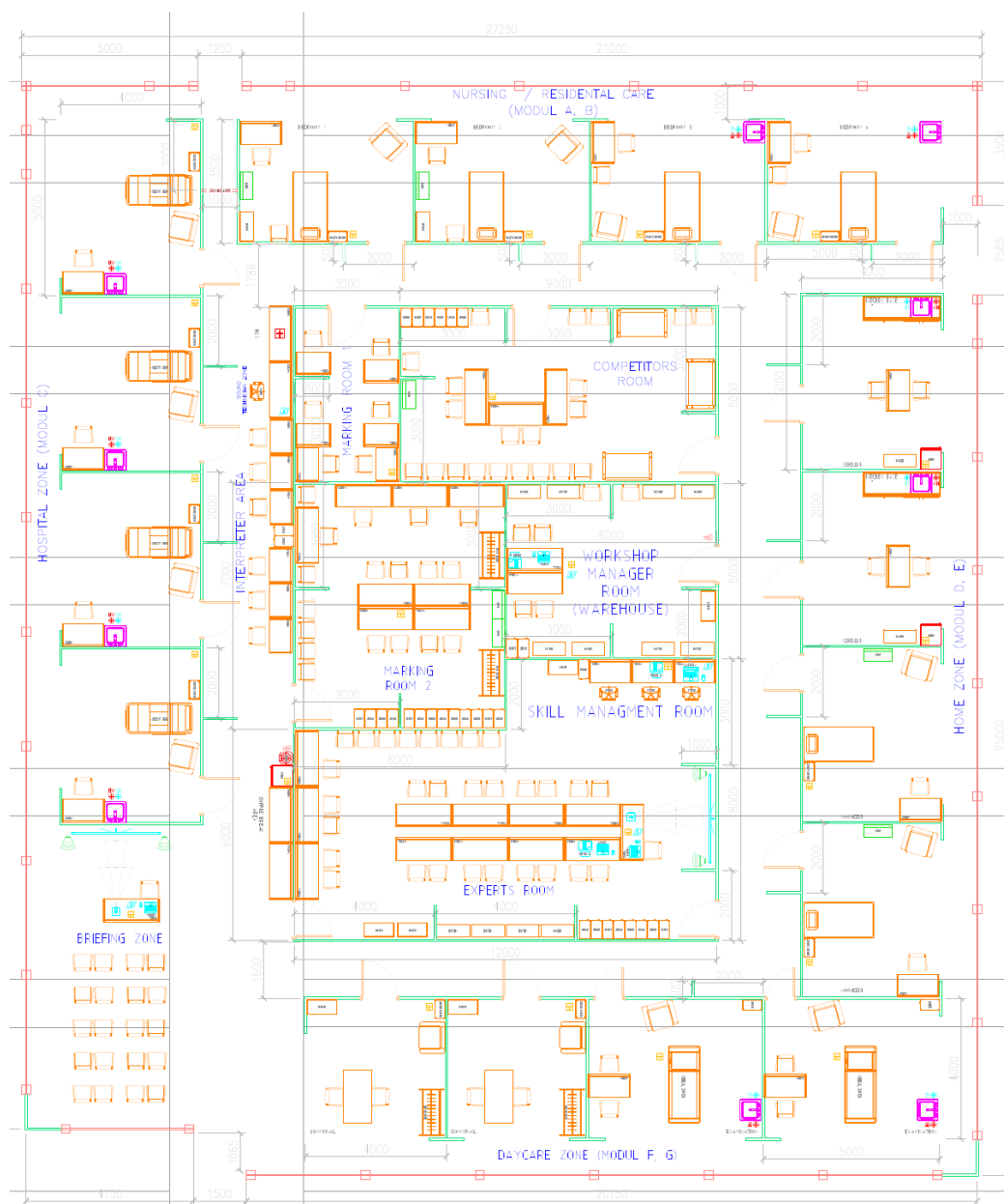
Competitors are not allowed to have their mobile phones with them. The skill specific rules in section 9 clarify the details.

Competitors and Experts are prohibited to bring any materials or equipment not listed in section 8.3 and section 8.4 unless specifically asked by the Skill Management Team and announced on the WorldSkills Discussion Forum (for supply reasons of the Competition Organizer).

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 four 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 workflow, and documentation management and distribution. Breaches of these rules will be solved according to the Issue and Dispute Resolution procedure including the Code of Ethics and Conduct Penalty System.

Topic/task	Skill-specific rule
Use of technology – USB, memory sticks	<ul style="list-style-type: none"> Chief Expert, Deputy Chief Expert, Experts, and Interpreters are allowed to bring memory sticks into the workshop however they must remain in the locker until the end of C4. Competitors are not allowed to bring memory sticks into the workshop.
Use of technology – personal laptops, tablets and mobile phones	<ul style="list-style-type: none"> Chief Expert, Deputy Chief Expert, Experts, and Interpreters are allowed to bring personal laptops and tablets into the workshop for personal use however when not in use they must remain in the locker until the end of C4. Competitors are not allowed to bring personal laptops or tablets into the workshop. Chief Expert, Deputy Chief Expert, Experts, Competitors, and Interpreters are allowed to bring mobile phones into the workshop for personal use however they must remain in the locker unless the Chief Expert has approved otherwise. They may be taken to lunch and at the end of each day. The Chief Expert and Deputy Chief Expert are allowed to use the mobile phones supplied by WorldSkills at any time necessary.
Use of technology – personal photo and video taking devices	<ul style="list-style-type: none"> Chief Expert, Deputy Chief Expert, Experts, Competitors, and Interpreters are allowed to use personal photo and video taking devices in the workshop from C1 to C4 however images recorded must be general in nature and cannot focus on non-compatriot Competitors. No filming is allowed of non-compatriot Competitors during competition time. No personal photo or videos taking devices are allowed prior to C1.
Marking Scheme and Test Project	<ul style="list-style-type: none"> Chief Expert, Deputy Chief Expert, Experts, Competitors, and Interpreters are not permitted to take paper or digital copies of the Test Project or Marking Scheme out of or into the workshop until the Competition has finished on C4. Competitors are not allowed to take the "day planning" for the next day out of the workshop at the end of the day.

10 Visitor and media engagement

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

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

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

- ISCO-08: (<http://www.ilo.org/public/english/bureau/stat/isco/isco08/>) ILO 5321
- ESCO: (<https://ec.europa.eu/esco/portal/home>)
- O*NET OnLine (www.onetonline.org/)

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

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

or *Nursing Assistant*:

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

Adjacent occupations may also be explored through these links.

The following table indicates which organizations were approached and provided valuable feedback for the Description of the Associated Role and WorldSkills Occupational Standards in place for WorldSkills Shanghai 2021.

There were no responses to the requests for feedback this cycle.