

Technical Description

*EuroSkills Gdańsk 2023
Entrepreneurship/Business
Development Team Challenge (46)*

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1 Introduction

1.1 Name and description of the Skill Competition

1.1.1 The name of the Skills Competition is

Entrepreneurship/Business Development Team Challenge

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

An entrepreneur is someone who exercises initiative by organizing a venture to take benefit of an opportunity and, as the decision maker, decides what, how, and how much of a good or service will be produced. Entrepreneurs are normally self-employed, although they may also be employed by a company, then they are called intrapreneurs. An intrapreneur is an inside entrepreneur, or an entrepreneur within a firm, who uses entrepreneurial skills without incurring the risks associated with those activities.

Intrapreneurs are usually employees within a company who are assigned a special idea or project and are instructed to develop the project like an entrepreneur. The intrapreneur's main job is to turn that special idea or project into a profitable venture for the company. A business developer is concerned with the analytical preparation of potential growth opportunities of a company as well as the subsequent support and monitoring of its implementation. The technical skills involved for all fields mentioned above are the design and evaluation of a business plan including aspects like the financials, the company structure, the target group etc. as well as the real start-up and further development of a company.

The entrepreneur/intrapreneur/business developer may work in several sectors depending on the business idea and the field the company has been founded in. The entrepreneur's time is split between his/her office, the production facilities in case the business idea involves the construction of a proto- type or the development of products, the offices of external partners (e.g. accountants, technicians) and meetings with other institutions (e.g. banks, business incubators). A business developer mostly works in the premises of the company he/she is involved in at the moment and also has to conduct meetings with bank managers, accountants, tax offices etc.

The entrepreneur normally works on a project from the start to the foundation of a company. The intrapreneur is responsible for certain tasks within a company. The business developer gets involved when the company has already been founded and helps to develop it further. The entrepreneur/ intrapreneur acts on personal initiative. The idea for starting a company may be intrinsic – this means the business idea is based on a wish to improve or change a situation or extrinsic – this means based on outside influences. The business developer checks the current situation a business is in and makes suggestions on future developments.

The entrepreneur has to come up with a business plan. This includes the description of his/her business idea, the company structure planned for the start-up, a clear definition of the target market, a financial plan including a calculation of the start-up costs, the fixed and variable costs for running the business as well as a detailed time schedule. All these steps must focus on ethical considerations and must bear ecological, social and commercial sustainability in mind. During the start-up process, the entrepreneur works closely together with bank managers, business incubators and start-up centres, lawyers and public institutions like the Chamber of Commerce.

Therefore, the entrepreneur can create a business plan for a business model and deals with risks in a controlled way when implementing a business model. The business developer can analyse the concept of an organisation or a business, and can make suggestions for further development. The entrepreneur can independently plan a systematic project management approach, and evaluate it after successful completion. He/she can organise a business start-up and evaluate correct finances. He/she can integrate economic, ecological and social criteria into medium and long-term business plans and thus achieve

competitive advantage. An entrepreneur/business developer can work with others and negotiate decisions as well as evaluate the impact of his/her own negotiation and persuasion skills.

After the successful launch of one or more companies, there are associated opportunities and careers. Entrepreneurs might turn into serial entrepreneurs who continuously come up with new ideas and start new businesses. They will often come up with the business idea and get things started, but then give responsibility to someone else and move on to a new idea and a new venture.

This is where the business developer also called a business development manager comes in. He/she can take on several different roles in a single project that affects the long-term future of a company. Some positions require business development duties even though the term "business developer" never appears in the title. Overall, a business developer looks for new ways for the company to earn money, which sometimes means going out and generating leads personally.

Another possibility for successful entrepreneurs might be to work as business angels who provide starting or growth capital in promising ventures, and also help with advice and contacts. Angel investors usually operate alone (or in very small groups) and play only an indirect role as advisors in the operations of the investee firm.

Everything stated about entrepreneurs also applies to intrapreneurs. Intrapreneurs need the same qualifications, skills and abilities as an entrepreneur with the only difference that a company employs them, they are not self-employed.

1.2 The content, relevance and significance of this document

This document incorporates a Role Description and Occupational Standards which follow the principles and some or all of the content of the WorldSkills Occupational Standards. In doing so WSE acknowledges WorldSkills International's (WSI's) copyright. WSE also acknowledges WSI's intellectual property rights regarding 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:

- WSE – Competition Rules
- WSI – WorldSkills Occupational Standard framework
- WSE – WorldSkills Europe Assessment Strategy
- WSE – Online resources as referenced in this document
- WSE – Code of Ethics and Conduct
- Host Country – Health and Safety regulations

2 The Standards Specification

2.1 General notes regarding WSOS / WSEOS

Where appropriate WSE has utilised some, or all, of the WorldSkills International Occupational Standards (WSOS) for those Skills Competitions that naturally align between the two international competitions. Where the Skill is exclusive to the EuroSkills Competition, WorldSkills Europe has developed its own Occupational Standards (WSEOS) using the same principles and framework to that used for the development of the WSOS. For the purposes of this document the use of the words “Occupational Standards” will refer to both WSOS and WSEOS.

The Occupational Standards 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. Helpfully, for the global consultation on the WSOS in 2014-2021, around 50 percent of responses came from European industry and business.

Each Skill Competition is intended to reflect international best practice as described by the Occupational Standards, and to the extent that it is able to. The Occupational Standards is therefore a guide to the required training and preparation for the Skill Competition.

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

The Occupational Standards are 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 Occupational Standards. 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 Occupational Standards. They will reflect the Occupational Standards 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 Occupational Standards to the extent practically possible. A variation of five percent is allowed, provided that this does not distort the weightings assigned by the Occupational Standards.

2.2 Occupational Standards

SECTION		RELATIVE IMPORTANCE %
1	Team Building and Management	5 %

The individual needs to know and understand:

- the importance of continuing professional development
- the importance of good team work
- the strengths and weaknesses of the individual team members
- the prospects of success for the team
- the need for marketing products/services and themselves

The individual shall be able to:

- initiate and develop project-based collaborations
- negotiate decisions
- evaluate the impact of own negotiation and persuasion skills.
- evaluate individual roles
- develop appropriate strategies to deal with difficult situations while working together
- deal with stressful situations
- use team-based decision-making processes
- respect opinions of other team members

2	Business Plan	15 %
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The individual needs to know and understand:

- the role and importance of a business plan
- the field in which the business idea should be situated
- methodologies and processes for developing a business idea
- methods for assessing the feasibility of a business idea
- methods for assessing the sustainability of a business idea
- communication techniques for explaining a business idea to people not familiar with it
- the importance of selecting a suitable name for a company
- decision-making processes to determine which products/services to base a business
- methods for defining a target market
- methods for satisfying need for chosen products/services
- methods for achieving the desired image of a company
- how to evaluate the competitiveness of a business idea

The individual shall be able to:

- develop ideas into business proposals
- evaluate businesses' innovative approach and market potential

SECTION	RELATIVE IMPORTANCE %
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- evaluate business risks
- analyse business concepts,
- make suggestions for further development
- make appropriate decisions
- find arguments for ideas in a structured way
- take ecological and social considerations into account when planning and implementing a business model
- integrate economic, ecological and social criteria into medium and long-term business plans and thus achieve competitive advantage
- justify and evaluate goals and values
- communicate effectively for a range of audiences and purposes
- present ideas, designs, visions and solutions

3	Target Group	5 %
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The individual needs to know and understand:

- the importance of defining target groups for businesses
- the definition of a target group as a particular group of people that an advertisement is intended to reach
- decision-making processes to define target groups
- the fields in which the target groups are found
- methods of analysing target groups
- methods of assessing the feasibility of target groups
- the segmentations within target groups
- the identification of different target groups for specific business ideas
- customer profiles
- the characteristics of customers businesses primarily want to reach
- the values of specific target groups
- methods of defining the size of target groups
- reasons for the estimation of target group sizes
- communication techniques for explaining the definition of target groups

The individual shall be able to:

- evaluate the importance of target groups
- identify different target groups
- analyse target groups
- define target groups
- make appropriate decisions concerning target groups
- describe target groups for specific products/services
- take the values of target groups into consideration
- assess the size of target groups
- analyse the accuracy of the description of the target groups for various products/services

SECTION	RELATIVE IMPORTANCE %
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- communicate effectively for a range of audiences and purposes
- justify and evaluate the description of the target groups

4	Business Process/Organisational Structure	5 %
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The individual needs to know and understand:

- the importance of business processes for the success of companies
- the impact of business processes on companies
- the description of business processes for specific products/services
- the decision-making processes to implement organisational structures
- methods for structuring business processes
- the illustration of an entire life-cycle of a business process
- the importance of sustainability of business processes
- measures for sustainable business development
- the development of organisational structures
- the step-by-step development of business processes from the procurement phase to the launch of products/services
- the different critical phases of business processes
- reasons for choosing specific organisational structures
- communication techniques for explaining business processes

The individual shall be able to:

- take the importance of business processes into account
- plan goals for organisational structures
- develop work packages for their implementation
- develop a logical business process
- take necessary decisions for structuring business processes
- organise the implementation of organisational structures.
- identify the different stages of business processes
- analyse the critical phases of business processes
- evaluate the impact of critical stages on business processes
- adapt organisational structures due to changing business conditions
- communicate business processes effectively for a range of audiences and purposes
- justify and evaluate business processes

5	Marketing Planning/Marketing Mix	10 %
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The individual needs to know and understand:

- different marketing strategies
- the concrete goals of marketing

SECTION

**RELATIVE
IMPORTANCE %**

- the objectives of marketing planning
- the tactics to promote products/services on the market
- the decision-making processes to implement marketing strategies
- methods for structuring marketing
- the timing of marketing measures
- the costs of targeted marketing measures
- the responsibilities for implementing marketing measures
- the Ps (e.g. product, place, price, promotion,...)
- the benefit of statistics for the marketing planning
- the different role of the Ps for realizing the business plan
- the influence of the four Ps on each other
- the necessity of an adequate marketing mix for the success of businesses
- the impact of marketing measures on business success
- the importance of advertising
- the variety of advertising strategies
- the variety of advertising media
- the advantages of various advertising techniques for specific products/services
- the disadvantages of various advertising techniques for specific products/services
- the costs of individual advertising measures
- the effectiveness of advertising measures on the target groups of companies
- the effectiveness of one specific marketing measure
- the possibility of outsourcing
- reasons for choosing specific organisational structures
- communication techniques for explaining business processes

The individual shall be able to:

- take the importance of marketing planning into account
 - comment on the impact of marketing on business success
 - take necessary decisions to implement marketing measures
 - develop a marketing plan for a company
 - consider the four Ps for marketing measures
 - describe the four Ps based on specific products/services
 - consider the influence of the four Ps on each other
 - make use of statistic material to support marketing strategies
 - understand the importance of advertising
 - evaluate different advertising media
 - evaluate different advertising strategies
 - see the advantages of various advertising strategies for specific products/services
 - point out the advantages of different advertising media for various products/services
 - comment on the disadvantages of different advertising strategies for various products/services
-

SECTION	RELATIVE IMPORTANCE %
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- point out the disadvantages of different advertising media for various products/services
- calculate the costs of advertising measures
- evaluate the effectiveness of marketing measures
- explain the reasons for specific marketing measures
- communicate marketing measures for a range of audiences and purposes
- justify and evaluate the choice of marketing measures

6	Sustainable Development	10 %
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The individual needs to know and understand:

- different fields of sustainable developments
- the importance of environmental, social and economic sustainability for business developments
- the importance of sustainable business developments for future generations
- the benefits of sustainable developments
- the necessity of short, medium and long-term goals for sustainable business developments
- the implementation of strategies in an ecologically, socially and economically sensitive way
- the possibility of ethical problems
- the realism of sustainable business plans
- the relevance of sustainable business plans
- the importance of a sustainable over-all action plan
- the necessity of tailor-made sustainable developments for specific businesses
- the practicability of sustainable business developments
- the importance of sustainable developments for the whole company and all employees
- reasons for choosing specific organisational structures
- communication techniques for explaining business processes

The individual shall be able to:

- prioritise the necessity for sustainable business developments
- analyse the different fields of sustainable developments
- evaluate the importance of ecologic, social and economic sustainability
- comment on the necessity of short, medium and long-term goals for sustainable business developments
- evaluate the benefits of sustainable business developments for future generations

SECTION	RELATIVE IMPORTANCE %
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- point out the relevance of sustainable business developments for a whole company and its employees
- argue the impact of a sustainable over-all action plan
- implement tailor-made sustainable plans in specific companies
- evaluate the practicability of sustainable business developments
- design practical examples for specific businesses
- evaluate the effectiveness of sustainable developments
- explain the reasons for specific action plans concerning sustainable developments
- communicate sustainable development measures for a range of audiences and purposes
- justify and evaluate specific sustainable development measures

7	Financials	10 %
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The individual needs to know and understand:

- the vital necessity of financial planning
- different methods for financial planning
- software for financial planning
- the calculations of start-up costs
- time frame for financial planning
- financial planning in periods
- the acquisition of funds for starting, running and expanding businesses
- alternative forms of funding (e.g. crowd-funding)
- cost awareness
- realistic price calculations of products/services
- profit-loss calculations
- calculations of salaries
- calculations of fixed and variable costs of a business
- calculation of sales volume versus target markets
- evaluation of financial plans
- reasons for specific financial plans
- communication techniques for explaining financials

The individual shall be able to:

- develop a financial plan
- demonstrate the impact of financial planning on companies
- evaluate the different parts of a financial plan
- apply different methods for financial planning
- use different software for financial planning
- calculate start-up costs
- comment on different ways of acquiring funds for starting, running and expanding businesses
- use alternative ways of funding

SECTION	RELATIVE IMPORTANCE %
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- specify a time frame
- calculate in financial periods
- calculate start-up costs
- take cost awareness in mind
- calculate prices for products/services realistically
- carry out profit-loss calculations
- calculate salaries and wages
- calculate fixed and variable costs of a business
- analyse possible sales volumes versus target markets
- evaluate financial plans
- give reasons for the design of financial plans
- argue the feasibility of a financial plan
- comment on the calculations of a financial plan
- communicate sustainable development measures effectively for a range of audiences and purposes
- justify and evaluate specific sustainable development measures

8	Problem Solving	30 %
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The individual needs to know and understand:

- the importance of dynamic problem solving in business life
- effective strategies to handle unscheduled challenges
- the use of different approaches for problem solving
- situational requirements when dealing with unexpected challenges
- the benefit of additional tasks for the success of a business
- the influence of unexpected situations on the business idea

The individual shall be able to:

- solve problems dynamically
- handle unscheduled strategies effectively
- solve problems with different approaches
- deal with unexpected challenges
- deal with stressful situations
- make use of additional tasks in order to optimize the business plan

9	Company Presentation	10 %
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The individual needs to know and understand:

- the effectiveness of presentations
- the importance of good presentations in business
- the impact of presentations on audiences
- presentation techniques
- the use of different presentation media

SECTION	RELATIVE IMPORTANCE %
<ul style="list-style-type: none"> • presentation jargon and terminology • the structure of presentations • the use of visual aids for presentations • the importance of accuracy and care when preparing presentations • the aim of presentations • the target group of presentations • the timing of presentations • specific content highlighted through presentations • team work during the presentation • situational requirements when giving presentations • effective endings to finish presentations • effective communication after presentations • question-answer sessions after presentations 	
<hr/>	
<p>The individual shall be able to:</p> <ul style="list-style-type: none"> • give effective presentations • demonstrate an awareness of current trends in giving presentations. • structure presentations according to target groups • convince different audiences through presentations • use different presentation techniques • use different presentation media • apply presentation-specific jargon and terminology • use different visual aids • focus on the aim of presentations • focus on the respective target group • time presentations • highlight specific content in presentations • work together effectively • adapt to specific requirements during presentations • answer questions during and after presentations • end presentations effectively • justify and evaluate specific features of presentations 	
Total	100%

3 The assessment approach & principles

3.1 General guidance

Note: this Section and Section 4 summarize a great deal of new information and guidance regarding assessment. Please refer to the Competition Rules for greater detail.

The Competition Committee (CC) establishes the principles and techniques to which assessment at the EuroSkills Competition must conform.

Expert assessment practice lies at the heart of the EuroSkills 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 EuroSkills Competition: the Marking Scheme, Test Project, and Competition Information System (CIS).

Assessment at the EuroSkills Competition falls into two broad types: measurement and judgement. All assessments will be governed by explicit benchmarks, referenced to best practice in industry and business.

The Marking Scheme must include these benchmarks and follow the weightings within the Occupational Standards. The Test Project is the assessment vehicle for the Skill Competition, and also follows the Occupational Standards. 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 Technical Description and the principles for assessment as set out in the WSE Assessment Strategy. They will be agreed by the Experts and submitted to WSE for approval together, in order to demonstrate their quality and conformity with the Occupational Standards.

Prior to submission for approval to WSE, the Marking Scheme and Test Project will be reviewed by the WSE 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 EuroSkills Competition, in that it ties assessment to the standards that represent the skills to be tested. It is designed to allocate marks for each assessed aspect of performance in accordance with the weightings in the Occupational Standards.

By reflecting the weightings in the Occupational Standards, 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 Occupational Standards, 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 Test Project designer for the development of the Marking Scheme and Test Project.

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

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

In the interests of fairness and transparency, all experts should have the same knowledge of the Marking Scheme at any given time. If an expert, including the chief expert and deputy chief expert, is assigned some information on the Marking Scheme, it should be shared with the other experts without delay.

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 Occupational Standards; in others they may be totally different. There will normally be between five and nine Assessment Criteria. Whether or not the headings match, the Marking Scheme must reflect the weightings in the Occupational Standards.

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

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

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

4.3 Sub criteria

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

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

Each marking form (Sub Criterion) contains Aspects to be assessed and marked by measurement or judgement. Some Sub Criteria have assessment by both measurement and judgement, in which case there is a separate marking form for each method

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 and appear on the appropriate marking form.

The marking form lists, in detail, every Aspect to be marked together with the mark allocated to it, the benchmarks, and a reference to the section of the Standards Specification.

The sum of the marks allocated to each Aspect must fall within the range of marks specified for that section of the 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).

CRITERIA											TOTAL MARKS PER SECTION
		A	B	C	D	E	F	G	H	I	
OCCUPATIONAL STANDARDS SPECIFICATION SECTIONS	1										
	2										
	3										
	4										
	5										
	6										
	7										
	8										
	9										
TOTAL MARKS PER CRITERION											100

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 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 rigor 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. Assessment and marking by measurement

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 Assessment overview

For both measurement and judgement there will be three Experts in the assessment team.

Good practice in assessment comprises measurement and judgement applied both specifically and broadly. The final proportions of measurement and judgment, whether specific or broad, will be determined by the standards, their weightings and the nature of the Test Project.

4.9 Skill assessment strategy

The competition will be assessed by both measurement and judgment. The assessment criteria will follow the structure of the WSESS. Each criterion will have the same title as each Section of the WSESS, with the exception of the last one: Mystery Challenges. (See 5.2 below).

4.10 Skill assessment procedures

Prior the competition, the Chief Expert will explain the assessment method to all Experts. All the Experts should assess the same aspects for all the Competitors. All Experts assess a broadly similar percentage of the marks.

The competition will be assessed by both measurement and judgment.

The assessment criteria will follow the structure of the WSESS. Each criterion will have the same title as each Section of the WSESS, with the exception of the last one: Mystery Challenges. (See 5.2 below).

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 Occupational Standards.

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

The Test Project will not cover areas outside the Occupational Standards, or affect the balance of marks within the Occupational Standards other than in the circumstances indicated by Section 2.1.

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 the EuroSkills Competition's 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 Standard Specification. Section 2.1 refers.

5.2 Format/ structure of the Test Project

- Test Project assessed at end of Competition
- Test Project with separately assessed modules
- Test Project assessed in stages
- Series of standalone modules
- Other

If other, please specify here:

5.3 Test Project design requirements

The Test Project will be based on a given scenario. The scenario fosters a business idea based on one of the Sustainable Development Goals of the United Nations (<http://www.un.org/sustainabledevelopment/sustainable-development-goals>). The specific SDG will be drawn by a neutral person in front of the competitors and experts on Day1. The idea may be either a product or a service. The business idea will be linked to a sustainability issue and given to competitors at the start of the competition on Day 1.

The Test Project will be modular in that each criterion will be time-limited and expected to be completed in a particular sequence.

The individual modules will include essential elements of business plans like a marketing plan or the financials (also see Standard Specification).

Knowledge of Microsoft Office is expected to be able to complete the modules.

Module I will comprise a series of mystery challenges, which in time and sequence will be added to up to three of the other modules.

The mystery challenges will add to the excitement of the competition for Competitors and also visitors.

It must be demonstrated that the Test Project/the individual modules can be completed using the equipment, knowledge and time constraints.

All equipment must be suitable for the Test Project and commercially available. The organizer will provide the equipment.

5.4 Test Project development

The Test Project MUST be submitted using the templates provided by WSE. Use the Word template for text documents and DWG template for drawings. Please contact jordy.degroot@worldskillseurope.org for guidance.

If the Test Project is designed by an Independent Test Project designer, then the Test Project must be designed in accordance with the WSE Independent Test Project Guide v1.1.

If your Skill wishes to have an Independent Test Project designer, you must ensure that WorldSkills Europe is made aware of this, so that it can be assured that there is proper funding in place, or that the Independent Test Project designer is aware that he/she will do this task free of charge.

5.4.1 Who develops the Test Projects or modules

The Test Project / modules are developed under the supervision of:

- All Experts
- Some Experts
- Nominated Experts
- Independent Test Project designer/ Third party
- Chief Expert, Deputy Chief Expert

Add information if needed:

5.4.2 How and where is the Test Project developed

The Test Project or modules are developed:

- Jointly on the Discussion Forum
- Independent Test Project designer

Other:

The Test Project will be developed by CE and DCE in collaboration. Three months prior to the competition the Test Project will circulate via the forum. Additionally, all experts are instructed through the forum to develop two different modules on their own. Those modules to be developed must differ from the ones in the TD and have to be handed in the jury on C-3 where two modules are decided by vote. This ensures that this Test Project is subject to a 30% change before the start of the Competition (see 2.2 Occupational Standards: Problem Solving)

5.4.3 When is the Test Project developed

The Test Project is developed according to the following timeline:

TIME	ACTIVITY
At the previous Competition	After EuroSkills 2021 in Graz all the experts agreed to the Test Project's modules and content for 2023 in Dansk.
3 months prior to the Competition	The Test Project (except from the Mystery Challenges) will circulate three months prior to the competition in the forum. All experts are additionally instructed through the forum to develop two different modules. Those modules to be developed must differ from the ones in the TD. Those two modules are called "Mystery Challenges", which may not be shared prior to the competition (see 2.2 Occupational Standards: Problem Solving). On C-3 two Mystery Challenges are decided by vote out of all proposed modules.
At the Competition	On C-3 two Mystery Challenges are decided by vote out of all proposed modules.

5.5 Test Project validation

The Test Project is quality assured by all experts on C-3. All experts can propose changes and vote two Mystery Challenges for the Test Project.

5.6 Test Project selection

- By vote of Experts at the previous Competition
- By vote of Experts on the Discussion Forums
- By vote of Experts at the upcoming Competition
- By random draw by the Competition Director, three months before the current Competition
- Test Project is designed by an Independent Test Project designer, therefore there is no selection process

Other, please specify below:

5.7 Test Project circulation

Please note that if a Test Project is known by the Chief- and/or Deputy Chief Experts, and/or any of the other Experts, it must be shared via the forums before the start of the Competition. This also means that this Test Project is subject to a 30% change before the start of the Competition.

The Test Project is circulated via the website as follows:

Submitted to the Secretariat for circulation 3 months before the current Competition

Not circulated

Other, please specify below:

5.8 Test Project coordination (preparation for competition)

Coordination of the Test Project will be undertaken by:

Skill Management Team

Chief Expert

Chief Expert and Deputy Chief Expert

Chief Expert and Workshop Manager

Chief Expert with selected Experts

Chief Expert with Competition Organizer

All Experts

Other, please specify below:

5.9 Test Project change at the competition

Three months prior to the competition, all experts are instructed through the forum to develop two different modules. Those modules to be developed must differ from the ones in the Technical Description and may not be shared with the other experts before C-3. The guideline is, that the sum of the marks of the 2 modules must be 30%. On C-3 two Mystery Challenges are decided by vote out of all proposed modules.

Moreover, slight changes in other modules will be made in cooperation with all experts on C-3. This is to strengthen the ability of the competitors to adapt.

5.10 Material or manufacturer specifications

Specific material and/or manufacturer specifications required to allow the Competitors to complete the Test Project will be supplied by the Host Organization and are available via the forums. 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 items may include those for fault finding modules or modules not circulated.

6 Skill management and communication

6.1 Discussion forum

Prior to the EuroSkills Competition, all discussion, communication, collaboration, and decision making regarding the Skill Competition must take place on the skill specific Discussion Forum, which can be reached via www.worldskillseurope.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 WorldSkills Europe website www.worldskillseurope.org. Please contact jordy.degroot@worldskillseurope.org for guidance.

The information includes:

- Competition Rules
- Technical Descriptions
- Marking Schemes
- Test Projects
- Infrastructure List
- Health and Safety documentation
- Other Competition-related information
- List of material that can be used to build templates and not been provided by the host

6.3 Test Projects and Marking Schemes

Circulated Test Projects will be available at the WorldSkills Europe website from www.worldskillseurope.org. Please contact jordy.degroot@worldskillseurope.org for guidance.

6.4 Day-To-Day management

The day-to-day management of the Skill Competition during the EuroSkills 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 at www.worldskillseurope.org. Please contact jordy.degroot@worldskillseurope.org for guidance.

7 Skill specific safety requirements

Refer to Host Country/Region Health and Safety documentation for Host Country/Region regulations. This document will be shared via the forums. One overall Health and Safety document will be published, as well as Skill specific safety requirements.

8 Materials and equipment

8.1 Infrastructure List

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

The Infrastructure Lists will be available at the WorldSkills Europe website from www.worldskillseurope.org. Please contact jordy.degroot@worldskillseurope.org for guidance.

The Infrastructure List specifies the items and quantities requested by the Experts for the next Competition. The Host Organization will progressively update the Infrastructure List specifying the actual quantity, type, brand, and model of the items.

At each Competition, the Experts must advise the Competition Manager 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

WorldSkills Europe aims to minimize the sending of toolboxes as much as possible. We therefore ask you to keep this in mind when writing the section below. Please be advised that competitors should bring as little as possible and what they do bring **MUST** be true hand tools. Only items are allowed that would significantly affect their ability to perform the task and deliver the Test Project to a high standard.

[No toolbox is allowed in this Skill.](#)

8.3 Materials, equipment and tools supplied by Competitors in their toolbox

[No materials, equipment and tools are allowed to be supplied by Competitors.](#)

8.4 Materials, equipment and tools supplied by the Experts

[No materials, equipment and tools are allowed to be supplied by the Experts.](#)

8.5 Materials, equipment and tools prohibited in the Skill area

[In the Skill area any devices are prohibited which enable the competitors to interact with other people.](#)

8.6 Proposed workshop and workstation

Workshop layouts from previous competitions are available by contacting the Competition and IT Coordinator at: jordy.degroot@worldskillseurope.org. New Workshop Layouts will be communicated via the forums when completed.

Please be advised that you will have the opportunity to discuss your Workshop Layout proposal with the Host Organization during the Competition Preparation Meetings (CPM).

For workshop layout development, please refer to the forums.

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.

9.1.1 Before the Competition

The competitor's workplaces will be drawn before the competition starts.

9.1.2 Personal laptops – USB – memory sticks – mobile phones

The competitors will not use personal laptops and USB drives during the competition. The organisers will provide the necessary equipment, the USB drives which are used for the competition will be provided by the Chief Expert and collected at the end of each competition day, and the competitors' mobile phones will be collected and safely stored during the competition. They will get their mobile phones back at the end of each competition day. Any use of devices, for example Bluetooth devices, is prohibited during the competition.

Collaboration between competitors of the same team will be enabled through an IT network solution. Competitors of the same team will have shared access to their folders/developed materials but do not have access to the folders/files of the competing teams. Because of this IT network solution, it is possible for the CE/DCE to provide the modules of the test project simultaneously and centrally to each team. USB Memory Sticks will serve as a backup in case of network problems.

The experts may use their private laptops, but will be briefed on Day -1 what they are allowed to do and what will be against the competition rules.

9.1.3 Artificial Intelligence

Any application of Artificial Intelligence is against the competition rules and strictly prohibited.

9.1.4 Browser History

Competitors are not allowed to clear the browser history during the competition. Experts and the SMT are allowed to check the competitor's browser history.

9.1.5 Communication

Competitors will not communicate with other persons during the competition unless communication is part of a module. Any assistance from people outside is strictly prohibited.

9.1.6 Personal photo cameras – video taking devices

Competitors are not allowed to use any photo cameras or video taking devices during the competition. Experts are allowed to take pictures, but are not allowed to videotape (parts of) the competition.

9.1.7 Communication between compatriot experts and competitors

According to the Competition Rules.

10 Visitor and media engagement

Following is a list of possible ways to maximize visitor and media engagement, within the remit of the Competition Rules:

- During the presentation visitors and media engagement could be attracted by a large screen and a powerful sound system.

11 Sustainability

This Skill Competition will focus on the sustainable practices below:

- The Test Project will be based on a given scenario. The scenario fosters a business idea based on one of the Sustainable Development Goals of the United Nations (<http://www.un.org/sustainabledevelopment/sustainable-development-goals>). The specific SDG will be drawn by a neutral person in front of the competitors and experts on Day1. The idea may be either a product or a service.
- The business idea will be linked to a sustainability issue and given to competitors at the start of the competition on Day 1.
- Therefore, the whole Skill Competition will permanently focus on sustainability issues.
- Printed handouts are kept to a minimum.