

Technical Description

# Fashion Design and Technology Team Challenge



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# 1 Introduction

## 1.1 Name and description of the skill competition

### 1.1.1 The name of the skill competition is

Fashion Design and Technology Team Challenge

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

The Fashion Technology practitioner creates garments. The technical skills involved include design, pattern construction, cutting and garment manufacture.

The practitioner may work in one of several sectors. Still, often, they are self-employed and work on commissioned projects or in the retail manufacturing sector or in sampling garments for production. As such, they must have business acumen and strong interpersonal skills when dealing with clients. Excellent customer care and selling skills are crucial. As some work is often commissioned for important events, the practitioner must understand the needs of the client and be able to offer appropriate expert advice whilst interpreting the vision for the finished project. Customer briefs must be clearly understood and followed accurately.

Fabrics are often expensive, delicate and easily damaged or handled incorrectly. Given this, the practitioner must be respectful of the raw materials with which they work and apply extensive knowledge of effective sourcing, purchasing, handling and storage of all materials. Sustainability, ethics and budgets are all serious considerations when sourcing materials and selecting sub-contractors.

The design of a garment requires innovation, creativity and artistic and design talents that incorporate aesthetics and practicalities. The practitioner must apply the rules and theory of composition, including design elements and principles and techniques. He or she is often creative and artistic, with a good eye for design and the ability to create pleasing and functional garments suitable for their purpose. In addition, thorough knowledge and understanding of specialist equipment and its use are essential. Another requirement is a high level of technical knowledge in patternmaking and construction techniques. Different fabrics react in various ways to the manufacturing process, and these characteristics must be considered throughout the preparation and production process.

There is a wide range of practices in the fashion sector. Some practitioners produce small ranges for retail outlets or high-class fashion houses or prepare bespoke garments ordered by individual clients. At the other end of the professional spectrum, the practitioner may work in an industrial setting, producing prototypes for mass production. Practice also varies across the world. The fashion industry is truly global: for example, a garment may be designed and prototyped in one country and subcontracted for manufacture in another.

Wherever employed, it is essential that the practitioner is aware of current and emerging fashions and trends in the fashion industry.

Equally important is an awareness of new developments in fabrics and textiles as well as machinery, equipment, upcycling.

## 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>• Materials, their characteristics, properties and uses</li> <li>• Processes for a mass-produced, small collection, bespoke and couture fashion</li> <li>• Industry jargon and terminology in english</li> <li>• Specialist areas and sectors exist within the industry including knitwear, menswear, children's, and infants' clothing.</li> </ul>	

Section		Relative importance (%)
	<ul style="list-style-type: none"> <li>• Several targets, customers.</li> <li>• Several quality levels for construction are expected for several targets of customers.</li> <li>• Sale prices in link with the level expected</li> <li>• The need for marketing and the business practice</li> <li>• The importance of continuous professional development</li> <li>• Health and safety regulations and best practice</li> <li>• The importance of maintaining a clean and organised workplace</li> <li>• The importance of effective work-planning and organisation</li> <li>• The importance of accuracy and care when preparing fabrics for production</li> <li>• The range, uses and care of specialist tools and equipment used in the fashion industry</li> <li>• How to assess for quality assurance</li> </ul>	
	<p><b>The individual shall be able to:</b></p> <ul style="list-style-type: none"> <li>• Proactively develop own knowledge and skills</li> <li>• Demonstrate an awareness of current trends and fashions in clothing design, accessories, colours, fabrics etc.</li> <li>• Fully comply with and promote health and safety practices in the workplace to maintain a safe and healthy working environment</li> <li>• Use all equipment safely and according to manufacturers instructions</li> <li>• Use and care for all specialist tools and equipment used in the fashion industry</li> <li>• Select the correct tool or piece of equipment for each task and design</li> <li>• Plan and prioritize work to maximize efficiency in the workplace and to meet deadlines</li> <li>• Work cleanly and safely to protect materials and finished products throughout</li> <li>• Source support for business development</li> <li>• Purchase materials and fabrics cost effectively and with due consideration of sustainability and ethics</li> </ul>	
<b>2</b>	<b>Communication and interpersonal skills</b>	<b>8</b>
	<p><b>The individual needs to know and understand:</b></p> <ul style="list-style-type: none"> <li>• How to communicate effectively with other industry professionals (including ordering materials or sub-contracting work)</li> <li>• How to communicate effectively including presentation and sales skills (prices in link with level expected)</li> </ul>	
	<p><b>The individual shall be able to:</b></p> <ul style="list-style-type: none"> <li>• Communicate effectively with clients and act with complete confidentiality and discretion</li> </ul>	

Section		Relative importance (%)
	<ul style="list-style-type: none"> <li>• Provide expert advice to clients to enable them to make informed decisions regarding their purchase, tactfully, on styles, colours and fabrics that will meet their needs and be appropriate for specific events</li> <li>• Present ideas, designs, vision, and production solutions to clients</li> </ul>	
<b>3</b>	<b>Innovation, creativity, and problem solving</b>	<b>5</b>
	<p><b>The individual needs to know and understand:</b></p> <ul style="list-style-type: none"> <li>• The importance of both individuality and conformity to the fashion industry</li> <li>• Creativity and its relevance and importance to the fashion industry</li> </ul>	
	<p><b>The individual shall be able to:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate innovation and creativity in design</li> <li>• Think creatively to devise innovative solutions</li> <li>• Use creative solutions to resolve design and manufacturing challenges</li> <li>• Alter garments to provide a better or custom fit, to update or to make garments more appropriate</li> <li>• Critically judge the quality of the garment and finish and proactively seek resolutions to any imperfections</li> </ul>	
<b>4</b>	<b>Fashion design</b>	<b>15</b>
	<p><b>The individual needs to know and understand:</b></p> <ul style="list-style-type: none"> <li>• The design elements and principles</li> <li>• The range of fabrics and materials available to the fashion designer, their characteristics, uses.</li> <li>• Current fashions, trends and themes relating to materials and fabrics, colour, and style</li> <li>• The impact of culture and tradition in fashion design</li> <li>• The range and type of substitute materials that can be used as part of a fashion garment design</li> <li>• The co-ordination of colours, styles, materials/fabrics, accessories, and themes</li> <li>• The range of styles and cuts that are common in garment making</li> <li>• The impact of body shape and size on the fit and appearance of a fashion garment</li> <li>• Global influences on fashion design and how traditions and national characteristics impact design</li> <li>• How to communicate design concepts and ideas to potential clients or industry professionals</li> </ul>	
	<p><b>The individual shall be able to:</b></p> <ul style="list-style-type: none"> <li>• Research fashion trends and apply these to appropriately to designs</li> </ul>	

Section		Relative importance (%)
	<ul style="list-style-type: none"> <li>• Direct the design to the target market or individual when designing fashion items</li> <li>• Create theme/trend boards and illustrations to communicate ideas, concepts, and visions</li> <li>• Identify different types of fabric and select suitable fabrics for particular uses</li> <li>• Apply knowledge of basic cuts and styles to inform designs but not to restrict creativity and innovation</li> <li>• Select appropriate fabrics to different fashion designs</li> <li>• Select and use different notions such as zips, buttons, shoulder pads as well as trims like lace, beads, and ribbons</li> <li>• Apply different embellishments and accessories to the design</li> <li>• Co-ordinate colours, styles, materials/fabrics, and accessories to produce high quality design</li> <li>• Use artistic ability, creativity, and innovation to design a full variety of garments for all manner of events</li> <li>• Create designs following a theme or design brief</li> <li>• Alter and adapt designs to meet clients' needs and to make the design relevant to the brief</li> <li>• Modify ready-made garments to create new designs</li> <li>• Create several garments coordinated with each other to realize a collection inspired by the same theme</li> </ul>	
5	<b>Technical drawing</b>	10
	<p><b>The individual needs to know and understand:</b></p> <ul style="list-style-type: none"> <li>• How to read and create specialist technical drawings</li> <li>• Specialist industry-related terminology and symbols</li> <li>• How to use “illustrator” software to make technical drawing and symbols of finishing</li> </ul>	
	<p><b>The individual shall be able to:</b></p> <ul style="list-style-type: none"> <li>• Read and create specialist technical drawings</li> <li>• Use specialist industry-related terminology and symbols with “illustrator” software</li> </ul>	
6	<b>Pattern Construction</b>	22
	<p><b>The individual needs to know and understand:</b></p> <ul style="list-style-type: none"> <li>• The construction of garments using 2D patterns</li> <li>• The process to create 2D patterns for various garments</li> <li>• The use of dress forms in constructing garments</li> <li>• How various fabrics react to different styles or production techniques</li> <li>• How to handle fabrics and the importance of accuracy</li> </ul>	



Section		Relative importance (%)
	<p><b>The individual shall be able to:</b></p> <ul style="list-style-type: none"> <li>• Create/ develop or alter patterns for various types of garments, such as tailored jackets, shirts, dresses, skirts, or trousers</li> <li>• Select the best method of construction appropriate to different fabrics and designs</li> <li>• Prepare calico/ muslin or toile garments or parts of garments to prototype/ test patterns</li> <li>• Measure and handle accurately</li> <li>• Fit garments to a dress form</li> <li>• Label patterns with clear information regarding size, style, cutting etc.</li> </ul>	
<b>7</b>	<b>Garment Construction</b>	<b>35</b>
	<p><b>The individual needs to know and understand:</b></p> <ul style="list-style-type: none"> <li>• The importance of accuracy when cutting fabrics to minimize wastage and to optimize the finished garment</li> <li>• The use of cutting tools both manual and electric</li> <li>• The requirements of the production process in relation to:               <ul style="list-style-type: none"> <li>◦ The design concepts</li> <li>◦ The mock-ups or prototypes</li> <li>◦ samples</li> </ul> </li> <li>• Garment construction processes/techniques</li> <li>• Different types of stitching and finishing and their appropriate applications</li> <li>• Various notions/trims and their uses such as threads, zippers, pipings, fastenings etc.</li> <li>• The properties of different fabrics and how to handle them</li> </ul>	
	<p><b>The individual shall be able to:</b></p> <ul style="list-style-type: none"> <li>• Accurately measure fabrics according to the pattern</li> <li>• Prepare a layout to optimize fabric utilisation</li> <li>• Cut fabrics accurately using the most appropriate tools or pieces of equipment following cutting instructions</li> <li>• Use various types of industrial equipment used in the fashion industry, such as sewing machines, overlocking machines, irons, and fusing press</li> <li>• Select the appropriate tool or equipment for the task</li> <li>• Use all machinery safely and in accordance with the manufacturer's instructions</li> <li>• Conduct trials to ensure that the machine settings are appropriate for fabrics being used</li> <li>• Apply interfacing, interlining, and lining appropriately and effectively to different parts of the designed style</li> <li>• Handle and care for fabrics to ensure that they are not damaged and remain in good condition</li> </ul>	

Section		Relative importance (%)
	<ul style="list-style-type: none"> <li>• Construct linings and facings appropriately according to the style of the designed garment</li> <li>• Sew accurately by machine various types of garments or parts of garments</li> <li>• Finish fashion garments professionally</li> <li>• Proficiently execute specialist sewing skills and techniques</li> <li>• Press garments effectively.</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

- Before the competition, the Chief Expert will do MAT to explain the assessment method to all Experts.
- MAT will include marking tests to verify English skill and experts ability to explain their marking opinion.
- The Chief Expert will divide all the Experts into Marking teams and setting up marking schedules.
- Only Experts able to explain their marks in English can assess.

## 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.

The Competition will be assessed by both measurement (M) and judgment (J) the following aspect:

For example:

Criteria		M	J	Mark
ID	Name			

A	Module 1 - Research/Concept	3,25	3,00	6,25
B	Module 2 - Mysteries modules : Design sketches / pattern / Layout / Tdrawing	25,50	12,00	37,50
C	Module 3 - Pattern development/design / cutting	2,50	4,50	7,00
D	Module 4 - Manufacturing a garment	35,75	3,00	38,75
E	Module 5 - Marketing managers presentation	0,50	10,00	10,50
	Total	67,50	32,50	100,00

# 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

## 5.3 Test Project design requirements

Test Project needs to include the following modules:

- Creative Modules: Research & Design, sketches.
- Technical Modules: Pattern made by hand, Layout, Garment Construction, technical drawing.
- Professional oral presentation.

Some of the modules will be known before competition and others will be mystery modules.

Competitors decide who from them is working on the specific modules.

The modules of the Test Project are designed in a way that they can be worked out in the time given by the team.

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

The Test Project must be in link with atelier/industry best practices.

It must define a target (ex: 20 years old to be trendy and attractive) + customer + age group (It should be seasonal, dress for the evening, dress for the day, different events or casual etc.)

Mystery modules:

- Organised at several times of a day to allow the team to manage their teamwork.
- Managed by the Workshop Manager



## 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:

- Chief Expert, Deputy Chief Expert

Note: During each competition, experts are invited to suggest any tasks, modules, remarks, suggestions for the next competition.

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

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

- Other:

Note: CE, DCE with agreement from the Workshop Manager and the host make the TP draft and post it on the forum C -4 months.

Experts are informed in advance and invited to react for 3 weeks, on the forum

### 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	<ul style="list-style-type: none"> <li>• Experts' groups are created to discuss the next TP.</li> <li>• Comments and suggestions from experts are centralized and/or discussed before the end of the competition.</li> </ul>
6 months prior to the Competition	CE+DCE+WM build the TP based on feedback from the previous competition.
4 months prior to the Competition	TP posted on the forum
3 months prior to the Competition	TP validated on the forum
2 months prior to the Competition	WSE provides additional information (template, fabric sample)
At the Competition	

- During the competition, mysteries modules take place with ballot draw managed by the Workshop Manager and CE. This represents 30% of changing.
- During ballot draw, experts must stay in the expert's room.
- After the ballot draw, no open communication between the competitor and their expert.
- Before starting the official time for the module, 5 minutes could be given to a competitor to think alone about the chosen model by ballot draw.

## 5.5 Test Project validation

The Test Project will be validated on the forum.

## 5.6 Test Project selection

- By vote of Experts on the Discussion Forums

## 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

## 5.8 Test Project coordination (preparation for competition)

Coordination of the Test Project will be undertaken by:

- Skill Management Team

## 5.9 Test Project change at the competition

The mystery module represents the 30% change of the Test Project.

## 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.

To be provided before the competition

- The Organizer must provide measurements and size of the dummy (Bust, Waist, Hip, Back/Front Length).
  - This must be provided by the Workshop Manager

- 1 month after the selection of the Test Project has taken place.
- All materials and fabrics must be suitable for the Test Project and commercially available. The Organizer will provide contacts of supplier or agent for fabric.
- The Organizer can give information (pictures, swatches, etc) of the chosen fabrics and trims (a swatch of 30 cm x 30 cm should be provided of each fabric and at least 50 cm length in full width if the fabric has a large pattern) at least 2 months prior to the competition.
- All materials (such as fabric and digital/paper patterns) related to the chosen Test Project are to be sent via registered mail by the Organizer.
- The host member must develop the “first pattern” based on measurements of the wooden bust (dummy) to be used at the competition.
- This “first pattern” should be sent before the Competition to the participating countries.

## 5.11 Software specifications

Adobe Illustrator.

## 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.

Toolboxes are not allowed in this Skill.

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

Competitors are free to bring these small tools into the competition **if not included in the IL**. These tools can be placed in their luggage.

If any of items listed below are provided by Host, then those items are forbidden to bring in the workshop:

- General tools:
  - Clock/Timer
  - Water spray bottle
  - Cleaning wipes
  - Stapler + Staples
- Drawing:
  - Drawing equipment
  - Pencils
- Pattern :
  - Pattern cutting curves
  - Patternmaking construction tools (calculator, compass)
  - Pattern stamp (empty : "size", "competition's name", "cutting": only)

- Pattern notcher
- Pattern drill
- Rulers set
- Scotch
- Glue stick
- Measure tape
- Weights
- Cutting :
  - Scissors (paper and fabric, electric scissors, or rotary cutter)
  - Cutting mat for rotary cutter
  - Rotary cutter (no straight cutter)
  - Thermal cutter
- Construction:
  - Awl for darts holes
  - Pins
  - Buttonhole punch
  - Point turner
  - Tailor's chalk
  - Chalk sharpener
  - Hand sewing needles + basting thread
  - Loop turner
  - Lint brush/roller for fabric
  - Magnetic edge-guide
  - Stitch ripper
  - Thimble
- Ironing:
  - Pressing equipment (hems, bias tape maker)
  - Fusing tape (1cm, hem)

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

The equipment that is used to create specialized fabrications according to a competitor's design.

If a competitor needs special materials for technical tools that are unique to their own country:

- the tools must be asked (with picture) on the forum 2 months before the competition.
  - and made available (brought by the Expert/Competitor) for every Competitor at familiarization day
- NO materials shall be accepted under 2 months before the competition.

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

- Only materials supplied by the organization may be used.
- No smart devices (watches, mobile phone, etc), headphones, and other similars devices are allowed
- No Competitor is allowed to bring ANY kind of fabric, trims, notions, or thread for the familiarization Day or for the Competition Days.
- No Competitor is allowed to bring any kind of pattern pieces, sloper/blocks, books, notepads/ paper or samples during familiarization and competition.
- If any of these are found, they will be taken away and returned after familiarization/after 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

- Competitors must store all devices in lockers from C-1 to C3.
- Experts can use devices only in experts room.

### 9.3 Personal photo cameras – video taking devices

- 1 ESR “Media” is elected in charge to take picture of each competitor and life in the workshop.
- Competitors/Experts are not allowed to take photo in the workshop area except during given time specified by CE, after module, to take picture of the productions.

### 9.4 Communication between compatriot experts and competitors

- No open communication after a ballot draw.

### 9.5 Other

# 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:

- Try a trade
- Display screens
- Test Project descriptions
- Enhanced understanding of Competitor activity
- Competitor profiles
- Career opportunities

# 11 Sustainability

## 11.1 Sustainability

This Skill Competition will focus on the sustainable practices below:

- Minimize waste.
- Use of natural and ecological fibers.
- The public sale of the garments after the competition reversing for a green association.
- 1 ESR is elected to motivate everyone to sort the waste and keep carton cups until the end of the day etc.