

Technical Description

# Health and Social Care



<b>1</b>	<b>Introduction.....</b>	<b>3</b>
<b>2</b>	<b>The Occupational Standards.....</b>	<b>5</b>
<b>3</b>	<b>The assessment approach &amp; principles.....</b>	<b>12</b>
<b>4</b>	<b>The Marking Scheme.....</b>	<b>13</b>
<b>5</b>	<b>The Test Project.....</b>	<b>18</b>
<b>6</b>	<b>Skill management and communication.....</b>	<b>22</b>
<b>7</b>	<b>Skill specific safety requirements.....</b>	<b>23</b>
<b>8</b>	<b>Materials and equipment.....</b>	<b>24</b>
<b>9</b>	<b>Skill-specific rules.....</b>	<b>26</b>
<b>10</b>	<b>Visitor and media engagement.....</b>	<b>27</b>
<b>11</b>	<b>Sustainability.....</b>	<b>28</b>

# 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 organisation 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 organisation and self-management, communication and interpersonal skills, problem solving, innovation and creativity, the ability to understand, empathise and work with clients to improve the quality of their life, are the universal attributes of the outstanding practitioner.

The practitioner may work in a team or alone or in both from time to time. Whatever the structure of the work, the trained and experienced practitioner takes on a high level of personal responsibility and autonomy. From accurately assessing the needs of clients through to building client relationships and delivering exceptional care for clients in a range of circumstances, every interaction matters and mistakes could have a serious, life threatening impact.

With the increasing international mobility of people, the health and social care practitioner faces rapidly expanding opportunities and challenges. For the talented assistant there are many international opportunities; however these carry with them the need to understand and work with diverse cultures and systems/regulations. The diversity of skills associated with health and social care is therefore likely to expand.

## 1.2 The 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 Occupational Standards

### 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	<b>Work organization and self-management</b>	5
	<p><b>The individual needs to know and understand:</b></p> <ul style="list-style-type: none"> <li>• Health, safety, environmental and hygiene legislation, obligations, regulations and documentation</li> <li>• Infection hazards for clients</li> <li>• The purpose of a uniform/personal protective clothing</li> <li>• The purpose, safe use, care and storage of materials</li> <li>• Regulations regarding the safety and security of medication</li> </ul>	

Section		Relative importance (%)
	<ul style="list-style-type: none"> <li>• Techniques of time management</li> <li>• The principles of ergonomics</li> <li>• The significance of sustainability and environmentally friendly work practices</li> <li>• The importance of working together with other practitioners or/ and other persons</li> <li>• The importance of sustainability</li> <li>• The value of managing own continuing professional development</li> </ul>	
	<p><b>The individual shall be able to:</b></p> <ul style="list-style-type: none"> <li>• Follow health, safety and hygiene standards, rules and regulations</li> <li>• Take appropriate hygiene precautions for infection prevention</li> <li>• Identify and use the appropriate uniform/personal protective clothing including safe footwear</li> <li>• Select, use effectively/efficiently and store materials safely</li> <li>• Maintain safe and secure storage of medication in accordance with regulations</li> <li>• Plan, schedule and re-prioritise work as the need arises and for the sustainable use of own resources (e.g. time, strength)</li> <li>• Ensure safe and ergonomic working practices</li> <li>• Use of technical aids that facilitate ergonomically</li> <li>• Use aids for good working environment</li> <li>• Discard waste ecologically</li> <li>• Work together in a efficient way with other practitioners and any person</li> <li>• Keep up-to-date with new practices and regulations e.g. Safe moving and health and safety</li> </ul>	
<b>2</b>	<b>Communication and interpersonal skills</b>	<b>25</b>
	<p><b>The individual needs to know and understand:</b></p> <ul style="list-style-type: none"> <li>• The importance of establishing and maintaining client confidence</li> <li>• Rules and regulations for confidentiality and privacy related to the delivery of care</li> <li>• Coaching styles and techniques to support client recovery, growth and development</li> <li>• The roles, competences and requirements of colleagues and professionals involved in the care of the client</li> <li>• The importance of building and maintaining productive working relationships</li> <li>• Negotiation methods within the scope of health promotion</li> <li>• Techniques for resolving miss-understandings and conflicts</li> <li>• The importance of accurately recording information</li> <li>• Professional interaction between practitioner and client and also practitioner with other health personnel</li> <li>• Professional interaction between practitioner and the clients family and relatives</li> </ul>	

Section		Relative importance (%)
	<ul style="list-style-type: none"> <li>• Techniques and ways to communicate with clients who have disabilities in communication e.g. Dementia, hearing problems</li> </ul>	
	<p><b>The individual shall be able to:</b></p> <ul style="list-style-type: none"> <li>• Work sensitively with clients</li> <li>• act honestly with clients</li> <li>• Maintain excellent professional conduct including appearance</li> <li>• Open and closed communication with client in the appropriate style, establishing a rapport</li> <li>• Respect client as an individual with autonomy and right to accept or refuse care, always be honest to the client</li> <li>• Respect client's culture and religious beliefs</li> <li>• Use therapeutic communication methods in the delivery of care to include:               <ul style="list-style-type: none"> <li>• Active listening, questioning techniques, interpretation of nonverbal signals and appropriate educational techniques</li> <li>• Use coaching techniques to enable client to learn new 'life skills'</li> <li>• Use and write client information/records in the appropriate format e.g. Patient's record/documentation</li> </ul> </li> <li>• Manage consistently effective verbal and written communications with colleagues</li> <li>• Manage a professional and effective communication with the client's family in the appropriate manner ensuring the needs of the client are central</li> <li>• Communicate with colleagues, medical professionals, the client and their family to ensure the right type and level of care is provided and that the client's autonomy and needs are met</li> <li>• Communicate in a professional way with clients who have disabilities in communication and understanding</li> <li>• Discuss and represent individual client cases in professional settings</li> <li>• Record client information/records in the appropriate format e.g. communication book or patient's record (hospital).</li> </ul>	
3	<b>Problem Solving, Innovation and Creativity</b>	15
	<p><b>The individual needs to know and understand:</b></p> <ul style="list-style-type: none"> <li>• The common types of situations which can occur within health and social care work</li> <li>• The difference between symptoms and causes of problems</li> <li>• Why individuals may be not willing to discuss problems e.g. Client and family members and techniques for addressing</li> <li>• The value of 'working with' clients and respecting their wishes in resolving problems</li> <li>• The importance of observing clients closely and consistently to identify any concerns they may not be aware of</li> </ul>	

Section		Relative importance (%)
	<ul style="list-style-type: none"> <li>• Techniques for developing creative solutions to improve the quality of life of the client and their happiness e.g. Providing support and aids for a client to remain in their own home</li> <li>• Latest trends and developments in health and social care to ensure the client is provided with best possible support</li> </ul>	
	<p><b>The individual shall be able to:</b></p> <ul style="list-style-type: none"> <li>• Value the individual, take a strong interest and gain a deep understanding of their character</li> <li>• Gain the confidence of the client to discuss their problem(s)</li> <li>• Recognise problems swiftly and follow a self-managed process for resolving</li> <li>• Determine the root cause(s) of client's problem(s) through careful and structured discussion/questioning/observation</li> <li>• Pro-actively re-prioritise client's problem(s) as the situation demands</li> <li>• Recognise the boundaries of own expertise/authority in dealing with client's problem(s) and refer to colleagues and professionals as appropriate</li> <li>• Create, develop and negotiate 'new safe ways of working' to improve the daily life of the client and their happiness e.g. Use of aids to support mobility</li> <li>• Recognise opportunities and pro-actively contribute ideas to improve client care e.g. Through a new way to use the clients environment effectively, through discussions with the client at the right time</li> <li>• the connection between biography, lifestyle and acceptance of change, to adapt their options for the client</li> </ul>	
4	<b>Assessing Needs and Planning Client Care</b>	10
	<p><b>The individual needs to know and understand:</b></p> <ul style="list-style-type: none"> <li>• Principles of growth and development across the lifespan</li> <li>• A range of illnesses and the relevant treatments</li> <li>• Health, social care and rehabilitation of clients holistically across the lifespan in a variety of daily life situations</li> <li>• Ethics and law with respect to rights, discrimination and abuse</li> <li>• Techniques for working with clients and their families to accurately determine the care needs of the client</li> <li>• The role of nutrition and special diets</li> <li>• Techniques to assess the capabilities of the patient and the family and relatives</li> <li>• Financial implications e.g. Budgetary constraints</li> </ul>	
	<p><b>The individual shall be able to:</b></p> <ul style="list-style-type: none"> <li>• Carefully assess the client's environment and situation to accurately determine care needs, recognising boundaries of role</li> </ul>	



Section		Relative importance (%)
	<ul style="list-style-type: none"> <li>• Assess the clients capabilities and the capabilities of the family</li> <li>• Refer to medical professionals as appropriate</li> <li>• Identify nutritional status and requirements</li> <li>• Plan how the client-centred care will be delivered</li> <li>• Secure required resources to facilitate the client care plan</li> <li>• Plan how to support client rehabilitation</li> <li>• Obtain consent before the delivery of care</li> <li>• refer to medical professionals as appropriate</li> </ul>	
5	<b>Managing and Delivering Client Care</b>	35
	<p><b>The individual needs to know and understand:</b></p> <ul style="list-style-type: none"> <li>• The holistic needs of clients and inclusion of capabilities</li> <li>• The importance to have a rehabilitative</li> <li>• Patterns of client behaviour and what drives it</li> <li>• History of the client's situation</li> <li>• The importance of flexibility when working with different clients and their families</li> <li>• Techniques for encouraging clients to learn 'new' skills building confidence and independence</li> <li>• The significance of knowing when to refer clients to colleagues and other medical professionals</li> <li>• Anatomy and pathology, illnesses and treatment according to the level of education</li> <li>• Standard normal values of health parameters (e.g. Normal blood pressure)</li> <li>• General topics of a healthy lifestyle and how to promote them in a positive way</li> <li>• The circumstances when immediate medical assistance should be sought</li> <li>• The purpose and potential side effects of client's medication</li> <li>• Potential safety hazards</li> <li>• Roles of related professionals</li> <li>• Techniques for promoting mobility and knowledge about safe use of mobility devices</li> <li>• The risk factors for the clients which are weak and not able to move too much</li> <li>• The circumstances when immediate medical assistance should be sought</li> </ul>	
	<p><b>The individual shall be able to:</b></p> <ul style="list-style-type: none"> <li>• Promote and assist with physical, social and psychological wellbeing, support of growth and development, caring and rehabilitation</li> <li>• Respect the client and the principles of law and ethics in the delivery of care</li> <li>• Create a positive environment for the client and deliver safe care</li> </ul>	

Section		Relative importance (%)
	<ul style="list-style-type: none"> <li>• Assist with hygiene needs as required and respect the client's need for intimacy</li> <li>• Perform culturally appropriate measures and perform medical tasks within the scope of practice e.g. First aid, wound care, breathing exercises</li> <li>• Monitor different health parameters blood pressure, pulse, temperature, blood sugar, pain and weight and give information about them</li> <li>• Take precautions for risks which are common in clients which are sick e.g. Pressure ulcers, pneumonia and contractions</li> <li>• Consistently observe client and quickly identify any new problems that need attention or medical referral e.g. Pressure ulcer</li> <li>• Accurately judge when immediate medical attention or support may be required and start with first aid measures</li> <li>• Implement measures that promote client's independence within any limitations</li> <li>• Recommend and administer appropriate measures to support nutritional well-being within the scope of practice and regulations</li> <li>• Educate the client in the promotion of a healthy lifestyle e.g. Do exercise regularly, stop smoking</li> <li>• Advise client on common drug groups and their side effects within the scope of practice and regulations e.g. Antihypertensive and analgesics</li> <li>• Support client in the administration and storage of their medication within the scope of practice and regulations</li> <li>• Plan and adapt schedule to ensure each client receives the time they need, ensuring individuals are not rushed</li> <li>• Organise educational and rehabilitative activities to meet the needs of adult clients of different adult age groups</li> <li>• Promote mobility by using the clients resources and respecting the clients' needs by the use of adequate mobilisation techniques</li> <li>• Use resources effectively and efficiently</li> <li>• implement measures that promote clients' independence within any limitations</li> <li>• promote the quality of life by using specialized competencies of caring such as in palliative care, etc.</li> </ul>	
<b>6</b>	<b>Evaluation Client Care</b>	<b>10</b>
	<p><b>The individual needs to know and understand:</b></p> <ul style="list-style-type: none"> <li>• The importance of reviewing care at regular intervals and gaining feedback from all parties including the client</li> <li>• The expected level of client quality of life in relation to their circumstances</li> <li>• The possibilities for the care to be changed/improved e.g. Resources available</li> <li>• Latest developments in products and services</li> <li>• How to gain an outcome and assess that</li> </ul>	

Section		Relative importance (%)
	<p><b>The individual shall be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the client’s perspective through careful discussion with them</li> <li>• Gain inputs from the client’s family, colleagues and related professionals</li> <li>• Recognise what makes a client happy and what they consider to be ‘well-being’</li> <li>• Listen carefully and respond positively to any problems endeavouring to develop solutions</li> <li>• Judge the extent to which the care plan is helping the client</li> <li>• Agree any changes to the care plan with the client, their family, colleagues and related professionals</li> <li>• Record outcomes of the evaluation</li> <li>• Develop an action plan taking into consideration resources available</li> <li>• Report and record any concerns to the relevant parties</li> <li>• Reflect on feedback and evaluate own working practices</li> <li>• Gain understanding of clients perspectives through careful discussions with them</li> <li>• Gain inputs from the clients’ families, colleagues, and related professionals</li> </ul>	
	<b>Total</b>	<b>100</b>

## 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 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 Test Project Designer(s) 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 Competition Rules for further details.

Experts and Independent Test Project Designers 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				
STANDARDS SPECIFICATION SECTION	1	5.00								5.00	5.00	0.00
	2		2.00					7.50		9.50	10.00	0.50
	3								11.00	11.00	10.00	1.00
	4			5.00						5.00	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). This is documented in the Standards and Assessment Guide.
- 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 Assessment overview

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

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 according to facilities.

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.

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

Competitors are given all the necessary materials 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.

The competitors change their working place each day and rotate from zone to zone after each day. The assessing experts stay in their assessing zone all the competition days.

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 - Mark distribution

This section defines the assessment criteria and the number of marks (judgement and measurement) awarded. The total number of marks for all assessment criteria must be 100. The table below is advisory only for the development of the Test Project and Marking Scheme.

For both measurement and judgement there will be three experts (+ one) in the assessment team.

### Assessment

Each zone has a zone leader, who works with the CE and guides (organizational leadership) the experts in their zone. The zone leader has no special role in the assessment process, the roles of the experts in assessment are equal for all experts in the group.

The experts are divided into teams by the CE, depending on the expert/competitor number. Minimum three experts per team (four for judgement marking) to carry out assessment; as outlined in the timetable of the skill.

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 throughout the competition and will mark each competitor's work within that modules.

Documentation templates are required, these are prepared by an expert nominated by the CE and checked by all of the experts prior to their use.

All assessments must be witnessed and signed off by at least two experts within each team and the result recorded.

### Rotation of modules

The order in which competitors compete is decided prior to the start of the competition by the CE.

### Fairness

Competitors waiting to compete their assigned modules for the day will not be allowed to view how the other competitors compete their assigned modules. 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 (no electronic devices).

The experts can only see the zone in which they are assessing and are not observing other zones.

The total number of marks for all assessment criteria must be 100.

Section	Criterion	Marks		
		Judgement	Measurement	Total
A	Assessment and planning	0	5	5
B	Communication and ethics	0	25	25



C	Caring, Nursing and pharmacotherapy	0	45	<b>45</b>
D	Safety, Ergonomic and Environmental regulations	0	20	<b>20</b>
E	Evaluation	0	5	<b>5</b>
<b>Total</b>		<b>0</b>	<b>100</b>	<b>100</b>

# 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 with separately assessed modules

Note: The Test project is a series of standard modules. Set in three different health and social care environments/zones:

- Caring in the home (30 %)
- Community, residential and nursing home care (35 %)
- Care in a hospital (35 %)

## 5.3 Test Project design requirements

The three zones will represent actual settings within the industry namely:

- Care in the Home,
- Community, Residential and nursing home care,
- Care in the hospital.

Each zone must contain at least 3 hours assessment per Competitor. That means 9 hours in total competition.

[EXCEPTION OF TIMEREDUCTION MADE BY WSE CCMT / Patrik Svenson, Chair of Competitions Committee]

Within each zone the Competitor will be tested in modules that simulates support needs by clients in that specific environment. Test Project modules will vary from 15 to 120 minutes with the timetable presented. Assessment of two competitors is simultaneous.

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

The total time for completing the assigned task for the day will be appropriate to the task. The maximum time for each given task for each day will not exceed two hours and the total maximum time for the total competition will not exceed nine (9) hours. The time for planning, implementation can vary depending on the competition day.

The competition covers the standards set out in the standards specification in Section 2. Note 8-10 professional actors per competition day (age of the actors is defined when Test Projects are ready). The actors had to be at the competition area on C-2 to contact the experts.

## 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](mailto: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:

- Independent Test Project designer/ Third party

Note: The Test Projects should be designed by an external experienced expert. If this couldn't be organized the Chief Expert and Deputy Chief Expert should design them with all Experts who could comment on them. The Test Project should be finished three months before the competition. All Experts should get this Test Projects three months before the competition.

The Test Projects are developed on the discussion forum. Experts will develop the Test Projects on the forum nine months before the Competition and be voted six months in advance. There has to be a majority of agreement (minimum 50%+1) from Experts on the accepted Test Projects.

### 5.4.2 How and where is the Test Projects or modules developed

The Test Project or modules are developed in the following manner:

- The Test Project is developed jointly on the Discussion Forums by all Experts
- The Test Project is developed by an Independent Test Project designer

Note: refer to 5.4.1

### 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	Not applicable

3 months prior to the Competition	Until 3 months before the current competition
At the Competition	30 % change is made to the test project

## 5.5 Test Project validation

The test project modules developed have considered the knowledge and skill level and the scope of practice of the competitors. As such, the competitors will be able to compete the assigned task in the time given.

## 5.6 Test Project selection

- By vote of Experts on the Discussion Forums
- Test Project is designed by an Independent Test Project designer, therefore there is no selection process

Note: refer to 5.4.1

## 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:

If the Test Project is developed by the Experts then it will be:

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

## 5.8 Test Project coordination (preparation for competition)

Coordination of the Test Project will be undertaken by:

- Chief Expert and Deputy Chief Expert

## 5.9 Test Project change at the competition

Changes to the test projects will be made prior to the start of the competition when all experts meet at the competition site. The changes would involve either increasing or changing the demand of the tasks. The Change could also include a change of a package of prepared complete modules.

If the Test Project is developed by an External designer, no changes will be done.

## 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.

Not applicable.

## 5.11 Software specifications

Not applicable.

## 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](http://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](http://www.worldskillseurope.org). Please contact [jordy.degroot@worldskillseurope.org](mailto:jordy.degroot@worldskillseurope.org) for guidance.

The information includes:

- Competition Rules
- Technical Descriptions
- Test Projects
- Infrastructure List
- EuroSkills Health, Safety, and Environment Policy and Regulations
- Other Competition-related information

### 6.3 Test Projects and Marking Schemes

Circulated Test Projects will be available at the WorldSkills Europe website from [www.worldskillseurope.org](http://www.worldskillseurope.org). Please contact [jordy.degroot@worldskillseurope.org](mailto: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](http://www.worldskillseurope.org). Please contact [jordy.degroot@worldskillseurope.org](mailto:jordy.degroot@worldskillseurope.org) for guidance.

## 7 Skill specific safety requirements

### 7.1 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](http://www.worldskillseurope.org). Please contact [jordy.degroot@worldskillseurope.org](mailto: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.

The Competitors are not allowed to send a toolbox.

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

Work clothes with relevant codes are supplied by the competitors

### 8.4 Materials, equipment and tools supplied by the Experts

Not applicable.

### 8.5 Materials, equipment and tools prohibited in the Skill area

Information about prohibited materials, equipment and tools will be distributed with the test project 3 months prior the current competition

Competitors are not allowed to have their mobile phones with them. They should be placed in the lockers while the competition.



## 8.6 Workshop Layout

Workshop layouts from previous competitions are available by contacting the Competition and IT Coordinator at: [jordy.degroot@worldskillseurope.org](mailto: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 Skills Development Workshop (SDW) and the Competition Preparation Meetings (CPM).

For workshop layout development, please refer to the forums.

## 9 Skill-specific rules

### 9.1 Introduction

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.

### 9.2 Personal laptops – USB – memory sticks – mobile phones

- Chief Expert, Deputy Chief Expert, Experts are allowed to bring memory sticks into the workshop however they must remain in the locker until the end of C3.
- Competitors are not allowed to bring memory sticks into the workshop.
- Chief Expert, Deputy Chief Expert and Experts 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 C3.
- Competitors are not allowed to bring personal laptops or tablets into the workshop.
- Chief Expert, Deputy Chief Expert, Experts, Competitors 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 EuroSkills at any time necessary

### 9.3 Personal photo cameras – video taking devices

- Chief Expert, Deputy Chief Expert, Experts, Competitors are allowed to use personal photo and video taking devices in the workshop from C1 to C3 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.

### 9.4 Communication between compatriot experts and competitors

- Communication is allowed each day before and after the competing session and while lunch on all days of the competition.

### 9.5 Other

A professional soundsystem including technicians and 8 actors are minimum requirements of the skill. The actors should be at the competition area on C-2 to get the information of the test projects from the experts. Also the technology has to be tested on C-2 at the skill area.

# 10 Visitor and media engagement

## 10.1 Engagement

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

- Display screens
- Try a trade
- Enhanced understanding of Competitor activity
- Competitor profiles and description of the test projects
- Career opportunities
- Daily reporting of competition status
- Time based parts of the Test Project

# 11 Sustainability

## 11.1 Sustainability

This Skill Competition will focus on the sustainable practices below:

This Skill Competition will focus on the sustainable practices below:

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